Indicator 3A: Develops a strategic action plan with staff that includes targets to improve student achievement school wide and close achievement gaps with low performing student groups.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal completes a comprehensive needs assessment of the school strengths/weaknesses including an assessment of the school instructional practices and student learning outcomes.	Principal completes a needs assessment of the school by using multiple forms of data and previous year's school improvement plan to track and review progress.	Principal uses some data to assess current student achievement results and school practices.	Principal does not assess the current state of the school and/or does not use data to assess student achievement or overall school performance.
Principal uses a comprehensive analysis of the school to determine appropriate grade and content area targets and prioritizes the improvement for staff; organizes staff and school actions to monitor, track and review progress and develops a detailed school improvement plan that identifies strategies to reach school-wide targets and goals for all students.	Principal uses the needs assessment to identify priority areas for improvement and to set measureable goals with specific grade level and content area targets; identifies benchmarks of student progress and develops a school improvement plan that identifies strategies to reach school-wide targets and goals for all students.	Principal uses some data to identify priority areas for improvement and sets some measureable school-wide goals; identifies 2-3 benchmarks of student progress and develops a school improvement plan that identifies a limited number of strategies to reach school-wide goals.	Principal does not use data to identify priority areas or goals for improvement; does not have a process to track progress; does not complete a school improvement plan and/or creates a plan that is not aligned to school priorities for improvement.
Principal maintains a strong focus on student achievement results at all times; build staff ownership for the goals and builds capacity of staff to monitor benchmarks within specific grades and content areas including continuous review for increasing outcomes for low performing students groups.	Principal demonstrates a clear, concise 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 benchmarks to monitor, track, and review progress, and adjusts strategies.	Principal provides some attention to improving student achievement results; refers to goals on-an inconsistent basis, does not align the goals to day-to-day work of the schools-and implements a limited number of strategies to reach low-performing student groups.	Principal does not maintain a focus on improving results or meeting school goals; rarely refers to goals and does not identify and/or implement strategies to reach results for all students.

rend data to validate a pattern of goal attainment and student performance, growth and closing of schievement gaps.	validate student academic growth to identify targeted reduction in student achievement gaps.	indicate student growth but growth does not meet the established school-wide achievement goals.	little to no student growth and fails to indicate a pattern of reducing achievement gaps.
	<u> </u>		3A Score:
Possible Sources of Evidence:			

- Written student outcome goals at the school, classroom, grade, subject, subgroup, and student level are clear, rigorous, and based on Minnesota **Academic Standards**
- Disaggregated student data (observations and artifacts; analysis of data, Rtl data and team minutes, formative and summative assessments analysis, student work analysis)
- Student dropout rate
- Teacher retention data
- Development and communication of goal-orientated personalized education plans for identified students
- Information about the effectiveness of intervention practices
- Schedule and samples of student achievement and performance progress reports provided to students, families and stakeholders
- Documented discussions of student performance results in attaining expected outcomes, areas needing improvement, and proposed strategies to increase performance

•	Other:		
•	Other:		

Indicator 3B: Provides timely, appropriate and quality professional development and facilitates learning teams that gather information, analyze data, examine issues and develop new approaches to improve teaching and learning.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal implements a job- embedded professional learning system aligned with curricular, instructional and assessment needs; provides consistent support, development, coaching/mentoring, and peer learning opportunities; allocates regular time for whole group and individual staff develop- ment and learning activities.	Principal creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; aligned with curricular, instructional, and assessment needs; dedicates staff time for school's professional development activities.	Principal relies on whole group professional development sessions including trainings on how data should be used, with some specific supports.	Principal does not offer professional development and support that is timely, relevant or differentiated.
Principal implements a strategy to build the capacity of teacher learning teams to lead effective meetings focused on student learning data and examining student work for instructional decision making to improve student outcomes.	Principal ensures that effective teacher learning teams use student learning data and student work to advance student outcomes.	Principal introduces common learning team structures and expectations for teacher teams.	Principal does not create consistent teacher learning team structures.
Principal consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.	Principal uses multiple data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.	Principal uses a few data sources to drive instructional direction and uses data appropriately to identify school wide areas of improvement.	Principal uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices.

