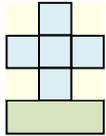


The Thoughtful Classroom Principal Effectiveness Framework

| | | |
|--|---|---|
| <p>CORNER STONE 1</p> <p>1 Organization, Rules, and Procedures How does a school leader organize the school and establish procedures that clarify expectations and enhance learning?</p> <ol style="list-style-type: none"> Ensures that the school curriculum and processes align with local, state, and national standards and policies Establishes clear systems and procedures for the daily operation of the school Organizes the school for safety, equal access, and to support the needs and learning of all students Operates within budgetary guidelines and maximizes the use of available resources to improve teaching and learning Establishes clear leadership structures, roles, and responsibilities within the organization and effectively supervises and manages school personnel Ensures the proper use of technology and school equipment Recruits and retains quality teachers and school personnel | <p>5 Establishing Goals for Improvement How does a school leader identify and establish meaningful school improvement goals?</p> <ol style="list-style-type: none"> Analyzes varied sources of data and student performance trends to inform goal setting Engages all stakeholders in the goal-setting process Establishes a manageable set of goals, with a clear focus on how these goals will improve teaching and learning Aligns goals with the mission of the school and district as well as to state and federal policies Ensures that outcomes and expectations are measurable for teachers, students, and school leaders Assesses organizational effectiveness to identify and address potential stumbling blocks toward achieving goals | <p>CORNER STONE 2</p> <p>2 Positive Relationships How does a school leader build meaningful relationships with and among staff, students, and the community to promote learning?</p> <ol style="list-style-type: none"> Earns the trust of the staff through fairness, a positive attitude, and the idea that “we’re all in this together” Involves the staff in decisions that affect the operations of the school and seeks input on how to enhance its effectiveness in serving students Provides parents and stakeholders with regular opportunities to voice their ideas Promotes a vision of teaching and learning that insists on respect, understanding of differences, and equitable learning opportunities for all students Works to resolve conflicting perspectives by building shared understanding and a clear commitment to students and their learning Works with staff to develop effective PLCs and provides time, support, and resources that staff and school leaders need to learn and grow as professionals Uses various methods of communication (e.g., email, school website, meetings, communications in multiple languages) to inform and engage members of the school community |
| <p>SCHOOL IMPROVEMENT PROCESS I</p> | | |
| <p>7 Building Capacity and Professional Development How does a school leader help the staff develop the knowledge and skills they need to implement the plan?</p> <ol style="list-style-type: none"> Develops effective strategies for training, coaching, and supporting teachers as they implement research-based techniques in their classrooms Establishes PLCs that empower teachers to learn together, observe each other in the classroom, and refine their practices as partners in professional development Empowers teacher-leaders to play an active role in supporting teachers’ growth Uses a research-based teacher observation/evaluation framework to observe classrooms Makes a clear commitment to visiting classrooms on a regular basis and provides constructive feedback to teachers on their practice Encourages all teachers to develop professional growth plans and discusses the plans regularly with teachers | <p>6 Developing a Plan of Action How does a school leader develop a plan of action for system-wide implementation?</p> <ol style="list-style-type: none"> Establishes clear benchmarks for assessing progress toward school improvement goals Works with the staff to create a realistic plan for achieving each benchmark Includes time for analyzing progress and refining plans based on multiple sources of data Anticipates and secures necessary resources (e.g., staff time, funding, materials, professional development, learning technology) to execute plans and achieve goals Insists on an “open school,” in which classroom observation and regular conversations about progress and learning are the norms Conveys enthusiasm for and communicates regularly about goals, progress, and the shared vision of the school | <p>9 Refining Practice and Sustaining Change How does a school leader learn from the process so that the work can be refined and sustained?