

## NEBRASKA FRAMEWORK LEVELS OF PERFORMANCE: PRINCIPAL EVIDENCE

**EFFECTIVE PRACTICE: (1) Vision for Learning.** The Principal establishes and communicates a vision for teaching and learning that results in improved student achievement.

Performance Level Performance Description	Example Behaviors: The principal typically displays these or similar behaviors:	Sources of Evidence
<p><b>Exemplary</b> The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates with a wide range of school and community members in order to shape a vision of teaching and learning that results in a high level of student achievement and the closing of achievement gaps.</p>	<ul style="list-style-type: none"> <li>• Uses the vision to collaboratively develop rigorous and measurable goals for teaching and learning.</li> <li>• Builds ownership and a sense of efficacy in staff as they work toward goal achievement.</li> <li>• Consistently collaborates with school staff and diverse community groups to build commitment to the vision, mission, and goals of the school.</li> <li>• Continuously communicates vision, mission, and goals widely in order to establish high expectations for student performance, and uses them as the basis for decision-making.</li> <li>• Ensures the vision, mission, and goals are aligned to district, state, and federal policies.</li> <li>• Implements a cycle of data collection and review and develops a process for continuous refinement of the vision, mission, and goals.</li> </ul>	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> <li>• Evidence of other stakeholders as well as staff knowing the vision</li> <li>• School vision and mission statements</li> <li>• Sources of communication-meeting agendas-newsletter items</li> <li>• Accreditation or documentation from AdvancEd perceptual survey data (important for many standards)</li> <li>• Vision Statement</li> <li>• Mission Statement</li> <li>• Sources of communication</li> </ul>

**EFFECTIVE PRACTICE: (1) Vision for Learning. *Continue***

<p align="center"><b>Performance Level Performance Description</b></p>	<p align="center"><b>Example Behaviors: The principal typically displays these or similar behaviors:</b></p>
<p><b>Proficient</b> The principal analyzes multiple sources of data and engages key school and community members in order to shape a vision of teaching and learning designed to result in improved student achievement.</p>	<ul style="list-style-type: none"> <li>• Effectively uses the vision to establish rigorous and measurable goals for teaching and learning.</li> <li>• Collaborates with and engages school staff and the community to build commitment to the vision, mission, and goals.</li> <li>• Widely communicates the vision, mission, and goals in order to establish high expectations for student performance and uses them as a basis for decision-making.</li> <li>• Ensures that the vision, mission, and goals are aligned to district, state, and federal policies,</li> <li>• Systematically reviews the vision, mission, and goals and revises as appropriate.</li> </ul>
<p><b>Basic</b> The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.</p>	<ul style="list-style-type: none"> <li>• Inconsistently uses the vision to establish goals for teaching and learning.</li> <li>• Infrequently uses goals as a basis for decision-making and goals may or may not be rigorous or measurable.</li> <li>• Makes limited efforts to build commitment to the vision, mission, and goals.</li> <li>• Communicates the vision, mission, and goals to the school and community on a limited basis.</li> <li>• May not ensure that the vision, mission, and goals are aligned to district, state, and federal policies.</li> <li>• Is not systematic in reviewing and revising the vision, mission, and goals.</li> </ul>
<p><b>Unsatisfactory</b> The principal ineffectively analyzes data, or fails to engage key school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.</p>	<ul style="list-style-type: none"> <li>• Unilaterally develops the vision or bases it on limited information and perspective.</li> <li>• Fails to use the vision to establish rigorous and measurable goals for teaching and learning.</li> <li>• Rarely collaborates with school staff and the community to build commitment to the vision, mission, and goals of the school.</li> <li>• Ineffectively communicates the vision, mission, and goals.</li> <li>• Fails to create high expectations for student learning or form a basis for decision-making based on the vision, mission, and goals.</li> <li>• Makes minimal effort to ensure the vision, mission, and goals are aligned to district, state, and federal policies.</li> <li>• Reviews and revises the vision, mission, and goals, haphazardly or not at all.</li> </ul>

**EFFECTIVE PRACTICE: (2) Continuous School Improvement.** The Principal leads a continuous school improvement process that results in approved student performance