Principal supports and develops staff ability to analyze data to identify and prioritize student learning needs, guide grouping, re-teaching, and to identify/prioritize needs and for continuous improvement; build staff capacity to use data in determining team and individual goals.	Principal uses multiple sources of data to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust schoolwide priorities and to drive instructional decisions, teaching plans and changes in practice for individual teachers.	Principal supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices.	Principal is unable to lead staff through continuous data review or lacks consistency in implementation.
	marviadar tederiers:		3B Score:

- Observations and artifacts such as teacher team meeting notes, building staff development plan
- Documentation of structures such as professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration
- Evidence of team development and evaluation of classroom lessons
- Master school schedule documenting individual and collaborative planning and learning time for every teacher
- Schedule for teacher-shared practice time and a written description of how this time is being used to improve adult and student learning
- Results of school-wide or student learning-based action research studies
- Data notebooks, data walls, or other systems of data collection and sharing show multiple sources of information are used to regularly track and analyze student progress against goals
- Documented discussion of student performance results in attaining expected outcomes, areas needing improvement and proposed strategies of increase performance
- · Staff surveys meet district and school targets for reported school-wide commitment to professional development
- Written individual staff professional development plans aligned to school goals for student outcomes and educator development; identifies remediation plans that reflect student and staff developmental needs
- School visits reveal strong staff commitment to shared professional development in pursuit of student learning goals
- School visits reveal common language about instruction
- School visit that show staff, individually and in teams, analyze student and group progress toward learning goals
- Discussions with school leaders show that analysis of student learning needs informs professional development planning, and that the success of professional development programs is measured by student progress
- 360 degree feedback

•	Other:	

• Other:

Indicator 3C: Implements a cohesive approach to recruitment, placement, induction and retention that promotes highly qualified and effective staff.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
Principal continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population.	Principal actively uses professional organizations and established networks to recruit staff.	Principal utilizes the district's identified structures in place for recruitment.	Principal does not use a recruitment process.
Principal implements clear selection criteria and strategically assess and places teachers based on school and student need in grade level and content areas to create a balanced team with a multiple level of strengths and knowledge.	Principal has clear and articulated selection criteria in place and assesses staff skills to place teachers based on school and student need in grade level and content areas.	Principal has selection criteria and articulates the intention of selecting staff based on grade and content needs.	Principal has no selection criteria and lacks transparency in determining teacher selection process.
Principal implements a system for consistent support and follow-up so that new staff and teachers identified for improvement that includes feedback from a master teacher or member of the leadership team that supports continuous improvement and professional growth.	Principal has a system for each new teacher and teachers identified for improvement to assess strengths and weaknesses and to identify specific supports needed to improve; provides differentiated supports through mentors/coaches, teacher leaders or leadership team members.	Principal ensures all new teachers and all teachers with identified needs are mentored/coached by highly skilled peers to provide support for individual growth and improvement.	Principal does not provide a formalized structure for supporting new teachers or teachers with identified improvement needs.

Principal uses multiple data sets	Principal identifies effective teachers	Principal implements a formal	Principal has no clear selection,
including teacher evaluations,	and moves them into leadership	retention process that uses teacher	recruitment, induction or retention
surveys and student data to inform a	roles; implements a formal retention	evaluations and student achievement	plan place.
formal retention and improvement	strategy that recognizes effective	data to determine teachers to be	
process that creates opportunities for	staff through performance evaluation	retained, needing improvement or to	
growth and development including	and gives retention offers based on	be removed.	
opportunities for staff to assume	effectiveness and student		
additional leadership roles.	performance and uses a peer		
	assistance model to improve		
	performance of marginal staff.		
			3D Score:

- District/school has intentional recruitment and selection process in place that includes demonstration lesson, formal interview, interview with a panel of students and other stakeholders
- Building staffing plans
- School retention data staff climate surveys, exit interview data
- Teacher evaluation data
- School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Records show that tenure and retention decisions are based on clear assessments of effectiveness
- School human resource records show that vacancies are identified and recruitment begun as early as possible, given district procedures
- Retention data show appropriate differential staff retention, based on effectiveness, and do not show inappropriate patterns of highly effective teachers leaving the school or ineffective teachers being retained
- School visits reveal a system for regular reviews of progress with staff members, especially those on remediation plans
- Records show that tenure and retention decisions are based on clear assessments of effectiveness

•	Other:		
•	Other:		

Indicator 3D: Routinely observes instruction and provides ongoing feedback and coaching to teachers and other staff in a fair and equitable manner in order to support professional growth.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)
and	and	and	and
Principal implements systems for coaching and professional development that ensure all instructional staff uses best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress and redesigning instructional practices and programs based on improving student results.	Principal provides regular coaching and professional development to all instructional staff to improve the capacity to use best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress, and redesigning instructional practices and programs based on improving student results.	Principal supports some coaching and professional development to assist instructional staff in using best practices such as learning teams, differentiating instruction, analyzing student work, monitoring student progress and redesigning instructional practices to improve student results.	Principal provides little or ineffective coaching and professional development to assist instructional staff in improving instruction.
Principal ensures that systems for observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan from multiple observers.	Principal provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receives specific formal and informal feedback from multiple observers.	Principal adheres to and completes required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need.	Principal's observations are infrequent and inconsistent; feedback is vague and general.
Principal implements a teacher observation system for all staff that consistently monitors performance and establishes individual growth plans focused on improvement and professional growth.	Principal differentiates walkthrough and observation protocols based on teacher and student needs.	Principal implements a consistent instructional walkthrough and observation approach for all teachers that include regular formal and informal observations.	Principal observations and walk- throughs are inconsistent or not in place for all teachers.

