MDE Model - Possible Indicators

Competency #1:

Quality Instruction for Student Academic Growth

Instructional Leadership and (for) Student Growth (35%)

- 1. A strong professional culture supports teacher learning and shared commitments to the vision and goals (ISLLC)
- 2. Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student (ISLLC)
- 3. Leader ensures the development, implementation, and evaluation of rigorous curricula tied to both state and college-readiness standards (New Leaders)
- 4. Leader implements consistent quality classroom routines and instructional strategies to improve student achievement (New Leaders)
- 5. Leader utilizes multiple forms of student-level data to drive increases in student achievement and implement student interventions (New Leaders)
- 6. The school executive leads the discussion about standards for curriculum, instruction and assessment based on research and best practices in order to establish and achieve high expectations for students (NC)
- 7. The school executive creates processes and schedules which protect teachers form disruption of instructional or preparation time (NC)
- 8. Ensures that teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes (MA)
- 9. Ensures that instructional practices reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness (MA)
- 10. Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth and understanding, and that teachers makes necessary adjustments to their practice when students are not learning (MA)
- 11. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students (IA)

- 12. Monitors and evaluates the effectiveness of curriculum, instruction and assessment (IA)
- 13. Facilitates the development and refinement of a shared vision for effective teaching and learning that ensures relevance, academic rigor, and high expectations for student performance in every classroom (IL)
- 14. Supports a culture of shared practice by providing and protecting staff time allocated for this purpose (IL)
- 15. Implements reflective practice and action research throughout the school to identify high yield instructional strategies for improving student learning (IL)
- 16. Expects staff to monitor instruction using multiple assessments aligned with the curriculum and performance standards and to modify instruction when it is not supporting student learning (IL)
- 17. Observes student learning to provide staff feedback on effective teaching practices and areas where instruction needs to be improved (IL)
- 18. Examines student data with teachers to identify, implement, and monitor the impact of strategic interventions for improving student learning (IL)

MN Language: A principal sets high standards for the professional practice of instruction and assessment that result in high achievement and accountability for all learners. A principal is knowledgeable about best curriculum and instruction as well as emerging education practices. A principal constantly refreshes this knowledge through ongoing professional development. A principal uses information, including student performance assessment data, to cause the creation of structures within the school designed to meaningfully hold all learners to high standards and to promote top achievement for all students.

Competency #2:

Human Resource Leadership for Professional Growth & Evaluation

Managerial Leadership

School and Resource Management

- 1. Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning (ISLLC)
- 2. Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning (ISLLC)
- 3. Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning (ISLLC)
- 4. Leader diagnoses the current state of the school, develops clear and focused school improvement plans and adjusts strategy based on progress (New Leaders)
- 5. Leader organizes school time effectively to support all instructional and staff development priorities (New Leaders)
- 6. Leader allocates resources effectively to support learning goals (New Leaders)
- 7. Leader increases teacher effectiveness by ensuring quality observation, feedback, coaching, and professional learning structures for teacher development (New Leaders)
- 8. Leader sets clear expectations for performance and manages performance of all staff
- 9. Leader trains, develops, and supports a high-performing instructional Leadership Team (New Leaders)
- 10. The school executive ensures that the school is a professional learning community (NC)
- 11. The school executive establishes processes and systems in order to ensure a high-quality, high-performing staff (NC)
- 12. The school executive evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement (NC)
- 13. The school executive establishes budget processes and systems which are focused on, and result in, improved student achievement (NC)

- 14. The school executive effectively and efficiently manages the complexity of human interactions so that the focus of the school can be on improved student achievement (NC)
- 15. The school executive designs and utilizes various forms of formal and informal communication so that the focus of the school can be on improved student achievement (NC)
- 16. The school executive develops and enforces expectations, structures, rules and procedures for students and staff (NC)
- 17. Involves staff as participants in continual inquiry, using meetings with teams and work groups to gather information, analyze data, examine issues, and develop new approaches in order to improve teaching and learning (MA)
- 18. Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions (MA)
- 19. Develops and executes effective plans, procedures, and operational systems to address a full range of safety, health, emotional, and social needs of students (MA)
- 20. Establishes routines that give staff and students a sense of order, discipline, and predictability within a caring environment (MA)
- 21. Implements a cohesive approach to recruitment, hiring and induction that promotes high quality and effective staff (MA)
- 22. Utilizes systems to insure that time is optimized for teaching, learning and collaboration (MA)
- 23. Develops for the School Committee a budget that supports the district's vision, mission and goals, and allocates, manages and audits fiscal expenditures consistent with district/school level goals and available resources (MA)
- 24. Evaluates staff and provides ongoing coaching for improvement (IA)
- 25. Ensures staff members have professional development that directly enhances their performance and improves student learning (IA)
- 26. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan (IA)
- 27. Complies with state and federal mandates and local board policies (IA)
- 28. Recruits, selects, inducts, and retains staff to support quality instruction (IA)
- 29. Addresses current and potential issues in a timely manner (IA)
- 30. Manages fiscal and physical resources responsibly, efficiently and effectively (IA)
- 31. Protects instructional time by designing and managing operational procedures to maximize learning (IA)

- 32. Communicates effectively with both internal and external audiences about the operations of the school (IA)
- 33. Works with staff to develop a strategic action plan that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups (IL)
- 34. Works with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the strategic action plan targets (IL)
- 35. Distributes leadership responsibilities to staff who have the desire and capacity to lead particular systems change efforts (IL)
- 36. Confers with staff regularly to a) assess what progress is being made toward achieving the strategic action plan targets, b) adjust the action plan if necessary, and c) celebrate the progress that has been made (IL)
- 37. Ensures that desired systems changes are brought to scale, that is, the intended effective practices have been implemented across all classrooms (IL)
- 38. Engages families and community stakeholders regularly in the systems change process and updates them on how the strategic action plan is impacting student learning (IL)
- 39. Maintains a safe, healthy, and clean school learning environment (IL)
- 40. Sets clear expectations for student and adult behavior, reinforces these expectations regularly, and rewards positive behavior (IL)
- 41. Aligns school policies and procedures with the school's mission, vision, and core beliefs (IL)
- 42. Develops schedules and routines that effectively support adult and student learning (IL)
- 43. Recruits, selects, assigns, and organizes personnel to best achieve the school's vision and is able to retain them (IL)
- 44. Ensures that educational resources, including time, are allocated and used in ways that best support student and adult learning (IL)

MN Language: A principal is an educational leader who proactively promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A principal ensures that the school is a professional learning community by establishing and maintaining processes and systems that result in recruitment, induction, support, evaluation, development, and retention of high-performing staff. A principal also uses processes that facilitate remediation and/or removal of nonperforming staff members. A principal engages in best professional practices targeted at student achievement and deploys budgets, schedules, staff, and other resources to secure best results for all students.

Competency #3:

Creating a Culture of High Expectations

Cultural Leadership

- 1. Leader ensures adults and students demonstrate consistent values and positive behaviors aligned to the school's vision and mission (New Leaders)
- 2. Leader builds a culture of high achievement and aspiration for every student and staff (New Leaders)
- 3. Leader develops effective systems that support child and youth development and provide social-emotional supports (New Leaders)
- 4. Leader proactively engages families and communities in supporting their child's learning and the school's learning goals (New Leaders)
- 5. Leader implements systems and processes to ensure the active participation of adults and students in school improvement (New Leaders)
- 6. The school executive understands and acts on the understanding of the positive role that a collaborative environment can play in the school's culture (NC)
- 7. The school executive develops and uses shared vision, values and goals to define the identity and culture of the school (NC)
- 8. The school executive acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture and performance of the school (NC)
- 9. The school executive develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance (NC)
- 10. Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all (MA)
- 11. Develops and nurtures a culture where the staff seeks out and applies current research, best practices and theory and/or Understands the adult learning needs of staff and creates a culture of inquiry and collaboration, and supports a comprehensive professional development program for all staff that is ongoing, job-embedded (MA)
- 12. Employs strategies for responding to disagreement and dissent, constructively addressing conflict, and building consensus throughout a district/school community (MA)

- 13. Provides leadership for assessing, developing and improving climate and culture (IA)
- 14. Systematically and fairly recognizes and celebrates accomplishments of staff and students (IA)
- 15. Promotes collaboration with all stakeholders (IA)
- 16. Is easily accessible and approachable to all stakeholders (IA)
- 17. Is highly visible and engaged in the school community (IA)
- 18. Articulates the desired school culture and shows evidence about how it is reinforced (IA)

MN Language: A principal understands the important role of culture as a contributor to student and school success. A principal honors the positive traditions, artifacts, symbols, values, and norms of the school and community that result in a sense of identity and pride upon which to build a productive future. Cultural leadership involves understanding the school and its people, how they came to their current state, and how to connect with their traditions to move them forward to support the school's efforts to achieve individual and collective goals. A principal helps build a strong and positive sense of community in the school.

Competency #4:

Building Ethical Collaborative Relationships

Ethical & Professional Leadership

Indicators

- 1. Leaders demonstrate appropriate ethical and legal behavior expected by the profession (ISLLC)
- 2. Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning (ISLLC)
- 3. Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability (ISLLC)
- 4. Demonstrates ethical and professional behavior (IA)
- 5. Demonstrates values, beliefs and attitudes that inspire others to higher levels of performance (IA)
- 6. Fosters and maintains caring professional relationships with staff (IA)
- 7. Demonstrates appreciation for and sensitivity to diversity in the school community (IA)
- 8. Is respectful of divergent opinions (IA)
- 9. Treats all people fairly and equitably and with dignity and respect (IL)
- 10. Makes the well-being of all students the basis for all decision making (IL)
- 11. Fulfills professional responsibilities with honesty and integrity (IL)
- 12. Ensures the school is always in compliance with local, state, and federal laws, standards, and regulations. (IL)
- 13. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of leadership and performance (IL)
- 14. Maintains personal and professional standards that enhance the image of the school and the profession (IL)

MN Language: A principal works collaboratively with the school staff and community members 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. A principal is knowledgeable about

and acts in accordance with state and federal statutes as well as with school policy; said actions are consistently targeted to the well-being of the students and school community. A principal exemplifies high standards of professional practice and behavior.

Competency #5:

Vision and Mission Focused on Shared Goals

School and Community Leadership

- 1. The vision and goals establish high, measurable expectations for all students and educators (ISLLC)
- 2. The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders (ISLLC)
- 3. Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student (ISLLC)
- 4. Leader builds and articulates a clear shared vision and mission for high student achievement and college readiness (New Leaders)
- 5. Leader builds and maintains a focus on ambitious student achievement goals for all students (New Leaders)
- 6. Leader creates a culturally competent environment where diversity is valued and all children and adults thrive and achieve at high levels (New Leaders)
- 7. The principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students (NC)
- 8. The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students (NC)
- 9. Engages all stakeholders successfully in a shared educational vision in which every student is prepared to succeed in postsecondary education, and become responsible citizens and community contributors (MA)
- 10. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs (IA)
- 11. Uses research and/or best practices in improving the educational program (IA)

- 12. Articulates and promotes high expectations for teaching and learning (IA)
- 13. Aligns and implements the educational programs, plans, actions, and resources with the district's vision and goals (IA)
- 14. Provides leadership for major initiatives and change efforts (IA)
- 15. Communicates effectively to various stakeholders regarding progress with school improvement plan goals (IA)
- 16. Holds high expectations for all students and staff (IL)
- 17. Builds a collaborative school culture based on trust and caring (IL)
- 18. Creates an environment where race, ethnicity, and socio-economic status are not a predictor of school success or failure (IL)
- 19. Facilitates the development of a shared mission, vision, and set of core beliefs that focus on improving adult and student learning (IL)
- 20. Ensures that program decisions and practices are guided by the school's mission, vision, and core beliefs (IL)
- 21. Supports the need for quality adult learning experiences that are planned by staff, are job embedded, and are based on adult and student learning needs (IL)

Competency #6:
Systemic Performance Accountability
Strategic Leadership

Indicators

- 1. Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve vision, mission, and goals. (ISLLC)
- 2. The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes, and the ways they are embodied in the life of the school community (NC)
- 3. The school executive creates and utilizes processes to distribute leadership and decision-making throughout the school (NC)
- 4. Uses multiple sources of evidence related to student learning, including state, district and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning. (MA)

MN Language: A principal creates conditions that result in the shared and strategic creation of the school's vision, mission, and goals in accordance with those established by the school district. A principal creates a climate of intellectual inquiry and informed opinions that challenges the school community to continually seek positive change by building on its core values and beliefs about both its preferred future and its high standards for all students. A principal acts on these core values and beliefs by developing strategic pathways to reach them.

Competency #7:
Communications
School and Community Leadership

- 1. Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life (ISLLC)
- 2. Leaders respond and contribute to community interests and needs in providing the best possible education for their children (ISLLC)
- 3. Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families (ISLLC)
- 4. Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment (ISLLC)
- 5. Leaders contribute to policies and political support for excellence and equity in education (ISLLC)
- 6. Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education (ISLLC)
- 7. The school executive designs structures and processes which result in parent and community engagement, support and ownership for the school (NC)
- 8. The school executive designs protocols and processes in order to comply with federal, state and district mandates (NC)
- 9. The school executive develops systems and relationships to leverage staff expertise and influence in order to influence the school's identity, culture and performance (NC)
- 10. Complies with state and federal laws/mandates, local school committee policies, and collective bargaining agreements and negotiations (MA)
- 11. Welcomes and encourages every family to become active participants in the classroom and school community (MA)

- 12. Continuously collaborates with families to support student learning and development both at home and at school (MA)
- 13. Engages in regular, two-way meaningful communication with families about student learning and performance (MA)
- 14. Addresses family concerns in an equitable, effective, and efficient manner (MA)
- 15. Addresses concerns and problems in a way that invites dialogue with those impacted by the issue (MA)
- 16. Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, including: accepting feedback from supervisor, staff and stakeholders to improve performance to foster clear communication (MA)
- 17. Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement of both personal and school-wide practices (New Leaders)
- 18. Leader proactively identifies solutions both anticipating and responding to opportunities and challenges (New Leaders)
- 19. Leader effectively manages change in order to improve student achievement (New Leaders)
- 20. Leader communicates effectively based on the situation, audience, and needs (New Leaders)
- 21. Engages family and community by promoting shared responsibility for student learning and support of the education system (IA)
- 22. Promotes and supports a structure for family and community involvement in the educational system (IA)
- 23. Facilitates the connections of students and families to the health and social services that support a focus on learning (IA)
- 24. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning (IA)
- 25. Collaborates with service providers and other decision-makers to improve teaching and learning (IA)
- 26. Advocates for the welfare of all members of the learning community (IA)
- 27. Designs and implements appropriate strategies to reach desired goals (IA)
- 28. Utilizes a system of open communication that provides for the timely and responsible sharing of

information to, from, and within school staff, families, and community stakeholders (IL)

- 29. Gathers and values student input regarding classroom and school issues (IL)
- 30. Engages families and community stakeholders in meaningful dialogue regarding the work of the school, its needs, and its accomplishments (IL)
- 31. Engages families and community stakeholders in the school's efforts to improve student learning (IL)
- 32. Involves the school regularly in community activities and events (IL)
- 33. Leverages family and community stakeholder political and economic support for the school and its programs (IL)

MN Language: A principal communicates purposefully with internal and external stakeholders. A principal is a facilitator and can employ conflict resolution and problem-solving strategies in a wide variety of situations and circumstances. A principal communicates clearly, appropriately, and effectively to different audiences and individuals. A principal actively listens and seeks to clarify the information and intent of other communicators in the school environment.

A principal designs structures and processes that result in community engagement, support, and ownership. A principal understands the school community within the social and political context of the broader community. A principal proactively creates opportunities for parents/guardians, community, members, and business representatives to be involved in and show support for the community's schools.

Sources: CCSSO/ISLLC, Iowa, Illinois, New Leaders, North Carolina, Massachusetts, Minnesota (MASA/MESPA/MASSP/BOSA)