</p> <ol style="list-style-type: none"> Communicates regularly with the staff and community to celebrate success and highlight areas for growth Evaluates and revises processes and operations to increase the effectiveness of the system Engages the staff in data analysis and reflection to refine practices and establish new goals for school improvement and professional growth Supports continuous improvement by modeling lifelong learning as a school leader and by encouraging and inspiring the staff to enhance their skills Provides teachers with clear and timely evaluations of their effectiveness based on multiple measures |
| <p>SCHOOL IMPROVEMENT PROCESS II</p> | | |
| <p>4 A Culture of Thinking and Learning How does a school leader develop a culture that promotes inquiry and advances organizational and individual learning?</p> <ol style="list-style-type: none"> Works with the staff to ensure that the curriculum, instruction, and assessment are aligned and promote college and career readiness for all students Uses multiple sources of data to monitor progress and make informed decisions about how to improve Insists on a vision of teaching and learning that engages diverse forms of thinking and challenges all students Commits to regular classroom observations—both formal and informal—to collect evidence on every teacher’s classroom effectiveness and to provide meaningful feedback to teachers Uses technology as a tool for advancing the learning of students and staff Facilitates a collaborative learning process in which teachers identify growth areas, implement instructional strategies, and assess the impact on student learning | <p>8 Implementing Change Across the System How does a school leader implement change across the system and assess overall effectiveness?</p> <ol style="list-style-type: none"> Conducts regular reviews and collects evidence of progress toward school improvement goals Engages the entire staff in monitoring implementation of the school improvement plan and its impact on student learning Uses multiple sources of data (e.g., classroom observation, student feedback, student achievement data, teacher feedback) to assess achievement across the building and for individual students Helps teachers develop intervention plans and alternate strategies for struggling students Provides ongoing feedback to teachers on the quality of their instruction and how it can be improved to increase student achievement | <p>3 Engagement and Enjoyment How does a school leader motivate the staff and students to do their best work and inspire the love of learning?</p> <ol style="list-style-type: none"> Encourages teachers to develop personal plans for growth Maintains passion and enthusiasm for the school and for its work of helping students succeed Recognizes quality work and celebrates individual and group success Engages staff, students, and the community in the continued development of a school-wide culture that inspires the love of learning Encourages and works with other leaders to help them grow within the organization Inspires staff members to take initiative and apply their personal talents to the achievement of organizational goals |
| <p>SCHOOL IMPROVEMENT PROCESS III</p> | | |
| <p>CORNER STONE 4</p> <p>10A: Commitment to Professional Growth</p> <ol style="list-style-type: none"> Stays up to date on current policy, trends, and research and works to craft meaningful responses to important developments in education Self-assesses leadership style and skills, and establishes goals for professional growth Seeks out professional development opportunities that align with professional goals and the goals and needs of the school | <p>10B: Commitment to the School Community</p> <ol style="list-style-type: none"> Maintains open communication with the entire school community Actively promotes and contributes to the development of a positive school culture Serves as an advocate for the community and seeks to build a school culture that meets the community’s needs and reflects its value | <p>CORNER STONE 3</p> <p>10C: Commitment to Professionalism</p> <ol style="list-style-type: none"> Maintains a high level of professionalism and holds others accountable for lack of professionalism Operates with integrity, honesty, and fairness at all times |
| <p>SCHOOL IMPROVEMENT PROCESS IV</p> | | |
| <p>10 Professional Practice How committed is the school leader to growing as a professional and to contributing to the larger school community?</p> | | |



THE THOUGHTFUL CLASSROOM PRINCIPAL EFFECTIVENESS FRAMEWORK
GUIDE FOR EVALUATING SCHOOL LEADERS

Use this guide to build a comprehensive picture of a school leader’s effectiveness, provide meaningful feedback to help the school leader grow, and develop a summative evaluation.

| | | |
|---|--|---|
| 1 Organization, Rules, and Procedures How does the school leader organize the school and establish procedures that clarify expectations and enhance learning? | 5 Establishing Goals for Improvement How does the school leader identify and establish meaningful school improvement goals? SCHOOL IMPROVEMENT PROCESS | 2 Positive Relationships How does the school leader build meaningful relationships with and among staff, students, and the community to promote learning? |
| 7 Building Capacity and Professional Development How does the school leader help the staff develop the knowledge and skills they need to implement the plan? SCHOOL IMPROVEMENT PROCESS | 6 Developing a Plan of Action How does the school leader develop a plan of action for system-wide implementation? SCHOOL IMPROVEMENT PROCESS | 9 Refining Practice and Sustaining Change How does the school leader learn from the process so that the work can be refined and sustained? SCHOOL IMPROVEMENT PROCESS |
| 4 A Culture of Thinking and Learning How does the school leader develop a culture that promotes inquiry and advances organizational and individual learning? | 8 Implementing Change Across the System How does the school leader implement change across the system and assess overall effectiveness? SCHOOL IMPROVEMENT PROCESS | 3 Engagement and Enjoyment How does the school leader motivate the staff and students to do their best work and inspire the love of learning? |
| 10 Professional Practice How committed is the school leader to growing as a professional and to contributing to the larger school community? | | |

What Are the Components of Effective Leadership?

Quality leadership has a dramatic impact on student learning. As the *Educational Leadership Policy Standards: ISLLC 2008* (CCSSO, 2008) notes, “Research now shows that leadership is second only to classroom instruction among school-related factors that influence student outcomes” (p. 9). The Thoughtful Classroom Principal Effectiveness Framework gives school leaders a powerful way to assess and improve the quality of their leadership. It also serves as a blueprint for school improvement, laying out a five-phase improvement process that makes up the heart of the framework. In all, the Framework consists of three components: effective leadership, the school improvement process, and professional practice and growth.

Component One | The Four Cornerstones of Effective Leadership (Dimensions 1, 2, 3, & 4)

Around the Framework are four essential dimensions of leadership, synthesized and adapted from key research studies, standards, and school leadership models (CCSSO, 2008; DuFour & Marzano, 2011; Fink & Markholt, 2011; Marzano, Waters, & McNulty, 2005; Reeves, 2009) as well as our own work in helping school leaders assess instructional effectiveness (Silver Strong & Associates, 2011). These four cornerstones relate to the school leader’s ability to

- ❶ **Organize and manage the building (Dimension One: Organization, Rules, and Procedures).**
- ❷ **Nurture strong personal relationships (Dimension Two: Positive Relationships).**
- ❸ **Inspire and motivate others (Dimension Three: Engagement and Enjoyment).**
- ❹ **Foster a culture of continuous learning (Dimension Four: A Culture of Thinking and Learning).**

Take a moment to conduct a “snap assessment” of the school leader’s capacity in each of the four cornerstones. Which do you believe are particular strengths? Which do you think pose the greatest challenge to the school leader? Use the simple 1-4 scale in each cornerstone (4 = A clear leadership strength, 1 = A clear leadership challenge) to make your snap assessment.

| | | |
|---|---|---|
| <p>1 Organization, Rules, and Procedures How does the school leader organize the school and establish procedures that clarify expectations and enhance learning?</p> | <p>5 Establishing Goals for Improvement How does the school leader identify and establish meaningful school improvement goals?</p> | <p>2 Positive Relationships How does the school leader build meaningful relationships with and among staff, students, and the community to promote learning?</p> |
| <p>7 Building Capacity and Professional Development How does the school leader help the staff develop the knowledge and skills they need to implement the plan?</p> | <p>6 Developing a Plan of Action How does the school leader develop a plan of action for system-wide implementation?</p> | <p>9 Refining Practice and Sustaining Change How does the school leader learn from the process so that the work can be refined and sustained?</p> |
| <p>4 A Culture of Thinking and Learning How does the school leader develop a culture that promotes inquiry and advances organizational and individual learning?</p> | <p>8 Implementing Change Across the System How does the school leader implement change across the system and assess overall effectiveness?</p> | <p>3 Engagement and Enjoyment How does the school leader motivate the staff and students to do their best work and inspire the love of learning?</p> |
| <p>10 Professional Practice How committed are you to growing as a professional and to contributing to the larger school community?</p> | | |

Component Two | *The School Improvement Process (Dimensions 5, 6, 7, 8, & 9)*

Effective leaders insist on and create continuous improvement. They do this by developing clear plans and processes that engage the entire staff in raising student achievement. By synthesizing the best research on organizational improvement (Bolman & Deal, 2008; Fullan, 2001; Hargreaves & Fullan, 2012; Senge, Cambron-McCabe, Lucas, Smith, Dutton, & Kleiner, 2012) and examining the school improvement plans used by various states and school districts, we've identified five key phases in the school improvement process. In this cyclical process, school leaders and the staff work together to

- 5 Establish Goals for Improvement (Dimension Five).**
- 6 Develop a Plan of Action (Dimension Six).**
- 7 Build Capacity and Professional Development (Dimension Seven).**
- 8 Implement Change Across the System (Dimension Eight).**
- 9 Refine Practice and Sustain Change (Dimension Nine).**

Now conduct a snap assessment of the school leader based on the phases of the school improvement process. Which phases do you feel are strongly in place in this school? Which phases pose the greatest challenge to this school? Use the 1-4 scale to conduct your snap assessment.

| | | |
|---|--|---|
| <p>1 Organization, Rules, and Procedures How does the school leader organize the school and establish procedures that clarify expectations and enhance learning?</p> | <p>5 Establishing Goals for Improvement How does the school leader identify and establish meaningful school improvement goals?</p> <p style="text-align: center;"> </p> | <p>2 Positive Relationships How does the school leader build meaningful relationships with and among staff, students, and the community to promote learning?</p> |
| <p>7 Building Capacity and Professional Development How does the school leader help the staff develop the knowledge and skills they need to implement the plan?</p> <p style="text-align: center;"> </p> | <p>6 Developing a Plan of Action How does the school leader develop a plan of action for system-wide implementation?</p> <p style="text-align: center;"> </p> | <p>9 Refining Practice and Sustaining Change How does the school leader learn from the process so that the work can be refined and sustained?</p> <p style="text-align: center;"> </p> |
| <p>4 A Culture of Thinking and Learning How does the school leader develop a culture that promotes inquiry and advances organizational and individual learning?</p> | <p>8 Implementing Change Across the System How does the school leader implement change across the system and assess overall effectiveness?</p> <p style="text-align: center;"> </p> | <p>3 Engagement and Enjoyment How does the school leader motivate the staff and students to do their best work and inspire the love of learning?</p> |
| <p style="text-align: center;">10 Professional Practice How committed is the school leader to growing as a professional and to contributing to the larger school community?</p> | | |

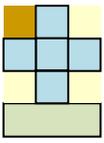
Component Three | Professional Practice and Growth (Dimension 10)

10 The Framework also includes a tenth dimension focused on the personal and professional aspects of leadership, including the school leader’s commitment to **professional growth, the school community, and professionalism.**

Let’s do one more snap assessment. Review the three commitments that make up Dimension Ten: Professional Practice. How would you rate the strength of the school leader’s commitment to each?

| | | |
|---|--|---|
| <p>1 Organization, Rules, and Procedures How does the school leader organize the school and establish procedures that clarify expectations and enhance learning?</p> | <p>5 Establishing Goals for Improvement How does the school leader identify and establish meaningful school improvement goals?</p> | <p>2 Positive Relationships How does the school leader build meaningful relationships with and among staff, students, and the community to promote learning?</p> |
| <p>7 Building Capacity and Professional Development How does the school leader help the staff develop the knowledge and skills they need to implement the plan?</p> | <p>6 Developing a Plan of Action How does the school leader develop a plan of action for system-wide implementation?</p> | <p>9 Refining Practice and Sustaining Change How does the school leader learn from the process so that the work can be refined and sustained?</p> |
| <p>4 A Culture of Thinking and Learning How does the school leader develop a culture that promotes inquiry and advances organizational and individual learning?</p> | <p>8 Implementing Change Across the System How does the school leader implement change across the system and assess overall effectiveness?</p> | <p>3 Engagement and Enjoyment How does the school leader motivate the staff and students to do their best work and inspire the love of learning?</p> |
| <p style="text-align: center;">10 Professional Practice How committed is the school leader to growing as a professional and to contributing to the larger school community?</p> | | |
| <p style="text-align: center;">Commitment to Professional Growth (e.g., staying up to date on research and policy, self-assessing leadership practices, developing a professional growth plan)</p> | <p style="text-align: center;">Commitment to the School Community (e.g., maintaining open communication with the school community, promoting a positive culture, contributing to and advocating for the school community)</p> | <p style="text-align: center;">Commitment to Professionalism (e.g., maintaining a high level of professionalism, operating with integrity and fairness at all times)</p> |
| <p style="text-align: center;"> </p> | <p style="text-align: center;"> </p> | <p style="text-align: center;"> </p> |

Use the individual forms on the following pages to evaluate the school leader based on the various leadership skills and practices associated with each dimension. Remember to note practices that are strengths and challenges for the school leader. Collect specific evidence to develop meaningful feedback and an accurate evaluation of the school leader’s overall effectiveness and impact.



Assessing Dimension One: Organization, Rules, and Procedures

Essential Question: How does the school leader organize the school and establish procedures that clarify expectations and enhance learning?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension below. Place an “S” next to any practices that are clear strengths of the school leader. Place a “C” next to any practices that seem to pose a challenge to the school leader.

The school leader...

- ___ **1.1** Ensures that the school curriculum and processes align with local, state, and national standards and policies.
- ___ **1.2** Establishes clear systems and procedures for the daily operation of the school.
- ___ **1.3** Organizes the school for safety, equal access, and to support the needs and learning of all students.
- ___ **1.4** Operates within budgetary guidelines and maximizes the use of available resources to improve teaching and learning.
- ___ **1.5** Establishes clear leadership structures, roles, and responsibilities within the organization and effectively supervises and manages school personnel.
- ___ **1.6** Ensures the proper use of technology and school equipment.
- ___ **1.7** Recruits and retains quality teachers and school personnel.

GENERAL RUBRIC

After you have collected enough evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

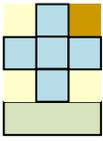
- (1) Novice** – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) Developing** – The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) Proficient** – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.
- (4) Expert** – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

NOTES/COMMENTS

FEEDBACK NOTES

Evidence of impact in this dimension...

Ideas for improving in this dimension...



Assessing Dimension Two: Positive Relationships

Essential Question: How does the school leader build meaningful relationships with and among staff, students, and the community to promote learning?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension below. Place an “S” next to any practices that are clear strengths of the school leader. Place a “C” next to any practices that seem to pose a challenge to the school leader.

The school leader...

- ___ **2.1** Earns the trust of the staff through fairness, a positive attitude, and the idea that “we’re all in this together.”
- ___ **2.2** Involves the staff in decisions that affect the operations of the school and seeks input on how to enhance its effectiveness in serving students.
- ___ **2.3** Provides parents and stakeholders with regular opportunities to voice their ideas.
- ___ **2.4** Promotes a vision of teaching and learning that insists on respect, understanding of differences, and equitable learning opportunities for all students.
- ___ **2.5** Works to resolve conflicting perspectives by building shared understanding and a clear commitment to students and their learning.
- ___ **2.6** Works with staff to develop effective PLCs and provides time, support, and resources that staff and school leaders need to learn and grow as professionals.
- ___ **2.7** Uses various methods of communication (e.g., email, school website, meetings, communications in multiple languages) to inform and engage members of the school community.

NOTES/COMMENTS

GENERAL RUBRIC

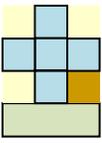
After you have collected enough evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

- (1) Novice** – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) Developing** – The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) Proficient** – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.
- (4) Expert** – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

FEEDBACK NOTES

Evidence of impact in this dimension...

Ideas for improving in this dimension...



Assessing Dimension Three: Engagement and Enjoyment

Essential Question: How does the school leader motivate the staff and students to do their best work and inspire the love of learning?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension below. Place an “S” next to any practices that are clear strengths of the school leader. Place a “C” next to any practices that seem to pose a challenge to the school leader.

The school leader...

- _____ **3.1** Encourages teachers to develop personal plans for growth.
- _____ **3.2** Maintains passion and enthusiasm for the school and for its work of helping students succeed.
- _____ **3.3** Recognizes quality work and celebrates individual and group success.
- _____ **3.4** Engages staff, students, and the community in the continued development of a school-wide culture that inspires the love of learning.
- _____ **3.5** Encourages and works with other leaders to help them grow within the organization.
- _____ **3.6** Inspires staff members to take initiative and apply their personal talents to the achievement of organizational goals.

GENERAL RUBRIC

After you have collected enough evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

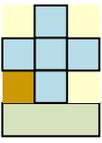
- (1) Novice** – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) Developing** – The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) Proficient** – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.
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NOTES/COMMENTS

FEEDBACK NOTES

Evidence of impact in this dimension...

Ideas for improving in this dimension...



Assessing Dimension Four: A Culture of Thinking and Learning

Essential Question: How does the school leader develop a culture that promotes inquiry and advances organizational and individual learning?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension below. Place an “S” next to any practices that are clear strengths of the school leader. Place a “C” next to any practices that seem to pose a challenge to the school leader.

The school leader...

- _____ **4.1** Works with the staff to ensure that the curriculum, instruction, and assessment are aligned and promote college and career readiness for all students.
- _____ **4.2** Uses multiple sources of data to monitor progress and make informed decisions about how to improve.
- _____ **4.3** Insists on a vision of teaching and learning that engages diverse forms of thinking and challenges all students.
- _____ **4.4** Commits to regular classroom observations—both formal and informal—to collect evidence on every teacher’s classroom effectiveness and to provide meaningful feedback to teachers
- _____ **4.5** Uses technology as a tool for advancing the learning of students and staff.
- _____ **4.6** Facilitates a collaborative learning process in which teachers identify growth areas, implement instructional strategies, and assess the impact on student learning.

GENERAL RUBRIC

After you have collected enough evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

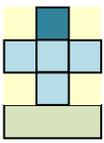
- (1) Novice** – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
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NOTES/COMMENTS

FEEDBACK NOTES

Evidence of impact in this dimension...

Ideas for improving in this dimension...



Assessing Dimension Five: Establishing Goals for Improvement

Essential Question How does the school leader identify and establish meaningful school improvement goals?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension below. Place an “S” next to any practices that are clear strengths of the school leader. Place a “C” next to any practices that seem to pose a challenge to the school leader.

The school leader...

- ___ **5.1** Analyzes varied sources of data and student performance trends to inform goal setting.
- ___ **5.2** Engages all stakeholders in the goal-setting process.
- ___ **5.3** Establishes a manageable set of goals, with a clear focus on how these goals will improve teaching and learning.
- ___ **5.4** Aligns goals with the mission of the school and district as well as to state and federal policies.
- ___ **5.5** Ensures that outcomes and expectations are measurable for teachers, students, and school leaders.
- ___ **5.6** Assesses organizational effectiveness to identify and address potential stumbling blocks toward achieving goals.

GENERAL RUBRIC

After you have collected enough evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

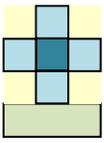
- (1) Novice** – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) Developing** – The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) Proficient** – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.
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NOTES/COMMENTS

FEEDBACK NOTES

Evidence of impact in this dimension...

Ideas for improving in this dimension...



Assessing Dimension Six: Developing a Plan of Action

Essential Question: How does the school leader develop a plan of action for system-wide implementation?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension below. Place an “S” next to any practices that are clear strengths of the school leader. Place a “C” next to any practices that seem to pose a challenge to the school leader.

The school leader...

- ___ **6.1** Establishes clear benchmarks for assessing progress toward school improvement goals.
- ___ **6.2** Works with the staff to create a realistic plan for achieving each benchmark.
- ___ **6.3** Includes time for analyzing progress and refining plans based on multiple sources of data.
- ___ **6.4** Anticipates and secures necessary resources (e.g., staff time, funding, materials, professional development, learning technology) to execute plans and achieve goals.
- ___ **6.5** Insists on an “open school,” in which classroom observation and regular conversations about progress and learning are the norms.
- ___ **6.6** Conveys enthusiasm for and communicates regularly about goals, progress, and the shared vision of the school.

GENERAL RUBRIC

After you have collected enough evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

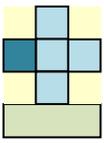
- (1) Novice** – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) Developing** – The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) Proficient** – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.
- (4) Expert** – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

NOTES/COMMENTS

FEEDBACK NOTES

Evidence of impact in this dimension...

Ideas for improving in this dimension...



Assessing Dimension Seven: Building Capacity and Professional Development

Essential Question: How does the school leader help the staff develop the knowledge and skills they need to implement the plan?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension below. Place an “S” next to any practices that are clear strengths of the school leader. Place a “C” next to any practices that seem to pose a challenge to the school leader.

The school leader...

- ___ **7.1** Develops effective strategies for training, coaching, and supporting teachers as they implement research-based techniques in their classrooms.
- ___ **7.2** Establishes PLCs that empower teachers to learn together, observe each other in the classroom, and refine their practices as partners in professional development.
- ___ **7.3** Empowering teacher-leaders to play an active role in supporting teachers’ growth
- ___ **7.4** Uses a research-based teacher observation/evaluation framework to observe classrooms.
- ___ **7.5** Makes a clear commitment to visiting classrooms on a regular basis and provides constructive feedback to teachers on their practice.
- ___ **7.6** Encourages all teachers to develop professional growth plans and discusses the plans regularly with teachers.

NOTES/COMMENTS

GENERAL RUBRIC

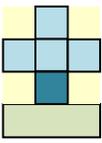
After you have collected enough evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

- (1) Novice** – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) Developing** – The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) Proficient** – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.
- (4) Expert** – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

FEEDBACK NOTES

Evidence of impact in this dimension...

Ideas for improving in this dimension...



Assessing Dimension Eight: Implementing Change Across the System

Essential Question: How does the school leader implement change across the system and assess overall effectiveness?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension below. Place an “S” next to any practices that are clear strengths of the school leader. Place a “C” next to any practices that seem to pose a challenge to the school leader.

The school leader...

- _____ **8.1** Conducts regular reviews and collects evidence of progress toward school improvement goals.
- _____ **8.2** Engages the entire staff in monitoring implementation of the school improvement plan and its impact on student learning.
- _____ **8.3** Uses multiple sources of data (e.g., classroom observation, student feedback, student achievement data, teacher feedback) to assess achievement across the building and for individual students.
- _____ **8.4** Helps teachers develop intervention plans and alternate strategies for struggling students.
- _____ **8.5** Provides ongoing feedback to teachers on the quality of their instruction and how it can be improved to increase student achievement.

GENERAL RUBRIC

After you have collected enough evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

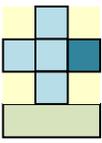
- (1) Novice** – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) Developing** – The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
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- (4) Expert** – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

NOTES/COMMENTS

FEEDBACK NOTES

Evidence of impact in this dimension...

Ideas for improving in this dimension...



Assessing Dimension Nine: Refining Practice and Sustaining Change

Essential Question: How does the school leader learn from the process so that the work can be refined and sustained?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension below. Place an “S” next to any practices that are clear strengths of the school leader. Place a “C” next to any practices that seem to pose a challenge to the school leader.

The school leader...

- ___ **9.1** Communicates regularly with the staff and community to celebrate success and highlight areas for growth.
- ___ **9.2** Evaluates and revises processes and operations to increase the effectiveness of the system.
- ___ **9.3** Engages the staff in data analysis and reflection to refine practices and establish new goals for school improvement and professional growth.
- ___ **9.4** Supports continuous improvement by modeling lifelong learning as a school leader and by encouraging and inspiring the staff to enhance their skills.
- ___ **9.5** Provides teachers with clear and timely evaluations of their effectiveness based on multiple measures.

GENERAL RUBRIC

After you have collected enough evidence, use the rubric below to assess the school leader’s overall effectiveness in this dimension.

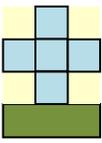
- (1) Novice** – The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) Developing** – The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) Proficient** – The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.
- (4) Expert** – The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

NOTES/COMMENTS

FEEDBACK NOTES

Evidence of impact in this dimension...

Ideas for improving in this dimension...



Assessing Dimension Ten: Professional Practice

Essential Question: How committed is the school leader to growing as a professional and to contributing to the larger school community?

A complete evaluation means looking not only at school practices, but also at the school leader's capacity for lifelong learning and leadership. Below are some indicators to help you think about the leader's commitment to professional learning, contributions to the school community, and level of professionalism and integrity. When assessing the school leader, place an "S" next to those practices that are clear strengths and a "C" next to any practices that seem to pose a challenge. Then use the specialized rubric within each area to evaluate the school leader.

10A | Commitment to Professional Growth

The school leader...

- ___ **10.1** Stays up to date on current policy, trends, and research and works to craft meaningful responses to important developments in education.
- ___ **10.2** Self-assesses leadership style and skills, and establishes goals for professional growth.
- ___ **10.3** Seeks out professional development opportunities that align with professional goals and the goals and needs of the school.

NOTES

- (1) Novice:** The school leader shows minimal or no commitment to professional growth. Professional development efforts are either lacking or superficial in nature.
- (2) Developing:** The school leader has made an initial commitment to the professional growth process. A professional development plan is in place, but the school leader has not assumed full responsibility for the process: professional growth goals and professional development opportunities are based mostly on supervisory suggestions and/or district requirements.
- (3) Proficient:** The school leader is committed to the professional growth process. The school leader's professional growth plan moves beyond the suggestions of supervisors and is informed by data and self-assessment. The school leader seeks out relevant professional development opportunities and reflects periodically on progress toward goals.
- (4) Expert:** The school leader has made a strong commitment to the professional growth process that shows a deep awareness of how improvements in leadership affect the entire school community. The school leader takes full responsibility for the professional growth process: using feedback, data analysis, and self-assessment to establish meaningful goals; actively seeking out professional development opportunities that support these goals; reflecting regularly on progress; and refining goals and plans in light of new learning.

10B | Commitment to the School Community

The school leader...

- ___ **10.4** Maintains open communication with the entire school community.
- ___ **10.5** Actively promotes and contributes to the development of a positive school culture.
- ___ **10.6** Serves as an advocate for the community and seeks to build a school culture that meets the community's needs and reflects its values.

NOTES

- (1) Novice:** The school leader shows little interest in contributing to the school community beyond professional requirements.
- (2) Developing:** The school leader contributes to the school community beyond professional requirements when prompted by supervisors or circumstances.
- (3) Proficient:** The school leader is an active contributor to the school community. The school leader promotes initiatives that support a positive relationship between the school and the community it serves.
- (4) Expert:** The school leader willingly assumes a leadership role in working to enhance the school community. The school leader develops and promotes initiatives that support a positive relationship between school and community, and serves as an advocate for the community's needs and values.

10C | Commitment to Professionalism

The school leader...

- ___ **10.7** Maintains a high level of professionalism and holds others accountable for lack of professionalism.
- ___ **10.8** Operates with integrity, honesty, and fairness at all times.

NOTES

- (1) Novice:** The school leader needs to be reminded of the standards of professional integrity.
- (2) Developing:** The school leader demonstrates an understanding of professional standards and usually follows them.
- (3) Proficient:** The school leader demonstrates a thorough understanding of professional standards and serves as a model of professionalism for the school community.
- (4) Expert:** The school leader is seen by students, staff, and the community as an exemplar of professionalism and integrity. The school leader exhibits and models high professional standards at all times and inspires others to meet similarly high standards.

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