Performance Level Performance Description	Example Behaviors: The principal typically displays these or similar behaviors:	Sources of Evidence
<p><b>Exemplary</b> In collaboration with staff, students, parents, and patrons, the principal leads a systematic continuous school improvement process that consistently strengthens teaching and learning and that results in improved student performance and school effectiveness.</p>	<ul style="list-style-type: none"> <li>• Systematically collects and routinely analyzes multiple sources of student achievement data to identify targeted improvement efforts. Sources may include norm and criterion-referenced achievement data, behavioral data, and other school and community information.</li> <li>• Collaborates systematically with staff, students, parents, and community members to set goals, develop, implement, and monitor action plans.</li> <li>• Fosters the development of action plans that include research-based instructional practices to improve teaching and learning.</li> <li>• Ensures that team and individual teacher goals are systematically aligned with building improvement plans and are frequently monitored to ensure improved student learning.</li> <li>• Aligns extensive professional development efforts with the school improvement plan and focuses on changing adult behaviors that lead to higher levels of student learning.</li> <li>• Frequently monitors and analyzes progress on the improvement plan and makes appropriate adjustments.</li> <li>• Uses technology in innovative ways to increase school efficiency and effectiveness.</li> <li>• May serve as a resource for other schools in school improvement plan development, implementation, and monitoring.</li> </ul>	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> <li>• Data analysis processes</li> <li>• Results of student performance</li> <li>• Data, instruction, goals, and professional development and action plans all aligned</li> <li>• Norm and criterion-referenced achievement data, behavioral data, and other school and community information</li> <li>• Copy of school improvement plan</li> <li>• Calendar showing time for teacher collaboration</li> <li>• Classroom walk-through data</li> <li>• External review report</li> <li>• SLO feedback/conversations with teachers-regular feedback-monitoring plans</li> <li>• Faculty meeting agendas</li> <li>• Student achievement data</li> <li>• External review report</li> <li>• Evaluation report</li> </ul>

**EFFECTIVE PRACTICE: (2) Continuous School Improvement. *Continue***

<p><b>Performance Level</b> <b>Performance Description</b></p>	<p><b>Example Behaviors: The principal typically displays these or similar behaviors:</b></p>
<p><b>Proficient</b> The principal leads a systematic continuous school improvement process that consistently results in improved student performance and school effectiveness.</p>	<ul style="list-style-type: none"> <li>• Systematically collects and routinely analyzes multiple sources of student achievement data to identify targeted improvement efforts.</li> <li>• Collaborates with staff to set goals, develop, implement, and monitor action plans.</li> <li>• Creates action plans that include research-based instructional practices to improve teaching and learning.</li> <li>• Ensures that team and individual teacher goals are systematically aligned with building improvement plans.</li> <li>• Aligns professional development efforts with the school improvement plan.</li> <li>• Systematically aligns the building school improvement plan with district, state and federal requirements.</li> <li>• Annually monitors and analyzes progress on the improvement plan, and makes appropriate adjustments.</li> <li>• Uses technology to increase school efficiency and effectiveness.</li> </ul>
<p><b>Basic</b> The principal leads a continuous school improvement process but with inconsistent outcomes; as a result, increases in student performance and school effectiveness are limited.</p>	<ul style="list-style-type: none"> <li>• Collects and reviews a limited amount of student achievement and behavioral data in the school improvement process.</li> <li>• Collaborates with staff on a limited basis to set goals, develop, implement, and monitor action plans.</li> <li>• Creates action plans that may or may not include research-based instructional practices to improve teaching and learning.</li> <li>• Attempts to ensure that team and individual teacher goals are aligned with building improvement plans, but may do so inconsistently.</li> <li>• Aligns professional development efforts with the school improvement plan on a limited basis.</li> <li>• Aligns the school improvement plan only partially with district, state, and federal requirements.</li> <li>• Infrequently monitors and analyzes progress on the school improvement plan, and makes limited appropriate adjustments.</li> <li>• Makes some use of technology, which may or may not increase school efficiency and effectiveness.</li> </ul>
<p><b>Unsatisfactory</b> The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.</p>	<ul style="list-style-type: none"> <li>• Fails to effectively implement a continuous school improvement cycle that includes reviewing and using student achievement and behavioral data, setting goals, and developing and monitoring action plans.</li> <li>• Ineffectively collaborates with staff throughout the continuous improvement process.</li> <li>• Approves action plans that may not include research-based instructional practices to improve teaching and learning.</li> <li>• Makes little attempt to ensure that team and individual teacher goals are aligned with building improvement plans.</li> <li>• Fails to align professional development efforts with the school improvement plan.</li> <li>• Fails to align the building school improvement plan with district, state, and federal requirements.</li> <li>• Rarely monitors and analyzes progress on the improvement plan.</li> <li>• Makes little use of technology to increase school efficiency and effectiveness.</li> </ul>

**EFFECTIVE PRACTICE: (3) Instructional Leadership.** The Principal provides leadership to ensure implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Performance Level Performance Description	Example Behaviors: The principal typically displays these or similar behaviors:	Sources of Evidence
<p><b>Exemplary</b> The principal provides systematic and collaborative leadership to implement a rigorous curriculum, highly effective instruction, and accountability for student learning.</p>	<ul style="list-style-type: none"> <li>• Develops and implements a system of collaboration with all stakeholders in order to analyze student achievement and program data.</li> <li>• Makes informed decisions that improve instructional performance and student achievement.</li> <li>• Effectively monitors instructional staff through coaching and collaboration in order to implement researched-based instructional practices.</li> <li>• Ensures efficient use of data to inform instructional decisions to meet the needs of all learners.</li> <li>• Fosters an environment of systemic accountability for student achievement and a focus on improved teaching and learning.</li> </ul>	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> <li>• Walk-throughs, conferences</li> <li>• Common instructional language</li> <li>• Fidelity checklists</li> <li>• Attendance of principals at professional development</li> <li>• Principal professional development activities</li> <li>• Participating in grade level meetings</li> <li>• Walk-through data</li> <li>• Improvement plan for a struggling teacher</li> <li>• Curriculum maps/alignment documents-evidence of living document/periodic review</li> <li>• Reports at board meetings</li> <li>• Implementation of data-loop back to teacher professional development</li> <li>• Attendance records</li> <li>• Grade level meeting summaries</li> <li>• Improvement plans</li> <li>• Alignment documents</li> <li>• Board Reports</li> </ul>

**EFFECTIVE PRACTICE: (3) Instructional Leadership. *Continue***

<p><b>Performance Level</b> <b>Performance Description</b></p>	<p><b>Example Behaviors: The principal typically displays these or similar behaviors:</b></p>
<p><b>Proficient</b> The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.</p>	<ul style="list-style-type: none"> <li>• Collaborates with staff to analyze student achievement and program data to make informed decisions that improve instructional performance and student achievement.</li> <li>• Promotes research-based instructional practices through professional collaboration to meet the learning needs of all students.</li> <li>• Works collaboratively with staff to analyze student performance data from multiple assessments and to evaluate the curriculum and instructional programs.</li> <li>• Monitors instructional practices to ensure fidelity to the content standards of the district curriculum.</li> <li>• Holds self and staff accountable for the growth of student achievement across the curriculum.</li> <li>• Protects instructional time in order to maximize learning.</li> </ul>
<p><b>Basic</b> The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.</p>	<ul style="list-style-type: none"> <li>• Inconsistently communicates with staff on the improvement of the curricular and instructional program.</li> <li>• Demonstrates limited knowledge of curriculum and research-based instructional practices.</li> <li>• Collects student data for reporting purposes, but may not use it to inform instructional decision-making or to improve student achievement.</li> <li>• Inconsistently monitors instructional practices.</li> <li>• Only occasionally holds self and staff accountable for the growth of student achievement across the curriculum.</li> <li>• Makes limited efforts to protect instructional time.</li> </ul>
<p><b>Unsatisfactory</b> The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.</p>	<ul style="list-style-type: none"> <li>• Rarely communicates with staff on the improvement of the curricular and instructional program.</li> <li>• Demonstrates very limited knowledge of curriculum and research-based instructional practices.</li> <li>• Collects student data for reporting purposes, but does not use it to inform instructional decision-making or to improve student achievement.</li> <li>• Fails to monitor instructional practices.</li> <li>• Rarely holds self and staff accountable for the growth of student achievement across the curriculum.</li> <li>• Makes little or no effort to protect instructional time.</li> </ul>

**EFFECTIVE PRACTICE: (4) Culture for Learning.** The Principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Performance Level Performance Description	Example Behaviors: The principal typically displays these or similar behaviors:	Sources of Evidence
<p><b>Exemplary</b> The principal collaborates effectively with staff to create and maintain a school culture that enhances the academic, social, physical, and emotional development of all students.</p>	<ul style="list-style-type: none"> <li>• Develops a shared culture of high expectations for academic achievement.</li> <li>• Fosters an environment of respect and rapport based on clear and agreed upon guidelines for appropriate behavior.</li> <li>• Maintains a high level of visibility and demonstrates exceptional leadership in the school and community.</li> <li>• Recognizes and celebrates the accomplishments of students and staff.</li> <li>• Purposefully engages in an ongoing and collaborative assessment of the school climate and culture to ensure the needs of all students are being met.</li> <li>• Works with staff and community partners to identify barriers to student learning and development, and devises strategies to reduce or eliminate most of them.</li> <li>• Builds the capacity for staff to promote full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.</li> <li>• Builds the capacity for staff to use multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.</li> </ul>	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> <li>• Written goals</li> <li>• School Improvement Plan (SIP) meetings and professional development data</li> <li>• Student data notebooks</li> <li>• Individual student goals</li> <li>• Communication with parents about student progress</li> <li>• Student achievement data</li> <li>• Report/graphs</li> <li>• Students and parents can describe achievement and growth</li> <li>• Climate surveys evidence of discipline/behavior data</li> <li>• Teacher retention rates</li> <li>• Teacher/staff perception data</li> <li>• Evidence of community outreach</li> <li>• Principal evidence of impact of Professional Learning Communities (PLC)</li> <li>• Climate Survey and Action plans</li> </ul>

**EFFECTIVE PRACTICE: (4) Culture for Learning. *Continue***

<b>Performance Level</b> <b>Performance Description</b>	<b>Example Behaviors: The principal typically displays these or similar behaviors:</b>
<p><b>Proficient</b>                      The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.</p>	<ul style="list-style-type: none"> <li>• Enhances the educational experience of each student by creating a culture that fosters high expectations for academic achievement.</li> <li>• Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.</li> <li>• Maintains a high level of visibility in the school and community.</li> <li>• Recognizes the accomplishments of students and staff</li> <li>• Engages in ongoing assessment of the school climate and culture to ensure the needs of all students are being met.</li> <li>• Identifies barriers to student learning and development, and devises strategies to reduce or eliminate many of them.</li> <li>• Provides full and equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.</li> <li>• Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.</li> </ul>
<p><b>Basic</b>                      The principal attempts to create a school culture that enhances the academic, social, physical, and emotional development of students, but these efforts may lack consistency or effectiveness.</p>	<ul style="list-style-type: none"> <li>• Expectations for student achievement may be lower than desirable and lower levels of student and staff performance are tolerated.</li> <li>• Maintains only a moderate level of visibility in the school and community.</li> <li>• Recognition of student and staff achievement is infrequent.</li> <li>• Attempts to foster an environment of respect and rapport, but results are inconsistent.</li> <li>• Assessment of school climate and culture is not ongoing and few changes are made.</li> <li>• May identify barriers to student learning and development, but does not devise effective strategies to reduce or eliminate them.</li> <li>• Attempts to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students but with inconsistent results.</li> <li>• Uses only a few indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.</li> </ul>

**EFFECTIVE PRACTICE: (4) Culture for Learning. *Continue***

<p><b>Performance Level</b> <b>Performance Description</b></p>	<p><b>Example Behaviors: The principal typically displays these or similar behaviors:</b></p>
<p><b>Unsatisfactory</b></p> <p>The principal fails to provide the leadership to create or maintain a school culture that enhances the academic, social, physical, and emotional development of students. The school culture may be negative or non-productive.</p>	<ul style="list-style-type: none"> <li>• Expectations for student achievement are low and poor levels of student and staff performance are tolerated.</li> <li>• Is rarely visible in the school and community.</li> <li>• Recognition of student and staff achievement is rare.</li> <li>• The school culture is not based on an environment of respect and rapport; relationships among students and between students and staff are poor.</li> <li>• Makes little effort to assess and modify the school climate and culture.</li> <li>• Does not attempt to identify barriers to student learning and development, or does not develop strategies to reduce or eliminate such barriers.</li> <li>• Makes only minimal efforts or fails to provide equitable access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.</li> <li>• Measures child development with only a few, limited indicators of student performance; shows little concern for the development of the whole child.</li> </ul>

**EFFECTIVE PRACTICE: (5) Systems Management.** The Principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

<b>Performance Level Performance Description</b>	<b>Example Behaviors: The principal typically displays these or similar behaviors:</b>	<b>Sources of Evidence</b>
<p><b>Exemplary</b> The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal’s highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, and highly efficient.</p>	<ul style="list-style-type: none"> <li>• Works with the larger school community to allocate additional resources to enhance the school’s educational program.</li> <li>• Creates effective systems for the ongoing monitoring and improvement of the school’s site, facilities, services, and equipment.</li> <li>• Collaborates with staff and others to identify and resolve problems and manage conflict.</li> <li>• Develops partnerships with key community individuals and organizations in order to enhance a safe school environment.</li> <li>• Guides and influences policymakers as they develop regulations, policies, and laws that impact the school.</li> </ul>	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> <li>• Student /staff/parent community perceptions</li> <li>• Compliance with Nebraska Department of Education (NDE) Rules</li> <li>• Communication artifacts</li> <li>• Safety drill log</li> </ul>

**EFFECTIVE PRACTICE: (5) Systems Management. *Continue***

<p><b>Performance Level</b> <b>Performance Description</b></p>	<p><b>Example Behaviors: The principal typically displays these or similar behaviors:</b></p>
<p><b>Proficient</b> The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school.</p>	<ul style="list-style-type: none"> <li>• Efficiently allocates financial, material, time, and human resources to support the educational program.</li> <li>• Consistently and effectively monitors the school’s site, facilities, services, and equipment.</li> <li>• Effectively identifies and resolves problems and manages conflicts.</li> <li>• Frequently and effectively communicates with community agencies to provide a safe school environment.</li> <li>• Develops procedures for the effective use of technology within the school.</li> <li>• Monitors the impact of school law and regulations on the school community.</li> <li>• Ensures compliance with local, state, and federal mandates.</li> <li>• Communicates effectively with policymakers as they develop regulations, policies, and laws that impact the school.</li> </ul>
<p><b>Basic</b> The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing, the organization, operations, and resources of the school. As a result, the school may demonstrate some problems, resulting in a learning environment that has some concerns related to safety, efficiency, or effectiveness.</p>	<ul style="list-style-type: none"> <li>• Inconsistently allocates resources to support the educational program.</li> <li>• Generally monitors the school’s site, facilities, services, and equipment, but not as frequently or effectively as desired, resulting in some safety or performance problems.</li> <li>• Only somewhat effectively identifies problems and manages areas of conflict among staff; some disruption is apparent.</li> <li>• Has some communication with community agencies about school safety issues.</li> <li>• Procedures for the use of technology within the school are incomplete.</li> <li>• Has a limited understanding of school law and its impact upon the school.</li> <li>• Usually complies with local, state, and federal mandates.</li> <li>• Occasionally communicates with the community or policymakers about school issues.</li> </ul>
<p><b>Unsatisfactory</b> The principal’s understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.</p>	<ul style="list-style-type: none"> <li>• Fails to effectively allocate resources, providing inadequate support to the educational program.</li> <li>• Rarely or haphazardly monitors the school’s site, facilities, services, and equipment, which lead to safety or performance problems.</li> <li>• Ignores, or leaves unresolved, problems and areas of conflict among staff.</li> <li>• Rarely communicates with community agencies.</li> <li>• Seldom complies with local, state, and federal mandates.</li> <li>• Rarely communicates with policymakers about school issues.</li> <li>• Policies and procedures for the effective use of technology are lacking.</li> </ul>

**EFFECTIVE PRACTICE: (6) Staff Leadership.** The Principal uses effective personnel to select, develop, support, and lead high-quality teachers and non-teaching staff.

Performance Level Performance Description	Example Behaviors: The principal typically displays these or similar behaviors:	Sources of Evidence
<p><b>Exemplary</b> The principal uses innovative personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.</p>	<ul style="list-style-type: none"> <li>• Expectations for all staff are clear and consistent and support the schools vision.</li> <li>• The school’s vision, mission, and goals are the basis for recruitment, selection, and development of staff.</li> <li>• Supervision and evaluation of each staff member is consistent providing timely feedback and targeted support.</li> <li>• Highly effective evaluation and professional development programs are in place.</li> <li>• Uses technology to make personnel practices more effective and to identify exceptional candidates for both teaching and support positions.</li> <li>• Holds each staff member accountable for student success based on high expectations and professional standards.</li> <li>• Consistently provides effective mentoring opportunities and seeks to improve systems of support for new staff and to develop building leadership.</li> <li>• Creates a collaborative team culture for professional and support staff members that encourages continuous growth and leadership development.</li> <li>• Models continuous learning and professional growth for staff.</li> <li>• Participates in activities that encourage the entrance of high-quality candidates into the education profession.</li> <li>• Is sought out by other administrators for guidance and effective models of staff leadership.</li> </ul>	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> <li>• Minutes and notes from meetings</li> <li>• Action Plans</li> <li>• Teacher evaluations and growth plans</li> <li>• Student learning outcomes</li> <li>• Walk-through data</li> <li>• Staff retention levels</li> <li>• Building level safety document handbooks</li> <li>• Mentorship programs</li> <li>• Professional growth plans</li> </ul>

**EFFECTIVE PRACTICE: (6) Staff Leadership. *Continue***

<p align="center"><b>Performance Level Performance Description</b></p>	<p align="center"><b>Example Behaviors: The principal typically displays these or similar behaviors:</b></p>
<p><b>Proficient</b> The principal uses effective personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.</p>	<ul style="list-style-type: none"> <li>• Establishes clear expectations for all staff.</li> <li>• Effectively uses the school’s vision, mission, and goals to recruit, select, develop, and retain high-quality professional and support staff.</li> <li>• Supervises and evaluates each staff member, consistently providing timely support and targeted feedback.</li> <li>• Implements an effective performance evaluation system and professional development program.</li> <li>• Consistently holds staff accountable for student success based on high expectations and professional standards.</li> <li>• Provides effective mentoring opportunities to support new staff and to build staff leadership.</li> <li>• Creates a collaborative team culture that encourages continuous individual growth and leadership development.</li> <li>• Engages in continuous learning and professional growth opportunities.</li> </ul>
<p><b>Basic</b> The principal’s understanding and use of effective personnel practices is inconsistent or ineffective, resulting in less than effective recruitment, selection, and development of high-quality staff members.</p>	<ul style="list-style-type: none"> <li>• Expectations for staff members may lack clarity.</li> <li>• Recruitment, selection, development, and retention of staff are inconsistent or ineffective.</li> <li>• Supervision and evaluation of each staff member is inconsistent and may or may not include timely feedback and/or targeted support.</li> <li>• Staff is only occasionally held accountable for student success based on high expectations and professional standards.</li> <li>• Mentoring opportunities to support new staff members and potential building leaders are infrequent or only somewhat ineffective.</li> <li>• The performance evaluation and professional development programs are not fully effective.</li> <li>• Efforts to create a collaborative team culture that encourages continuous individual growth and/or leadership development are not fully developed.</li> </ul>
<p><b>Unsatisfactory</b> The principal fails to effectively recruit, select, develop, and retain high-quality staff members; he/she does not use effective personnel practices.</p>	<ul style="list-style-type: none"> <li>• Fails to establish clear expectations for all staff members.</li> <li>• Efforts to recruit, select, develop, and retain staff are lacking or ineffective.</li> <li>• Supervision and evaluation of staff members fails to provide timely feedback and/or provides ineffective support.</li> <li>• Does not hold staff accountable for student success based on high expectations and professional standards.</li> <li>• Provides minimal or ineffective mentoring opportunities for new staff and building leaders.</li> <li>• Performance evaluation and professional development programs are lacking or ineffective.</li> <li>• Fails to create a collaborative team culture for professional and support staff members.</li> <li>• Does not sufficiently encourage continuous individual growth and leadership development.</li> </ul>

**EFFECTIVE PRACTICE: (7) Developing Relationships.** The Principal promotes and supports productive relationships with student, staff, families and the community.

Performance Level Performance Description	Example Behaviors: The principal typically displays these or similar behaviors:	Sources of Evidence
<p><b>Exemplary</b> The principal promotes and supports productive relationships with students, staff, families, and the community, actively seeks diverse viewpoints, and builds a strong network of support for the school’s vision and mission.</p>	<ul style="list-style-type: none"> <li>• Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships.</li> <li>• Employs a wide variety of effective communication strategies, both personal and public, to keep students, staff, families, and the community both informed and involved in the life of the school.</li> <li>• Seeks a range of diverse perspectives on school issues.</li> <li>• Develops programs and activities to enhance family and community member’s commitment to the school.</li> <li>• Fosters an environment of respect and understanding within the school and develops mechanisms for managing conflict that result in effective resolutions that promote human dignity.</li> <li>• Encourages family and community participation in the learning process, develops programs and activities that foster such participation, and builds a school and community focus on increasing student achievement.</li> </ul>	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> <li>• Perception surveys</li> <li>• Artifacts of gaining stakeholder input (formal and informal)</li> <li>• Communication examples</li> <li>• School climate survey</li> <li>• Community Involvement evidence</li> <li>• Stakeholder Involvement evidence</li> </ul>

**EFFECTIVE PRACTICE: (7) Developing Relationships. *Continue***

<b>Performance Level Performance Description</b>	<b>Example Behaviors: The principal typically displays these or similar behaviors:</b>	<b>Sources of Evidence</b>
	<ul style="list-style-type: none"> <li>• Seeks out and draws frequently upon the community’s cultural, social, and intellectual resources in order to strengthen the school and improve learning opportunities for students.</li> <li>• Has a deep understanding of the community’s culture and how it impacts student learning.</li> <li>• Actively seeks out a variety of community leaders, creates strategic partnerships, and builds community commitment to the school and its students.</li> </ul>	

**EFFECTIVE PRACTICE: (7) Developing Relationships. *Continue***

<p><b>Performance Level</b> <b>Performance Description</b></p>	<p><b>Example Behaviors: The principal typically displays these or similar behaviors:</b></p>
<p><b>Proficient</b> The principal promotes and supports productive relationships with students, staff, families, and the community that support the school’s vision and mission.</p>	<ul style="list-style-type: none"> <li>• Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships.</li> <li>• Employs effective communications strategies, both personal and public, to keep students, staff, families, and community members informed and to seek their perspectives on issues affecting the school.</li> <li>• Works with students, staff, families, and others to create an environment of respect and understanding within the school.</li> <li>• Encourages family and community participation in the learning process to enhance student achievement.</li> <li>• Makes use of the community’s cultural, social, and intellectual resources to strengthen the school.</li> <li>• Is cognizant of the culture of the community and seeks further understanding of it in order to enhance student learning.</li> <li>• Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school’s mission.</li> </ul>
<p><b>Proficient</b> The principal promotes and supports productive relationships with students, staff, families, and the community that support the school’s vision and mission.</p>	<ul style="list-style-type: none"> <li>• Engages in purposeful conversations and other activities throughout the school and community in order to develop positive and effective relationships.</li> <li>• Employs effective communications strategies, both personal and public, to keep students, staff, families, and community members informed and to seek their perspectives on issues affecting the school.</li> <li>• Works with students, staff, families, and others to create an environment of respect and understanding within the school.</li> <li>• Encourages family and community participation in the learning process to enhance student achievement.</li> <li>• Makes use of the community’s cultural, social, and intellectual resources to strengthen the school.</li> <li>• Is cognizant of the culture of the community and seeks further understanding of it in order to enhance student learning.</li> <li>• Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school’s mission.</li> </ul>

**EFFECTIVE PRACTICE: (7) Developing Relationships. *Continue***

<p><b>Performance Level Performance Description</b></p>	<p><b>Example Behaviors: The principal typically displays these or similar behaviors:</b></p>
<p><b>Unsatisfactory</b> The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community and build support for the school’s vision and mission. As a result, relationships within the school and between the school and community are often negative.</p>	<ul style="list-style-type: none"> <li>• Employs a limited number of personal and public communication strategies, communication is primarily one way, and the principal does little to seek diverse perspectives.</li> <li>• Attempts to create an environment of respect and understanding are limited or ineffective; relationships within the school and between school and community are often negative.</li> <li>• Only limited efforts are made to engage families and the community in the learning process.</li> <li>• Makes little use of the community’s cultural, social, and intellectual resources.</li> <li>• Is not particularly aware of the community’s culture and makes little effort to increase his/her understanding.</li> <li>• Has limited contact with community leaders and makes little effort to build partnerships.</li> </ul>

**EFFECTIVE PRACTICE: (8) Professional Ethnic and Advocacy.** The Principal acts with fairness, integrity, and high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.

Performance Level Performance Description	Example Behaviors: The principal typically displays these or similar behaviors:	Sources of Evidence
<p><b>Exemplary</b> The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to his staff and colleagues in these qualities; the principal is a strong advocate for policies of equity and excellence in support of the vision of the school.</p>	<ul style="list-style-type: none"> <li>• Models reflective practice, transparency, and ethical behavior at a very high level and influences others to practice similar behaviors.</li> <li>• Holds others in the school accountable for maintaining high standards of integrity and ethics.</li> <li>• Consistently treats students, staff, parents, and community members with dignity and respect and ensures that other members of the school community do likewise.</li> <li>• Considers decisions from diverse perspectives and strives to make decisions that are just, fair, and equitable.</li> <li>• Protects and advocates for the established rights and confidentiality of students and staff.</li> <li>• Advocates for public policies that ensure access to appropriate and equitable resources for the education system.</li> <li>• Positively influences the political, social, economic, legal, and cultural environment in which the school exists.</li> </ul>	<p><i>Examples:</i> Sources of evidence are not limited to these examples:</p> <ul style="list-style-type: none"> <li>• Perception Surveys</li> <li>• Observations</li> <li>• Survey results-parent-student</li> <li>• Communication</li> <li>• School culture surveys</li> <li>• Climate surveys</li> </ul>

**EFFECTIVE PRACTICE: (8) Professional Ethnics and Advocacy. *Continue***

<p><b>Performance Level</b> <b>Performance Description</b></p>	<p><b>Example Behaviors: The principal typically displays these or similar behaviors:</b></p>
<p><b>Proficient</b> The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.</p>	<ul style="list-style-type: none"> <li>• Models reflective practice, transparency, and ethical behavior.</li> <li>• Holds others in the school community accountable for adhering to established standards of integrity and ethical behavior.</li> <li>• Treats others with dignity and respect.</li> <li>• Strives to make decisions that are just, fair, and equitable.</li> <li>• Protects the established rights, access to equitable resources, and confidentiality of students and staff.</li> <li>• Advocates for public policies that ensure appropriate and equitable resources for the education system.</li> <li>• Effectively responds to the political, social, economic, legal, and cultural environment in which the school exists.</li> </ul>
<p><b>Basic</b> The principal usually acts with fairness, integrity and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.</p>	<ul style="list-style-type: none"> <li>• Generally treats others with dignity and respect, but may demonstrate some inconsistency.</li> <li>• Attempts to model reflective practice, transparency, and ethical behavior, but these efforts may be inconsistent.</li> <li>• May not always take into account others’ perspectives of what is just, fair, and equitable in decision-making.</li> <li>• Does not always hold others in the school community accountable for demonstrating integrity and ethical behavior.</li> <li>• May display limited knowledge of or commitment to protecting the established rights and confidentiality of students and staff, and of the need to provide equitable resources.</li> <li>• May recognize the political, social, economic, legal, and cultural environment in which the school exists, but may not respond effectively to it.</li> <li>• Is not a fully effective advocate for the education system.</li> </ul>
<p><b>Unsatisfactory</b> The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.</p>	<ul style="list-style-type: none"> <li>• Frequently fails to treat others with dignity and respect and decisions are often criticized for not being just, fair, and equitable.</li> <li>• Does not routinely model reflective practice, transparency, and ethical behavior in accordance with established standards.</li> <li>• Fails to hold others in the school community accountable to established standards of integrity and ethical behavior.</li> <li>• Fails to sufficiently protect the established rights, access to equitable resources, and confidentiality of all students and staff.</li> <li>• Fails to recognize and respond effectively to the political, social, economic, legal, and cultural environment in which the school exists.</li> <li>• Is ineffective in advocating for public policies that impact the school or the educational system.</li> </ul>