Principal observation and evaluation systems hold all staff accountable for student outcomes.	Principal conducts all required evaluations and observations are conducted timely, thoroughly and meaningfully focused on professional growth and improvement.	Principal ensures evaluations and observations are in compliance with district policy.	Principal has significant lapses in evaluation and observation process.
Principal ensures professional development includes coaching and meets the diverse learning needs of all staff in order to attain student learning goals.	Principal ensures professional development includes coaching and meets diverse learning needs and assists in meeting student learning goals.	Principal ensures professional development includes coaching.	Principal provides professional development that is not high quality or tailored to meet educators' needs and student learning goals.
			3E Score:

- Written teacher evaluation aligned to student achievement goals
- Professional Growth plans for underperforming staff
- Evaluation documentation and consistency between practice ratings and student outcomes over time
- Schedule of teacher observation and feedback meetings, instructional walk-through documentation, teacher goals setting worksheets
- School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development
- School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress, and redesign instructional programs based on student results
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental growth plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students

•	Other:			

•	Other:			
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Indicator 3E: Provides effective and timely supervision and evaluation aligned with local district goals, state regulations and contract provisions and uses these processes to facilitate development, remediation or removal of underperforming staff members.

DISTINGUISHED (4)	ACCOMPLISHED (3)	PROFICENT (2)	UNSATISFACTORY (1)	
Principal completes all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; 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.	Principal implements an evaluation process that includes annual goal setting, mid-year formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes.	Principal implements and communicates an evaluation process that includes observation and student outcome data.	Principal does not have a clear or consistent evaluation processes; does not complete evaluations for staff.	
Principal conducts evaluation and observations aligned to district/state and contract provisions in a transparent, timely and thorough manner that hold staff accountable for student outcomes.	Principal completes required evaluations and observations transparently and on time and thoroughly and in compliance with district/state and contract provisions.	Principal conducts most evaluations and observations on time and in compliance with district policy.	Principal has significant lapses in the evaluation and observation process.	
Principal facilitates the development of and monitors the implementation of individualized professional growth plans for staff to increase teacher effectiveness and improve student learning.	Principal monitors the implementation of professional growth plans, provides support in meeting goals and provides feedback to improve performance.	Principal provides identified staff the opportunity to develop and professional growth plan to improve performance.	Principal does not provide staff the opportunity to develop professional growth plans to improve performance.	

Principal analyzes the results of
multiple measures including surveys,
student assessment outcomes,
learning climate, quality of
instruction and planning; teacher and
staff evaluations results are used in
planning and delivering professional
development, identify remediation
steps for identified staff and to
determine staff who will not be
retained.

Principal uses multiple measures of student growth to evaluate teachers and other staff members in a fair and equitable manner and uses the results to improve instructional practice, determine remediation for identified staff and identify staff who will not be retained.

Principal implements district, state and contractual evaluation policies in a fair and equitable manner in order to determine remediation for identified staff and identify staff who will not be retained.

Principal does not adhere to the legal requirements for teacher and staff evaluation.

3F Score:	
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- Use of multiple measures to evaluate teacher effectiveness such as assessment of student outcomes, learning environment, quality of instruction, planning and professional development
- Records show that ineffective staff are dismissed after given a fair opportunity to improve
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals
- Staff developmental plans are clear and based on student needs
- School visits show that school-based training and development addresses student learning goals and challenges, as well as the identified developmental needs of staff
- Staff surveys meet district or school targets for staff beliefs that staff are developed in accordance with their needs and the needs of students
- Written teacher evaluation aligned to student achievement goals
- Professional Growth plans for underperforming staff
- Evaluation documentation and consistency between practice ratings and student outcomes over time
- Schedule of teacher observation and feedback meetings, instructional walk-through documentation, teacher goals setting worksheets
- School visits and classroom observations show that systems are in place for identifying and implementing effective instructional practices that respond to student learning needs, including regular, effective coaching and development
- School visits and classroom observations show that teachers differentiate instruction, analyze student work, monitor student progress and redesign instructional programs based on student results
- Staff evaluation processes reveal the strengths and challenges of staff members and the effectiveness of instructional staff in meeting student learning goals

•	Other:	

•	Other:			

Core Competency #3: Manages Human Resources for Quality Instruction and Professional Growth Indicator 3G: Other as determined locally. **DISTINGUISHED (4) ACCOMPLISHED (3)** PROFICENT (2) **UNSATISFACTORY (1)** . . . and . . . and . . . and 3G Score: _____ **Possible Sources of Evidence:** Other: Other:

