

Principal Evaluation Work Group: December 12

MDE Model – Possible Indicators

Competency #1:

Quality Instruction for Student Academic Growth

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

Indicators:

1. 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) 6
2. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students (IA) 5
3. 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) 4
4. Examines student data with teachers to identify, implement, and monitor the impact of strategic interventions for improving student learning (IL) 4
5. A strong professional culture supports teacher learning and shared commitments to the vision and goals (ISLLC) 3
6. 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) 2
7. Ensures the development, implementation, and evaluation of rigorous curricula tied to both state and college-readiness standards (New Leaders)
8. Utilizes multiple forms of student-level data to drive increases in student achievement and implement student interventions (New Leaders)
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. Implements reflective practice and action research throughout the school to identify high yield instructional strategies for improving student learning (IL)
11. ** Sets high standards for the professional practice of instruction and assessment that result in high achievement and accountability for all learners

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*

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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

(Separate Competency into 2 areas –Human Resources and Management)

Indicators:

1. Distributes leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning (ISLLC) **5**
2. Increases teacher effectiveness by ensuring quality observation, feedback, coaching, and professional learning structures for teacher development (New Leaders) **5**
3. 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) **3**
4. 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) **2**
5. Ensures staff members have professional development that directly enhances their performance and improves student learning (IA) **2**
6. Allocates resources effectively to support learning goals (New Leaders) **2**
7. Evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement (NC) **2**
8. Ensures 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)
9. Ensures that the school is a professional learning community (NC)
10. Establishes processes and systems in order to ensure a high-quality, high-performing staff (NC)

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11. Establishes budget processes and systems which are focused on, and result in, improved student achievement (NC)
12. Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions (MA)
13. Implements a cohesive approach to recruitment, hiring and induction that promotes high quality and effective staff (MA)
14. 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)
15. Complies with state and federal mandates and local board policies (IA)
16. Recruits, selects, inducts, and retains staff to support quality instruction (IA)
17. Works with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the strategic action plan targets (IL)
18. Ensures that educational resources, including time, are allocated and used in ways that best support student and adult learning (IL)
19. **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.
20. ** Proactively promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

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.*

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Competency #3:

Creating a Culture of High Expectations

Cultural Leadership

(No focus on cultural competency or achievement gap)

Indicators:

1. 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) **4**
2. Proactively engages families and communities in supporting their child's learning and the school's learning goals (New Leaders) **4**
3. Builds a culture of high achievement and aspiration for every student and staff (New Leaders) **4**
4. Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all (MA) **3**
5. Provides leadership for assessing, developing and improving climate and culture (IA) **3**
6. Develops a sense of efficacy and empowerment among staff which influences the school's identity, culture and performance (NC) **2**
7. Implements systems and processes to ensure the active participation of adults and students in school improvement (New Leaders)
8. Develops and uses shared vision, values and goals to define the identity and culture of the school (NC)
9. Ensures adults and students demonstrate consistent values and positive behaviors aligned to the school's vision and mission (New Leaders)
10. Is easily accessible and approachable to all stakeholders (IA)
11. Is highly visible and engaged in the school community (IA)
12. Articulates the desired school culture and shows evidence about how it is reinforced (IA)
13. ** 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.
14. ** Displays an understanding of 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.

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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.*

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Competency #4:

Building Ethical Collaborative Relationships

Ethical & Professional Leadership

(No focus on achievement gap; Little reference to collaboration)

Indicators

1. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of leadership and performance (IL) **6** (Is this the same as #7)
2. Demonstrates appreciation for and sensitivity to diversity in the school community (IA) **4**
3. Makes the well-being of all students the basis for all decision making (IL) **3**
4. Demonstrates a commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning (ISLLC) **3**
5. Maintains personal and professional standards that enhance the image of the school and the profession (IL) **2**
6. Demonstrates appropriate ethical and legal behavior expected by the profession (ISLLC) **2**
7. Demonstrates values, beliefs and attitudes that inspire others to higher levels of performance (IA)
8. Treats all people fairly and equitably and with dignity and respect (IL)
9. Ensures the school is always in compliance with local, state, and federal laws, standards, and regulations. (IL)
10. ****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. 2**

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.*

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Competency #5:

Vision and Mission Focused on Shared Goals

School and Community Leadership

Indicators:

1. Creates a culturally competent environment where diversity is valued and all children and adults thrive and achieve at high levels (New Leaders) **5 (Should this be under Competency #3)**
2. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs (IA) **5 (Should this be under Competency #4)**
3. Articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students (NC) **4**
4. Ensures 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) **2**
5. 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) **2**
6. 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) **2**
7. The vision and goals establish high, measurable expectations for all students and educators (ISLLC)
8. The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders (ISLLC)
9. The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students (NC)
10. Articulates and promotes high expectations for teaching and learning (IA)
11. Provides leadership for major initiatives and change efforts (IA)
12. Communicates effectively to various stakeholders regarding progress with school improvement plan goals (IA)
13. Facilitates the development of a shared mission, vision, and set of core beliefs that focus on improving adult and student learning (IL)
14. Ensures that program decisions and practices are guided by the school's (district's) mission, vision, and core beliefs (IL)
15. ****Creates conditions that result in the shared and strategic creation of a school's vision, mission and goals in accordance with those established by the district.**

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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) **8**
2. 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) **8**
3. Creates and utilizes processes to distribute leadership and decision-making throughout the school (NC) **4**
4. 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) **2**
5. ** 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. **(2)**

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.*

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Competency #7:

Communications

School and Community Leadership

Indicators

1. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning (IA) **4**
2. Improves 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) **4**
3. Designs structures and processes which result in parent and community engagement, support and ownership for the school (NC) **3**
4. 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) **3**
5. 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) **3**
6. Engages families and community stakeholders in meaningful dialogue regarding the work of the school, its needs, and its accomplishments (IL) **3**
7. Maximizes 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) **2**
8. Communicates effectively based on the situation, audience, and needs (New Leaders) **2**
9. Advocates for the welfare of all members of the learning community (IA) **2**
10. Extends 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)
11. ** Designs structures and processes that result in community engagement, support, and ownership. **(2)**
12. **Understands the school community within the social and political context of the broader community.

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13. ******Proactively creates opportunities for parents/guardians, community, members, and business representatives to be involved in and show support for the community's schools. **(2)**

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)

Comments:

The indicators with ****** were pulled from the Minnesota Indicators.
Two groups just circled or indicated the Minnesota indicators.

A couple of groups had more than 3 identified in each area and a couple groups left some area blank under a couple of competencies.