Standard 1: Mission, Vision and Core Values

Effective educational leaders develop, advocate and enact a shared mission, v
of high-quality education and academic success and well-being of each stude

Elements	Performance Levels		
	An *Ineffective* School Leader …	A *Developing* School Leader …	An *Accomplished* School Leader …
a.	Fails to develop an educational mission for the school.	Develops an educational mission for the school that only promotes academic success and well-being of some students.	**Develops an educational mission for the school to promote the academic success and well-being of each student.**
b.	Fails to collaborate with members of the school or community to create a vision for student success.	Inconsistently (collaborates with members of the school or community in using relevant data to develop a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	**In collaboration with members of the school and the community and using relevant data, develops and promotes a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.**
c.	Fails to articulates values that define the school's culture and does not stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	Inconsistently articulates and/or advocates core values that define the school's culture and attempts to stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	**Articulates, advocates, and cultivates core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous improvement.**

ision and core values nt.	
An ***Exemplary*** School Leader ...	*Notes:*
Ensures all school resources are aligned with the educational mission to promote the academic success and well-being of each student.	
Builds capacity of members of the school and community to use relevant data, develop and promote a transformative vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.	
Consistently articulates, advocates and cultivates transformative core values that define the school's culture and creates the conditions for the imperative of child-centered education; high expectations and student support; equity, inclusiveness and social justice; openness, caring and trust; and continuous improvement.	

d.	Fails to develop, implement and evaluate actions taken to achieve the vision for the school.	Inconsistently develops, implements and/or evaluates actions to achieve the vision for the school.	**Strategically develops, implements and evaluates actions to achieve the vision for the school.**
e.	Fails to review the school's mission and vision.	Inconsistently reviews the school's mission and vision and/or adjusts them to changing expectations and opportunities for the school and changing needs and situations of students.	**Reviews the school's mission and vision and adjusts them to changing expectations and opportunities for the school and changing needs and situations of students.**
f.	Fails to demonstrate a sense of understanding and/or commitment by the leader to the mission, vision and/or core values within the school and the community.	Demonstrates a personal understanding of the mission, vision and core values, yet lacks an attempt to develop a shared understanding and commitment within members of the school community.	**Develops shared understanding of and commitment to mission, vision and core values within the school and the community.**
g.	Fails to model the school's mission, vision or core values in their leadership of the school.	Inconsistently models and/or pursues the school's mission, vision and/or core values.	**Models and pursues the school's mission, vision and core values in all aspects of leadership.**
Critical Attributes			
	The school leader provides no and/or minimal opportunities to engage stakeholders.	The school leader provides compliance driven opportunities to engage key stakeholder perspectives.	**The school leader regularly collaborates with stakeholders, representing diverse roles, and validates their perspectives with action. (b, c, f, g)**

Strategically and collaboratively develops, implements and evaluates actions to achieve an innovative and transformative vision for the school.	
Reviews the school's mission and vision annually and makes innovative and transformative adjustments based on changing expectations and opportunities for the school, along with needs and situations of students.	
Demonstrates a culture where the mission, vision and core values are consistently accepted and integrated into the work of the school.	
Models and exemplifies the school's mission, vision and core values, particularly as an innovative and transformational leader, in all aspects of leadership.	
The school leader prioritizes and works to retain and strengthen partnerships with diverse stakeholders to collaboratively address and assume responsibility for identified needs.	

The school leader lacks conviction in activities related to vision/mission work.	The school leader communicates the importance of achieving the school's mission and vision but has limited/inconsistent success related to school and community "buy-in."	**The school leader advocates the importance of achieving the school's mission and vision and creates "buy-in" within the school and community.** **(c, f, g)**
The school leader does not facilitate a data analysis process to develop the school's mission and vision.	The school leader facilitates a data analysis process, using relevant and multiple sources to inform the school's mission/vision action steps.	**The school leader ensures school vision/mission includes a laser-like focus on student academic achievement and social/emotional development and instructional/organizational practices to promote this.** **(a, b, c, e, g)**
The school leader does not use a continuous improvement process to ascertain progress of vision/mission and core values to achieve goals.	The school leader sporadically utilizes a process to formally review and/or refine the vision, mission and core values to achieve goals.	**The school leader uses a formalized process to develop and to ensure continuous review and refinement of vision, mission and core values to achieve goals.** **(a, b, c, d, e, g)**

Possible Examples

Principal says, "I will just write this mission out when the teachers are in a PD session after school. It will be a lot faster that way."	Principal says, "My special needs teachers already have to stay after school for so many meetings, I am not going to require them to attend this meeting about mission/vision. I will just send them the minutes of the meeting."	**The majority of stakeholders surveyed (80%) completed the school-developed survey about Core Values and their input guided the team's planning.**
The mission/vision that is on the school webpage is different than the mission/vision that is printed on the cover of the Student Handbook.	Only end-of-the year benchmark data is reviewed to inform progress.	**Students report that they had a voice in the development of the school's educational mission.**

The school leader expects teachers to take responsibility for ALL students in collaborative planning, supervision and data analysis; not just those students in their own classrooms.

Review and evaluate stakeholder (e.g. parents, teachers, students, community members) feedback and other data sets regularly and collaboratively to identify strengths, address challenges, and modify the school's mission and vision, as needed.

Multiple data points (based on school and student needs) are used to inform or revise the mission, vision and core values to achieve goals.

Language of "we" and "our students" used by all stakeholders.

Agenda items with notes that show a discussion or emphasis on "shared responsibility"

Parent survey results indicate the majority of respondents feel the school makes decisions based on the needs of adults instead of students.	Professional development funds are being used annually to provide teacher training in collaborative structures; however, no process is utilized to gauge impact.	**Individual student data is analyzed regularly and used to inform the educational mission.**
School has a policy that does not permit student schedules to be changed after the first week of classes.	The principal provides SBDM council minutes documenting the review of the school's mission and vision.	**Examples are provided of how staff members have used student achievement data to improve performance.**
School leader does not follow through when instructed to collaborate with personnel from local postsecondary institutions regarding the performance of school graduates at these institutions.	The school leader provides sign-in sheets of committee meetings documenting work on mission and vision.	**Minutes from the meeting reflect attendance and participation from an extensive group of stakeholders.**
Master schedule does not prioritize collaborative planning time for teachers.	School leader provides copies of the CSIP linked to mission and vision.	**Principal facilitates EL teachers in the building to observe highly effective EL instructional practices in neighboring districts.**
School leader informs the faculty that the school has gotten a grant that requires all teachers to use a specific literacy strategy. A faculty member asks, "How do we know this strategy will work for our students?" The school leader responds, "All I know is that we get $10,000 for using the strategy."		**School webpage visibly and prominently communicates mission and vision.**

During a PLC session, teacher A suggests they attend a summer PD session together. Teacher B asks for clarification as to how the session aligns to the school's mission, vision and core values.

Students present to the local Chamber of Commerce about the school's vision, mission and core values.

Survey of staff, parents, students and other stakeholders meet district or school targets for reported understanding of, and commitment to, the school's mission, vision, core values and goals.

Professional Development based solely on teacher interests.

Surveys of staff, parents, students, and other groups meet district or school participation targets for stakeholder involvement in the development of the school's mission, vision, core values, and goals.

At-risk list of students is utilized and plans for strategic support are developed.

Intervention meeting notes reflect gaps identified through data analysis and a strategy developed to close them.

Calendar or schedule for staff shared practice time and written description of how this time is used to improve professional practice and student learning (may include agenda, protocols, etc.).

Results of schoolwide or student learning action research studies are utilized to inform targeted improvement efforts.

Master schedule documenting individual and collaborative planning time for every teacher.

Evidence of team development and evaluation of lessons demonstrated.

Written student outcome goals at the school, classroom, grade, subject, subgroup and student group that are clear, rigorous and based on standards.

When the teacher complains about schedule changes made after school started, the principal responds "The schedule wasn't working for our students so it had to be changed."

Routine communication with staff and stakeholders connects to vision, mission and core values.

Parents, staff and others are clear about academic expectations (observations and artifacts; homework policy; academic guidelines; parent handbook).

Building level staff development plan is aligned to the school's mission, vision and goals.

There is visible alignment between the vision, school mission and identified goals (observations and artifacts; School Improvement Plan, School Report Card, grade level goals, individual student goals).

With passion and conviction, the principal presents often to stakeholder groups about the importance of achieving the school's mission and vision.

Written values and beliefs reflect high expectations for all groups of students.

Mission/vision statement posters are evident everywhere (school/businesses).

Internal/external communication structures are in place to promote vision/mission (website, social media, newsletters, etc.).

Collaboratively developed mission/vision is shared with the board and feedback was solicited for ideas for improvement.

School newsletter and/or local newspaper partners with school leadership to promote stakeholder involvement in the development and refinement of the mission & vision.

There is 2-way communication with local community/service organizations about the vision for learning.

Professional reading log demonstrates study on best practice for developing and enacting a mission/vision.

Calendar reflects vision/mission meetings planned in conjunction with pertinent data release and review over the entire year.

Resources are allocated to support the implementation of learning activities to meet the mission, vision and core values.

		Based on high referral rates and a recommendation from the juvenile court designee, the principal, in collaboration with the school guidance counselor, proposes to the SBDM council that an evaluation of the school's discipline policies, with a focus on trauma-informed care led by a school social worker, be prioritized work for the group. School leader utilizes advisory and steering committees to analyze data and develop, implement and evaluate Comprehensive School Improvement Plans (CSIP).

Standard 2: Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norm student's academic success and well-being.

Elements	Performance Levels		
	An *Ineffective* School Leader …	A *Developing* School Leader …	An *Accomplished* School Leader ...
a.	Fails to act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, or in any other aspect of school leadership.	Inconsistently acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources and/or in any other aspect of school leadership.	Acts ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

s to promote each	
An ***Exemplary*** School Leader ...	*Notes:*
Consistently holds and models the highest standards of personal and professional conduct in all aspects of school leadership and is recognized as a "leader among leaders."	

b.	Does not practice or promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning or continuous improvement.	Inconsistently practices and/or promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and/or continuous improvement.	**Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement.**
c.	Fails to place children at the center of education and takes little to no responsibility for the academic success and well-being for students.	Inconsistently places children at the center of education and accepts minimal responsibility for each student's academic success and well-being.	**Places children at the center of education and accepts responsibility for each student's academic success and well-being.**
d.	Does not safeguard or promote the values of democracy, individual freedom and responsibility, equity, social justice, community, or diversity.	Inconsistently safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.	**Safeguards and promotes the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.**
e.	Fails to lead with interpersonal and communication skills, lacks social emotional insight, or exhibits minimal understanding of all students' and staff members' backgrounds and cultures.	Inconsistently leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	**Leads with interpersonal and communication skills, social emotional insight, and understanding of all students' and staff members' backgrounds and cultures.**
f.	Fails to provide moral direction for the school or fails to promote ethical and professional behavior among faculty and staff.	Inconsistently provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.	**Provides moral direction for the school and promotes ethical and professional behavior among faculty and staff.**

Critical Attributes

Creates systems that promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement within the school and community.	
Creates a shared responsibility that ensures prioritizing children at the center of education to ensure each student's academic success and well-being.	
Creates a shared responsibility within the school community to prioritize the values of democracy, individual freedom and responsibility, equity, social justice, community and diversity.	
Builds the capacity of all members of the school community to utilize interpersonal and communication skills and social emotional insight that demonstrates understanding of all students' and staff members' backgrounds and cultures.	
All systems within the school operate from a perspective of moral, ethical and professional behavior.	

Actions and lack of ethical conduct portray negative perception of the profession.	Sometimes demonstrates a lack of respect for self or others when communicating, decision-making, and managing fiscal and human resources.	**Personal and professional conduct is beyond reproach when communicating, decision-making, and managing fiscal and human resources, and behavior serves as a model.** **(a, b, d, e, f)**
Does not hold self or others accountable to establish or implement professional norms.	Inconsistent implementation of professional norms.	**Implements professional norms for collaborative work among school staff.** **(a, b, d, e, f)**
Fosters an adult-centered culture.	Sometimes displays a lack of judgement in efforts to model fairness, trust, perseverance and/or continuous learning and improvement.	**Emphasizes the well-being of students in all decision-making.** **(a, b, c, e, f)**
Displays lack of detailed oversight of school resources/human resources.	Inconsistently focuses on student-centered decision making.	**Displays behavior consistent with the Professional Code of Ethics for Kentucky School Certified Personnel.** **(a, b, d, f)**
Possible Examples		
Principal disregards or is not aware of Redbook protocol or SBDM policies.	Principal communication, including emails, lacks professionalism (spelling, awkward humor, sarcasm).	**Students' equitable access to highly qualified teachers is studied, prioritized and acted upon in an ethical manner.**

Advances commendable ethical practices of educators and promotes positive perception of the profession.

Collaborates with stakeholders to create systemic approaches that foster shared responsibility for ensuring integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement for all students.

Empowers others through a collaborative leadership model to utilize interpersonal and communication skills and social emotional insight that demonstrates understanding of all students' and staff members' backgrounds and cultures.

Principal has in-depth knowledge of the strengths, talents, certifications and qualifications of staff and uses that information when making staffing decisions.

Principal fails to maintain scheduled leadership meetings or does not hold others accountable to participate in professional learning.	In response to one teacher's habitual no-show to afternoon duty, principal sends an email to all teachers about the importance of being on time and present for all duties, as assigned.	**Principal communicates clearly and models ethical behavior and professionalism, even when dealing with negative situations, such as insubordinate actions.**
Principal says "Our test scores are low because of the lack of parent support."	Principal communicates the importance of professional learning communities, but inconsistently monitors the effectiveness of PLCs.	**Principal follows all school/district handbooks and SBDM/board policy procedures, ensures teachers are informed of this information, and ensures policies are updated when needed.**
When a student harassment complaint is brought to the office, the principal says "That's just boys being boys."	Principal communicates the need for consistent and fair student discipline practices, but inconsistently monitors student discipline data to study possible discrepancies regarding disadvantaged students.	**Principal models responsible use of social media and technology, even when potentially "provoked" to respond in an unprofessional or unbecoming manner on the school's public Facebook account.**
Principal uses profanity and acts unprofessionally in faculty meetings.	Principal is sometimes persuaded to make decisions that are adult centered (school schedule and teacher assignment, for example), instead of using data to make decisions focused on student needs.	**Principal models strict boundaries when it comes to social media. His/her personal accounts are private and employment is not discussed.**

Principal leads professional learning experiences; publishes reports, articles, or blogs; or engages in public speaking engagements for professional organizations that advance effective ethical and professional practices of educators.

Principal utilizes current structures (committees, leadership teams, student organizations, community organizations, etc.) to foster a shared responsibility within the school community to promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

Principal and leadership team examine responsibilities of existing committees and determine adjustments of goals based on current needs assessment data (student feedback, teacher feedback, parent feedback, culture audit, etc.).

Principal advocates and stands firm for what is best for students, even when receiving pushback from adults (e.g., teacher assignment matching student needs).

Principal imposes autocratic decision-making without input from stakeholders.	Principal ignores a group of teachers' nonverbal responses (such as eye rolling) when a colleague shares ideas at a faculty meeting, instead of addressing the nonverbal behavior as unprofessional.	**Principal ensures that funds are equitably distributed to effectively support disadvantaged groups within the school population.**
Principal does not show respect or concern for diverse needs of students and staff.		**Principal's words and actions are consistently focused on "What's best for students."**
Posts questionable pictures/comments on social media.		**All communication, including emails, are professional and follow confidentiality guidelines.**
Student comes to the office crying because teacher read the student's private text messages aloud to the class when student had phone out during class. The principal says, "You broke the cell phone policy. Maybe you won't get your phone out again during class time."		**Leader models ways to celebrate inclusivity and diversity by inviting various stakeholder partners to co-host school/community events.**
Blame student academic struggles on students, staff and families.		**Teachers and parents report they are freely able to speak their minds without fear of consequence or betrayal of trust.**

Principal leads in the development of district policies and protocols to address issues of fairness, freedom, social justice, equity, etc.

Principal creates a school leadership team of students, certified and classified staff, and parents to address student needs and recommend immediate action steps to accommodate needs (schedule, resources, staffing, support, discipline, etc.).

			School guidance counselor requests a policy be made that restricts schedule changes after a certain time no matter the reason. The principal's initial response is, "How does that policy request support the changing needs of students?"
	Allows school culture to foster harassment and lack of respect for society's values.		

Standard 3: Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and practices to promote each student's academic success and well-being.

Elements	**Performance Levels**		
	An *Ineffective* School Leader …	A *Developing* School Leader ...	An *Accomplished* School Leader ...
a.	Lacks efforts to ensure each student is treated fairly, respectfully or with an understanding of each student's culture and context.	Limited and inconsistent efforts to ensure each student is treated fairly, respectfully and/or with an understanding of each student's culture and context.	**Ensures that each student is treated fairly, respectfully and with an understanding of each student's culture and context.**
b.	Does not recognize, respect, and employ each student's strengths, diversity and culture as assets for teaching and learning.	Inconsistently recognizes, respects and employs each student's strengths, diversity and culture as assets for teaching and learning.	**Recognizes, respects and employs each student's strengths, diversity and culture as assets for teaching and learning.**

culturally responsive

An *Exemplary* School Leader ...	*Notes:*
Builds capacity among all members of the school community and serves as a model to ensure each student is treated fairly, respectfully, and with an understanding of the student's culture and context.	
Builds capacity of all members of the school community to consistently recognize, respect and employ each student's strengths, diversity and culture as assets for teaching and learning.	

c.	Does not ensure equitable access, for each student, to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	Attempts to provide equitable access, for each student, to effective teachers, learning opportunities, academic and social support and other resources necessary for success.	**Ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.**
d.	Does not have a policy or fails to follow student policies to address student misconduct in a positive, fair and unbiased manner.	Attempts to develop student policies and/or inconsistently addresses student misconduct in a positive, fair and unbiased manner.	**Develops student policies and addresses student misconduct in a positive, fair and unbiased manner.**
e.	Ignores or does not confront institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	Does not consistently or effectively confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	**Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.**
f.	Does not understand the need for the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	Attempts to promote the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.	**Promotes the preparation of all students to live productively in and contribute to the diverse cultural contexts of a global society.**
g.	Demonstrates a lack of cultural competence and/or responsiveness in their interactions, decision-making and/or practice.	Inconsistently acts with cultural competence and responsiveness in their interactions, decision-making and practice.	**Acts with cultural competence and responsiveness in their interactions, decision-making and practice.**

Builds and sustains systems to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	
Routinely refines and implements student policies and consistently addresses student misconduct in a positive, fair, and unbiased manner.	
Builds the capacity of others and serves as a model, to confront and alter institutional biases of marginalization, deficit-based schooling and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	
Develops systems, serves as a model and consistently promotes the preparation of students to live productively and positively impact the diverse cultural contexts of a global society.	
Ensures the development of all to act with cultural competence and responsiveness in their interactions, decision-making and practice.	

h.	Ignores or does not understand matters of equity and cultural responsiveness in all aspects of leadership.	Inconsistently addresses matters of equity and cultural responsiveness in aspects of leadership.	**Addresses matters of equity and cultural responsiveness in all aspects of leadership.**

Critical Attributes

	Does not demonstrate an understanding of the importance of diversity and inclusion through words and actions.	Demonstrates a compliance driven commitment to diversity and inclusion through words and actions.	**Values each student's culture and heritage and acts with moral conscience to understand students and families. (a, g, h)**
	Lacks evidence of the implementation of diversity initiatives.	Lack of evidence of systematic implementation of diversity initiatives.	**Capitalizes on student diversity as an asset for teaching and learning in the school. (a, c, d, f, h)**
	Unsuccessfully develops systems or policies to address diversity, equity and cultural responsiveness.	Minimal commitment to access and opportunity for ALL students.	**Models fair, respectful and unbiased interactions with all students and holds the school community to the same standard. (a, c, d, f, h)**
	Leader renders punitive student discipline without regard for pattern, trend, and/or support.	Focuses on some instead of ALL students.	**Demonstrates and holds others accountable for a deep commitment to diversity and inclusion through words and actions. (b, c, e, f, h)**
		Has a generalized understanding of culture and heritage.	**Serves as an advocate for diversity and equity in school specifically by ensuring access and intentionality of instruction and support for each student. (b, c, e, h)**

Urgently addresses and prioritizes matters of equity and cultural responsiveness in all aspects of leadership and requires the same for all members of the school community.	
Culture of equity, diversity and cultural responsiveness permeates throughout the school community. School community acts with moral conscience to understand students and families. Intentional and systematic in implementation of diversity initiatives. Serves as an advocate for diversity and equity in community and beyond. Systems implemented, reviewed and sustained to address diversity, equity and cultural responsiveness.	

		Implements systems and policies to address diversity, equity and cultural responsiveness to ensure student success both in and outside of school. (a, b, c, d, e, f, g, h)

Possible Examples		
School leader bases teacher assignments on seniority.	Posters or school media represent some cultures and backgrounds (in classrooms or common areas).	**Posters, school media and social media represent all cultures and backgrounds of the school population (in classrooms and common areas).**
Microaggressions are dismissed by the school leader.	Teacher says in PLC, "How could the students do so poorly? I covered each question on the test and supported them with readings?"	**Adults who represent and reflect the same demographics, ethnicity, cultures and religions of students are invited to participate in all areas of the school.**
Features pictures of students of only one ethnicity or gender on the school website.	School budget reflects some programming reflective of diversity or inclusion of student needs.	**Teacher says in PLC, "Are the learning experiences we are providing for our students providing ALL students the opportunity to meet grade level expectations?"**
During a data chat with a teacher, the school leader asked for an explanation of the stagnant performance of a student, the teacher said, "That's a good score for her." School leader nods head in agreement.	Individual learning plans are completed, but individual student needs are not addressed.	**Diverse student representation is evident in all curriculum pathways and levels.**
Before sharing common assessment data during PLC, a teacher says, "This is my low group."	Student grouping is considered but not reflected across all curriculum areas and placement levels.	**The school leader consistently communicates intolerance of microaggressions.**

Recognized as a model for equity, diversity and cultural responsiveness.

School leader facilitates year-long professional study with staff on explicit/implicit bias. Requires evidence of how the study is impacting/influencing their work.

On yearly professional development survey, the majority of teachers requested training and support in culturally responsive pedagogy.

All the teachers in the 3rd grade family and the school leader attend a cultural fair after school to learn more about a specific student's culture.

Support staff members coordinate school potluck luncheon that includes recipes representing all the cultures of the school community.

The school leader fails to learn to pronounce or continues to mispronounce the names of students after being corrected.	Parent surveys suggest the school integrate literature that is more reflective of the cultural demographics of the school.	**The school leader engages teachers and students in demonstrating the power of the spoken word.**
School leader does not address concerns from parents that a major class project due date is scheduled on a significant cultural holiday.	School leader engages in conversation with sponsors of career and technical student organizations (CTSO) regarding the importance of diverse student populations being represented.	**Promotes positive campaigns (Random Acts of Kindness, Kindness Pledge, Stop Spreading Hate, Positive Phrases on Lockers, Fairness Campaigns, etc.) to communicate with words of value.**
Required readings in the school's curriculum include only white protagonists.		**The school leader engages in year-long professional study and self-reflection on explicit/implicit bias. Implements personal strategies to counteract biases.**
Unaware and/ or unresponsive to the needs of addressing equity, diversity or cultural responsiveness in the school community.		**School leader utilizes the foreign language teacher to provide "mini-lessons" to staff during every meeting to learn the basic language of the EL student population in school.**
Does not address the needs of an ineffective teacher(s) resulting in lack of equitable access to effective instruction and programming.		**School leader addresses what can go wrong in cross-culture communication and provides the school community strategies to utilize.**
Individual learning plans are not completed for each student.		**All members of the office staff utilize "Welcoming Strategies" when interacting with those who come to the school.**

The school leader and teachers facilitate a session at the National Capitol Forum on Hispanic Higher Education annual conference.

Students present at school-based decision council requesting the creation of a new club that focuses on inclusivity for all.

Collaborates with community partners to develop initiatives related to diversity, equity and cultural responsiveness.

Lead community wide collaborative initiative to support deep commitment to diversity and inclusion through words and actions in the school community.

Personalized learning opportunities for each student.

Equity plan is developed with the inclusion of students the plan most directly impacts.

Student grouping is reflected across all curriculum areas and placement levels, and this tracking is ignored by leadership.

Does not follow the school's discipline code book.

Student surveys repeatedly mention that athletes get preferential treatment when it comes to discipline and due dates for assignments.

Teacher says, "I'm closing my classroom door and doing my job. I don't care what everybody else is doing."

During a gap analysis meeting, a teacher says, "Just tell me what to do to get those kids on grade level."

The importance of an inclusive and supportive classroom and school environment is consistently communicated.

Finds the strengths students bring with them from their culture to school rather than reinforce a deficit perception of what students don't have, don't know and can't do.

School schedule is reflective of diversity and inclusion of all cultures to support student needs.

Curriculum design reflects an awareness and intentionality of demographics/diversity of school population.

Principal and school master schedule committee strategically work to ensure a student going to off-site technical school in the morning has the opportunity to take AP Calculus in the afternoon.

Equity plan demonstrates reflective practices facilitated by principal to ensure the behavioral, emotional and educational needs are met for all groups.

Highlights community partnerships and community leaders representing the diversity of the school by providing intentional opportunities for strengths to be showcased.

Professional learning plans reflect deep learning experiences for all staff that are focused on developing and embracing a knowledge base about cultural diversity and the reality of the cultural experiences that students bring to the classroom.

Awareness training is required by those serving on interview committees as a means to identify unconscious bias.

Principal involves stakeholders in completing an equity audit and promotes the urgency of action planning based on results.

Principal seeks out and provides support for ALL students to participate in educational travel experiences.

School policy reflecting inclusion and support of student-initiated clubs and organizations is regularly updated based on student voice/feedback.

In conjunction with quarterly parent conference events, the principal facilitates a Community & Culture Showcase that highlights cultural aspects of the diverse student population.

Principal uses current research to spark urgency in the school community to address gaps and develop action steps ("The Opportunity Myth").

Principal coordinates a minority student panel to share with teachers at an after-school faculty meeting about unique cultural and educational needs to support their success.

When asked by a teacher to change his/her teaching assignment, the principal says, "The students taking Algebra I for the second time really need you in that class. Students struggling in math need a highly effective instructor like you. I made that decision because they need your expertise."

Professional learning opportunities specifically address cultural responsiveness and equity.

School budget and programming are reflective of diversity and inclusion of all cultures to support student needs.

There is strong evidence of individual learning plans utilized to meet the needs of each student.

School policies and procedures purposefully address equity and cultural responsiveness.

Involves stakeholders in the development or revision of school policies that promote equitable and culturally responsive practices.

Principal engages in educator minority job fairs and other planned, strategic actions in an effort to increase workforce diversity.

	During a gap analysis meeting, a teacher suggests using blended learning as a strategy. The teacher's colleague says, "I know a school that is having success with blended learning. I'm sure we could go visit that school to learn more about the strategy."
	Principal asks central office to forward all applications only after demographic characteristics are eliminated. Applications and resume review are blind to support a focus on the qualifications and talents of the applicants.
	There is a standardized interview process that uses the same questions for each person interviewed.

Standard 4: Curriculum, Instruction and Assessment

Effective educational leaders develop and support intellectually rigorous and curriculum, instruction, and assessment to promote each student's academic s

Elements	Performance Levels		
	An **_Ineffective_** School Leader …	A **_Developing_** School Leader …	An _Accomplished_ School Leader …

coherent systems of uccess and well-being.	
An ***Exemplary*** School Leader ...	*Notes:*

a.	Fails to implement an effective system of curriculum, instruction and assessment.	Limited implementation of a system of curriculum, instruction and assessment, and/or lacks connection to the mission, vision and core values of the school, and/or may not communicate high expectations for student learning, partially aligned with academic standards and/or not culturally responsive.	**Implements coherent systems of curriculum, instruction and assessment that promote the mission, vision and core values of the school, embody high expectations for student learning, align with academic standards and are culturally responsive.**
b.	Attempts to align and/or focus systems of curriculum, instruction, and assessment within and/or across grade levels to promote positive student outcomes of academic and emotional development.	Coordinates systems of curriculum, instruction and assessment within and across grade levels to support academic growth and personal/emotional development of students.	**Aligns and focuses systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.**
c.	Lacks an awareness of how to promote instructional practice and/or is inconsistent with supporting and/or recognizing best practice techniques.	Attempts to promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and/or the needs of each student.	**Promotes instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.**

Builds the capacity of other administrators, teacher teams and individual teachers to assume collective responsibility for ensuring there is schoolwide implementation, monitoring and refinement of highly effective systems of curriculum, instruction and assessment that correlate to the school's principles and strategic plan, that exemplify high student learning expectations for ALL, tightly align with grade level academic standards and embraces culturally responsive teaching.	
Continually evaluates the effectiveness of aligned and focused systems of curriculum, instruction, and assessments and adjusts plans to strengthen coherence and alignment across grade levels and disciplines to accelerate student academic success, love of learning, the identities and habits of learners, and a healthy sense of self.	
Builds the capacity of others to utilize instructional practice that is indicative of a deep understanding of child learning and development, highly effective pedagogy, and targeted to meet the unique needs of each student.	

d.	Fails to ensure instructional practices are intellectually challenging, authentic to student experiences and/or strengths. Lacks awareness of the importance of differentiated and personalized instruction.	Encourages instructional practices that are intellectually challenging, authentic and student focused, but utilizes limited and/or ineffective structures to ensure implementation.	**Ensures instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.**
e.	Superficially supports the use of technology within the learning environment.	Demonstrates limited knowledge of technology and its value related to teaching and learning.	**Promotes the effective use of technology in the service of teaching and learning.**
f.	Demonstrates a lack of awareness of the attributes of valid assessments and evidence, reflects minimal knowledge of child learning and development, and technical standards of measurement in connection to assessment.	Demonstrate awareness of key attributes of valid assessments and evidence, reflects some knowledge of child learning and development, and technical standards of measurement in connection to assessment.	**Employs valid assessments that are consistent with knowledge of child learning and development, and technical standards of measurement.**

Fosters an environment of systemic accountability for ensuring all members of the school community utilize instructional practice that is intentionally designed to elicit high levels of student engagement and significant cognitive challenge, has purposeful relevance to student experiences, and amplifies student strengths through differentiation and personalization of learning.	
Evaluates the effective use of instructional technology to maximize teaching and learning that leads to high levels of student achievement through a systemic process that is grounded in evidence and action planning.	
Evaluates a system of review in which assessments that are consistent with extensive knowledge of child learning and development and technical standards of measurement are analyzed and refined in order to ensure validity and consistency of implementation.	

g.	Exhibits limited knowledge of assessment data and/or unsuccessfully utilizes it to monitor student progress or improve instruction.	Demonstrates basic knowledge of assessment data and attempts to use it appropriately to monitor student progress and improve instruction, but has inconsistent success.	**Uses assessment data appropriately and within technical limitations to monitor student progress and improve instruction.**

Critical Attributes

	The school leader has minimal evidence of a system of curriculum, instruction and assessment. The school leader lacks conviction when attempting to integrate student-centered systems.	The school leader is in the process of developing or refining a system of curriculum, instruction and assessment. The school leader emphasizes student identities and habits of learning as important to focus on during planning and instruction.	**The school leader facilitates a focused process to monitor curriculum, instruction and assessments within and across grade levels that are rigorous and aligned to support each student's success and well-being. (a, b, d, g)** **The school leader fosters accountability by providing actionable feedback to teachers that focuses on the implementation of student-centered curriculum, assessment and evidence-based instructional practices that are aligned to an integrated, tiered system of support. (c, d, f)**

Builds the capacity of staff to collaboratively and continuously analyze summative and interim learning outcomes for identified student groups, predictive indicators and school practices; builds the capacity of staff to diagnose the current state of the school, set school priorities and goals, and establish grade level targets using disaggregated data.	
The school leader utilizes shared leadership to develop, refine and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being. The school leader rallies all stakeholders to own an interactive system that focuses on the academic, social and emotional well-being of each student and monitors progress throughout student's tenure at the school.	

The school leader possesses limited knowledge regarding child development, effective pedagogy and strategies.	The school leader monitors and provides feedback regarding effective teaching and learning.	**The school leader provides support to develop teacher capacity to utilize instructional practices that reflect an understanding of how to teach the whole child, based on best practices (KyFfT).** **(c, d, f)**
The school leader demonstrates minimal competence in the instructional technology used within the school.	The school leader encourages funding for instructional technology.	**The school leader identifies, uses, evaluates and promotes appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.** **(e)**
The school leader supports the allocation of time to utilize a variety of assessments.	The school leader uses assessment data to promote discussion regarding student learning.	**The school leader verifies assessments are technically sound and consistent with best practices and data is strategically used to inform instructional decision-making and to improve achievement.** **(f, g)**

The school leader facilitates professional development that examines pedagogy around child-development and verifies application of adult learning in teaching practice.

The school leader verifies protocols used to examine student work with the primary goal of ensuring rigor and relevance for each grade level, are highly effective and stimulate action.

The school leader facilitates and supports collaborative technology-enriched learning environments conducive to innovation for improved learning.

The school leader collaboratively designs, implements, supports, participates and evaluates professional learning for all instructional staff that institutionalizes effective integration of technology to meet the individualized and diverse needs of students.

The school leader exhibits extensive knowledge regarding individual student assessment data and strategic plans for growth.

Possible Examples

Lack of formalized process to incorporate instructional technology purchase and/or use.	Principal shares KY GoDigital YouTube channel with faculty and ask all teachers to subscribe to the channel.	**Professional learning community (PLC) minutes reflect the consistent use of the EQuIP Quality Review Rubrics (just an example) when planning/evaluating lessons, units, and modules.**
No evidence of PLC processes or artifacts.	PLC minutes reflect the development or refinement of curriculum, instruction and assessment systems.	**Master schedule prioritizes time for teachers to consistently collaborate on curriculum, instruction and assessment within and across grade levels and/or disciplines to improve coherence and alignment.**
Teachers complain that technology is not available and/or little to no training has occurred on available technology.	Lesson plans and Professional Learning Community (PLC) minutes reflect differentiation and personalized learning.	**The school's professional learning plan includes a Plan-Do-Study-Act approach to develop teacher capacity to effectively implement formative assessment practices.**
Principal provides only a rating after an observation.	Instructional technology request forms do not require evidence of impact for renewal.	**After a classroom visit, the principal provides the teacher-requested data on "teacher talk" vs. "student talk".**

The school leader guarantees systemwide policies focused on ensuring technically sound assessments are utilized with innovative, tiered supports as a mandatory expectation.

Principal & teacher leaders co-facilitate a hands-on training session examining student assignments by utilizing an assignment review protocol highlighted in the Assignment Review & Alignment Professional Learning Module on kystandards.org.

Teachers share results with faculty of their Action Research project focused on proposed instructional technology tools.

Principal and team of teachers share the school's instructional alignment process at a state/national conference.

Teachers enthusiastically engage in a peer observation feedback process focused on teacher growth and school instructional goals (#ObserveMe).

Formative and summative assessments are "one size fits all" and there is no evidence of individualized instruction, remediation or assessment occurring.	Professional Learning Community (PLC) minutes, committee minutes, lesson plan, etc. that reflects disaggregation of assessment data and the impact of the results.	**Principal participates with instructional staff and fully engages in quality professional learning opportunities for improved learning and teaching with technology.**
Grade level and/or content levels do not analyze student data or data analysis is not used to inform instruction.	Principal provides some data to the teacher on progress toward the Professional Growth Plan (PGP) goal.	**In an attempt to support student discussion and participation, all faculty members were trained in the effective use of FlipGrid. The principal modeled the technology tool by using FlipGrid as the tool for teachers to provide feedback regarding a proposed change to the student handbook.**
Completes a cursory review of the school's strengths and weaknesses using annual student achievement results; may misinterpret data patterns; may set goals unrelated to student learning and/or not adequately specific or measurable.	Principal offers to purchase ZOOM subscription for all teachers as a tool to virtually connect with students during nontraditional instruction days.	**Principal captures observational evidence in classrooms followed by reflective feedback and questioning (e.g., "I noticed how you engaged students in the close reading approach that we are studying as a staff. How did you go about determining the focus of your lesson?").**
	Principal encourages teachers to complete the Curriculum Design & Implementation Guidance Learning Module on kystandards.org.	**The school leader engages the entire staff in ongoing dialogue about the existing data that most accurately reflects student learning as well as any gaps that need to be filled.**
	School leader allocates funds to purchase the book "Embedded Formative Assessment" by Dylan Wiliam for all teachers and instructs them to read it and try out some of the practices the book mentions.	**All stakeholders engage in the development of data walls that show changes and areas of concern for students. A focus on equitable improvement is obvious.**

Social and emotional curriculum is implemented schoolwide.

Principal enhances technology skill set by completing Google for Education Certified Trainer Program and provides support to educators within and beyond the school district.

School leader shares the Technical Education Database System (TEDS) and Career Readiness monitoring tools with teachers during a faculty meeting.

Principal develops schedules collaboratively with staff and assists with interventions by working with a small group of students using the school adopted Targeted Intervention Strategies.

Principal engages in a year-long professional learning cadre to develop extensive capacity to support instruction that is tightly connected to rigorous standards for ALL students.

Sample assessments reflect vetting to ensure alignment to grade-level standards.

All curriculum maps reflect strong alignment to grade-level standards and evidence is available to confirm periodic review and refinement.

Formal and informal observation forms reflect a focus on ensuring the usage of culturally relevant resources that demonstrate a commitment to equity and an appreciation of diversity.

Principal asks the following reflective question during a PGP planning conversation with a teacher, "How might you use your PGP to be a lever for your professional growth in the area of effective pedagogy?"

Principal solicits an external team to complete an Equity Audit with a focus on curriculum, instruction and assessment.

In preparation for an upcoming classroom observation, the principal asks the teacher, "What evidence might I see that confirms you used the results from the student Learning Styles Inventory to plan your lesson?"

Principal asks, "How do we know the time and money we are investing in quarterly benchmark assessments are increasing student performance and impacting teaching strategies?"

Principal notices a teacher was showing a movie making no obvious connection to learning. Principal meets with the teacher and emphasizes the school's nonnegotiable of protecting instructional time in order to maximize learning.

Communicates rigorous student learning expectations, assessment information and instructional practices to parents, students, teachers and other stakeholder groups.

The principal leads a system for teacher feedback and coaching that identifies an instructional point of view, provides professional learning on high-yield instructional practices, collects data, and provides teachers with frequent feedback and coaching.

|	
	The school utilizes curriculum and instructional frameworks to identify essential standards used for instructional planning. Instructional plans are in place and provide opportunities for individualized, differentiated and personalized learning opportunities for students. The school implements an assessment system that employs universal screening and formative and summative assessments to monitor student progress. Collaboration activities reflect individual learning plans for students. School leader ensures all areas, programs and/or pathways have valid industry certifications and/or end-of-program assessments (EOP) aligned to measure students' learning of standards from the Kentucky Program of Studies.

Standard 5: Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring and supportive sch promotes the academic success and well-being of each student.

Elements	Performance Levels		
	An *Ineffective* School Leader …	A *Developing* School Leader ...	An *Accomplished* School Leader ...
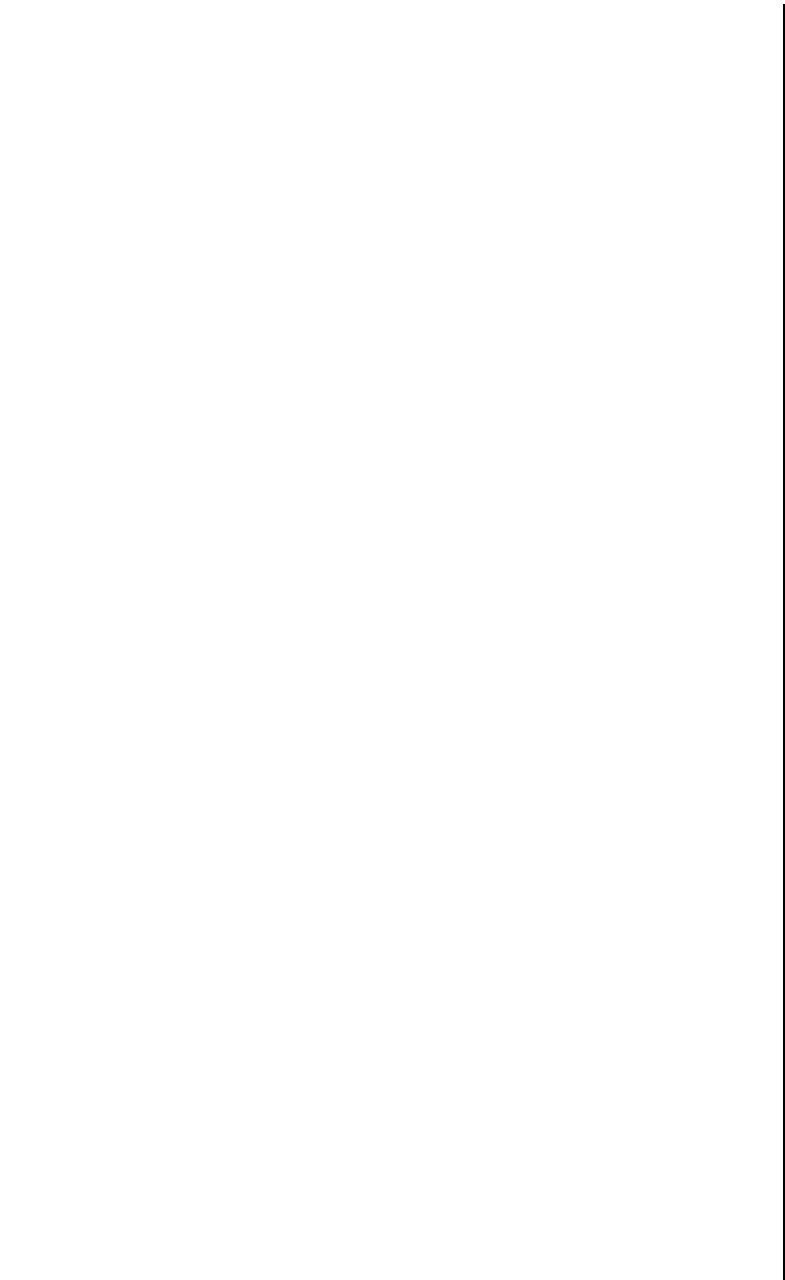
	Print PSEL At A Glance
...ool community that	**Print Intro**
	Print All
	Print Standard 5
An **Exemplary** School Leader ...	*Notes:*

a.	Does not build and maintain a safe, caring and healthy school environment that meets the academic, social, emotional and physical needs of each student.	Attempts to build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.	**Builds and maintains a safe, caring, and healthy school environment that meets the academic, social, emotional and physical needs of each student.**
b.	Does not create and sustain a school environment in which each student is known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community.	Inconsistently creates and sustains a school environment in which each student is known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community.	**Creates and sustains a school environment in which each student is known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community.**
c.	Provides a disjointed, stand alone systems of academic and social support services that do not show evidence of meeting the range of learning needs of students.	Provides a system of academic and social support services, extracurricular activities, and accommodations that is somewhat interconnected and interdependent, that meets most learning needs of groups of students.	**Provides coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.**
d.	Does not promote adult-student, student-peer and school-community relationships that value and support academic learning and positive social and emotional development.	Attempts to promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.	**Promotes adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.**

Evaluates and builds the capacity of others to ensure the maintenance of the safe, caring, and healthy school environment, and enhances the academic, social, emotional, and physical needs of each student by providing targeted support systems for each student.	
Collaborates with community stakeholders to sustain and enhance a school environment in which all students are known, accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community and society.	
Evaluates the effectiveness of the system and responds to the data as part of a consistent review. The systems in place produce evidence/data that the diverse learning needs of students are not only being met, but that student success also is accelerated.	
Models how to build the capacity of others to sustain positive relationships by promoting adult-student, student-peer, and school-community relationships that value, support and promote academic learning and positive social and emotional development of each student.	

e.	Does not cultivate and reinforce student engagement in school and positive student conduct.	Begins to cultivate student engagement in school and positive student conduct with some degree of success.	**Cultivates and reinforces student engagement in school and positive student conduct.**
f.	Does not infuse the school's learning environment with the cultures and languages of the school's community.	Attempts to infuse the school's learning environment with the cultures and languages that represent the students of the school.	**Infuses the school's learning environment with the cultures and languages of the school's community.**

Critical Attributes

	Fails to adhere to or communicate school system policies and procedures regarding safety and security.	Fully complies with district requirements regarding school safety procedures, including staff badging, visitor checks, exterior inspection and security protocols, emergency drills, incident/threat reporting and background checks on volunteers.	**The school leader builds and sustains an inclusive, student-centered, safe and engaging learning environment that cultivates and focuses on individual student's academic and social-emotional needs. (a, b, e, f)**
	Fails to collect and review school data including perception, learning, demographic and program data to determine needs, goals, objectives and activities.	Attempts to implement academic, social and emotional student-centered resources to meet the needs of groups of students or some students.	**The principal provides and promotes clear and consistent systems of support services to meet the diverse academic, social, emotional and physical needs of each student. (a, b, c, e)**

Builds the capacity of the school community to prioritize high levels of student engagement in school and focus on positive student conduct, and creates a space for students to offer input on what is working/not working in terms of student engagement and student behavior.	
Showcases the infusion of cultures and languages; the cultures and languages of the school's community permeate throughout and there is an intentional and strategic focus on the unique diversity of the school's community.	
The school leader advocates for district, state and/or national policies, resources or practices that focus on sustaining an inclusive, student-centered, safe and engaging learning environment that cultivates individual student's academic success and well-being. The principal fervently seeks out and researches effective systems of support to meet or exceed the needs of a diverse student population in terms of academic, social, emotional and physical needs.	

Fails to demonstrate or create conditions and expectations for working relationships that exhibit mutual respect and trust in working with students, teachers and/or stakeholder groups.	Collects and reviews some relevant school data that includes perception, learning, demographic and program data.	**The school leader promotes encouraging, caring relationships (student-peer, student-adult, school-community) that cultivate student engagement and responsibility in school, and support the social and emotional development of each student.** **(b, c, d, e)**
Fails to develop systems and structures that encourage and facilitate relationships between and among students, staff and community.	Shares policies and practices in compliance with school system requirements but follows or enforces code of conduct inconsistently.	
Fails to create or implement policies and practices that reinforce student engagement and positive student behavior.	Offers some systems, practices and structures that include the culture and language of students and community in the school.	
Fails to create systems, practices and structures that authentically include the culture and language of students and community in the school.		

Possible Examples		
Data collected and reviewed is mostly standardized assessment data.	Some staff are involved in analyzing data.	**Principal conducts pre and post (toward the beginning and end of the year) internal student/family surveys or needs assessments that specifically ask participants about the academic and social supports they receive, disaggregates the data to see what can be improved for students and works toward these goals.**

Facilitates an environment that enables student engagement and voice in a variety of school improvement efforts, including academic and behavioral expectations, mentoring and co/extra-curricular offerings.

The principal and staff fervently seeks out and researches (may choose to create opportunities for professional learning community members to research and bring the most up-to-date, new, innovations to the group) effective systems of support to meet or exceed the needs of a diverse student population in terms of academic, social, emotional and physical needs.

Behavior or discipline systems are teacher specific.	Inconsistent use of surveys relating to school climate.	**Comprehensive School Counseling Advisory Council meets, at minimum, twice per year to discuss the program and any improvements needed.**
There are no shared leadership decisions or opportunities for staff to collaborate on school improvement initiatives.	Inconsistent use of student data regarding suspensions and/or attendance, etc.	**Principal Student Advisory Council regularly convenes to discuss programs, issues, and any improvements needed.**
No adherence to Positive Behavior Intervention Strategies (PBIS), student code of conduct, student handbook, etc.	Limited use of celebrations, signage and acknowledgements of cultural diversity.	**Collaborates with students, parents and the community in providing academic and social/emotional wellness resources for the academic success and overall well-being of each student.**
No evidence of celebrations, signage and/or acknowledgements.		**Community and school partnerships support health and wellness for the school community and benefit community business.**
Does not utilize programs such as mentoring programs, advisor-advisee programs, community-inclusion programs, etc.		**Signs of suicide are discussed multiple times each year with all students.**
Does not include stakeholders (e.g. parents, community members).		**There is a plan to review school programs and initiatives with a culturally responsive perspective.**
		Responsible parenting is supported through volunteer programs, learning activities and coalitions with educators, community agencies, institutions and businesses.

6th-grade teachers introduce themselves to new students entering from feeder schools using FlipGrid. Teachers sent the link to parents/guardians of students through email and mailing distribution lists. Each new student and their family may then have access to a 2-minute video introduction from each of the 6th-grade teachers.

Serving on a community board working on cultural and societal challenges.

Partnerships with local and regional stakeholders.

Evaluates academic programs, students' sense of belonging and supports for social support through the use of data-based evidence, such as student surveys.

The code of conduct is consistently and equitably enforced. School behavior policies are equitable and reasonable for all students.

Attendance, behavior and course passing data is reflected on with an equity lens. Data showing inequities, disproportionality or opportunity gaps are discussed and new goals are created and monitored to improve this data.

A welcoming environment is prioritized by intentionally designing public spaces within the school that reflect the school's cultural representation and languages.

School leader communicates the importance of having an equitable and culturally responsive school.

The principal provides and participates in ongoing professional training on cultural competence.

Expectations for student behavior and participation in school are clearly communicated both in writing and verbally.

	Student voice survey results are analyzed and data is used to inform changes in policy/procedures to ensure students feel accepted, valued, trusted, respected, cared for and encouraged to be an active and responsible member of the school community. **Code of conduct reflects restorative practices, anti-bullying policy and team building activities aligned with student needs.** **The school safety plan recognizes and incorporates the diverse needs of all students and staff.** **The school leader is engaged on a personal level with students, exhibiting caring and empathy in their success and struggles.** **Extra-curricular activities represent a wide array of opportunities (sports, academic teams, clubs, etc.) that appeal to a diverse student population: gender, race, cultural, socioeconomic, disability, etc.** **Student health resources are offered and promoted to all students.**

Standard 6: Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice o
promote each student's academic success and well-being.

f school personnel to

Print PSEL At A Glance

Print Intro

Print All

Elements	Performance Levels		
	An *Ineffective* School Leader …	A *Developing* School Leader ...	An *Accomplished* School Leader ...
a.	Unsuccessfully recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and/or consistently misses opportunities to form them into an educationally effective faculty.	Attempts to develop practices to recruit, hire, support, develop and retain effective and caring teachers and other professional staff, but the leader's personnel practices are inconsistent or ineffective. There is limited ownership by the school leader regarding faculty growth and development.	**Recruits, hires, supports, develops and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.**
b.	Does not effectively plan for and manage staff turnover and succession, and/or consistently misses opportunities for effective induction and mentoring of new personnel.	Reacts to staff turnover and succession when it occurs and has a basic plan of action to support new personnel.	**Plans for and manages staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.**

	Print Standard 6
An ***Exemplary*** School Leader ...	*Notes:*
Builds stakeholder capacity and commitment to utilize intentional strategies to recruit, hire, support, develop and retain a highly effective and caring school staff that willingly assumes collective responsibility for the growth and development of all staff.	
Builds stakeholder capacity and commitment to proactively engage in strategic planning and management of staff turnover and succession, empower school staff to design and facilitate highly-effective and innovative induction and mentoring programs while seeking to consistently improve systems of support for new personnel.	

c.	Lacks evidence of professional learning impact regarding participants' professional knowledge, skills and practice. Does not prioritize differentiated opportunities for learning and growth and/or does not utilize best practices to support professional learning experiences for teachers and staff members.	Utilizes a surface-level approach to develop teachers' and staff members' professional knowledge, skills and practice while utilizing some differentiated opportunities for learning and growth, minimal evidence demonstrates intentional design structures.	**Develops teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.**
d.	Leads some continuous school improvement efforts but with inconsistent outcomes; as a result, improvement in student performance and school effectiveness are limited.	Promotes a continuous improvement process that addresses individual and collective instructional capacity; as a result, some improvement in student performance and school effectiveness is evident.	**Fosters continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.**
e.	Allocates little time to deliver feedback and/or delivers token feedback as required by the mandated evaluation system.	Delivers non-specific feedback about instruction and other professional practice. Feedback includes some degree of intentionality to a goal but has minimal impact on the evaluatee's growth and development.	**Delivers actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.**

Builds the capacity of the school community to collaboratively develop teachers' and staff members' extensive professional knowledge, enhanced skills and accomplished practice through strategically designed opportunities for deep learning and evidence-based growth, guided by an application of professional and adult learning structures grounded in extensive research.	
In collaboration with the school community, leads a systemic continuous improvement process that results in an action plan that promotes personal and group instructional capacity and in turn nets improved student academic achievement, enhanced student well-being and greater school effectiveness.	
Sustains a culture where stakeholders independently seek, reflect on and utilize actionable feedback, from various sources, about instruction and other professional practice through vetted systems of supervision, evaluation and growth models to support the continuous improvement of teachers' and staff members' application of extensive knowledge, high-leverage skills and research-based practice.	

f.	Accepts basic professional practice and/or minimal effort toward learning and improvement.	Encourages teachers and staff to enhance professional practice and promotes continuous learning and improvement.	**Empowers and motivates teachers and staff to the highest levels of professional practice and to continuous learning and improvement.**
g.	Lacks investment in developing and/or supporting authentic leadership opportunities within the school and/or designs leadership opportunities that lack ownership and decision making.	Articulates the value of teacher leadership and leadership from other members of the school community and identifies some leadership opportunities for those who express interest.	**Develops the capacity, opportunities and support for teacher leadership and leadership from other members of the school community.**
h.	Vocalizes support for the personal and professional health, well-being, and work-life balance of faculty and staff; however, does not demonstrate correlating action and/or over time restricts school personnel from prioritizing personal and professional health, well-being, and work-life balance.	Exerts effort to design structures to support the personal and professional health, well-being, and work-life balance of faculty and staff; however, there is limited implementation and moderate impact.	**Promotes the personal and professional health, well-being and work-life balance of faculty and staff.**
i.	Dismisses the importance of personal growth and/or trivializes the possibility of achieving a healthy work-life balance.	Inconsistently focuses on own learning and effectiveness, utilizes limited tools for growth and sporadically uses strategies to achieve a healthy work-life balance.	**Tends to their own learning and effectiveness through reflection, study and improvement, maintaining a healthy work-life balance.**

Critical Attributes

Sustains a culture where stakeholders empower and motivate others to the highest levels of professional practice and continuous learning and improvement is a valued and expected norm guiding professional growth.	
Sustains systems and structures that encourage ALL stakeholders to engage in diverse leadership opportunities.	
Champions systems and structures designed to ease the challenge of achieving work-life balance for faculty and staff while also purposefully addressing and assessing their professional health and well-being through strategic support and expertise.	
Purposefully models the value of self-directed learning and increased effectiveness through strategic reflection, targeted study and outcomes-based personal growth while stimulating interest in innovative ways to prioritize and sustain a healthy-work life balance.	

The school leader exerts minimal effort to demonstrate systemic work connected to Human Resources.	The school leader responds to staff turnover as it occurs.	**The school leader develops explicit criteria to recruit, hire, support, develop, and retain staff and proactively plans for staff turnover and succession and ensures induction and mentoring systems are valuable and increase effectiveness.** **(a, b, g)**
The school leader inconsistently demonstrates effective hiring, development and retention practices.	The school leader mostly follows compliance steps to fill vacancies.	**The school leader establishes performance expectations for all staff members and holds staff members accountable for meeting expectations through a meaningful evaluation system focused on growth and collaboration.** **(c, d, e, f)**
The school leader minimizes the importance of data-based professional learning plans.	The school leader conducts evaluation of teachers in accordance with school system policies.	**The school leader implements data-driven strategies to foster the professional growth, continuous improvement and personal well-being (work-life balance) of the school workforce and self.** **(c, e, g, h, i)**
The school leader provides generic feedback that does little to inform improved practice.	Engages staff in leadership opportunities thus initially beginning to build internal capacity.	**Aligns extensive professional development efforts with the school improvement plan and focuses on changing adult behaviors that lead to higher levels of student learning.** **(c, d, e)**

The school leader ensures systemic plans for hiring, protocols, induction and mentoring of staff are in place, widely shared with stakeholders, and implemented with fidelity.

The school leader builds a culture wherein all stakeholders assume responsibility for proactively responding to turnover and succession as well as high-quality induction and mentoring programs to support new personnel.

The school leader builds the capacity of others to evaluate the effectiveness and impact of professional learning and growth experiences provided.

The school leader empowers others to assume leadership roles that support the advancement of instructional capacity leading to improved student outcomes and professional expertise.

The school leader lacks awareness of the need for well-being plans and/or addressing work/life balance issues.	The school leader engages in initial planning for personal growth and staff growth in areas of professional health, well-being and developing work-life balance, including professional development plans, etc.	**The school leader plans for frequent, individualized, actionable feedback conversations strategically designed to increase teacher effectiveness and utilizes established protocols to ensure regular classroom visits and observations take place with coaching and mentoring.** **(c, d, e, f, g)**
The school leader does not advocate for personal, staff well-being plans or work/life balance.		**The school leader advocates the importance of Distributed Leadership/Shared Leadership and consistently supports innovative leadership opportunities for all stakeholders.** **(d, f, g)**

Possible Examples

The library media specialist (LMS) asks the principal for permission to attend the state LMS conference and the principal responds, "Just get your PD hours at the math strategy training we are having next month. I need some people to sign up for it anyway."	Proffessional development plan does not prioritize evidence of implementation/impact.	**Principal reaches out to the College of Math at a local university about an upcoming math teaching vacancy. Offers to explain teacher certification routes for individuals with a math degree.**

The school leader emphasizes the importance of a work-life balance for ALL that values professional health and well-being.

Teacher says to the principal, "Many of us teachers have reviewed the postsecondary tracking reports and I have a lead on a candidate for the position we are going to have open next year. He graduated from here in 2014 and is interested in getting certified to teach. Several colleagues also had ideas about candidates, as well. We think we will be able to generate an excellent pool of applicants."

Few or no hiring protocols exist.	Multiple structures for professional learning are available. (i.e., large group, grade level, content teams).	**Principal reflects on the effectiveness of the remote learning the school provided as required by the COVID-19 pandemic by reading the article "Student-Centered Remote Teaching: Lessons Learned for Online Education" and uses the reflection as a springboard to improve the school's remote learning practices.**
No building-level teacher induction structures exist.	School leaders attend career fairs in an attempt to recruit employees.	**Principal communicates regularly with a network of individuals about vacancies and capitalizes on the partnerships to increase the quality and quantity of applicants.**
New staff members are not mentored.	Posting of vacancies is on the state platform and follows all regulatory mandates.	**Principal requests the online application process to be streamlined, a one click process.**
Professional development is compliance based with no input or connection to school improvement priorities or teacher growth plans.	Hiring protocols include teacher and/or department preferences.	**Principal says to the superintendent, "Our hiring process must be velocitized. We are missing out on great candidates because of our slow process."**
Professional development tends to be structured as "one size fits all."	Teachers new to the profession are assigned a mentor.	**The school markets itself to potential employees.**
Staff do not have a system for collecting performance feedback data.	An induction conversation and/or activity is scheduled for all new teachers as a single group.	*Grow Your Own* initiatives are implemented, and school leader strategically recruits students to consider the profession. (Ex., Educators Rising, Teaching & Learning Pathway)

Teachers volunteer to help a teacher new to the building get her classroom ready for students.

Teachers offer to be mentors for teachers new to the building.

Teacher asks the principal, "We have three people eligible for retirement in two years, what are we doing to address these impending vacancies?"

A teacher serves as chairperson of the Teacher Induction Program.

Teachers spearhead an Action Research project at the school.

Experienced teachers facilitate induction programs that focus on school core values and mission and result in professional growth of participants.

Interviews or surveys do not reflect a sense of pride in their work or a culture of professionalism among staff.	Professional development is scheduled and regularly delivered to full faculty with the ability to "break out" based on either grade level teams or department (subject area) teams.	**Title II, Part A funds are strategically utilized for innovative and highly effective mentoring programs for new teachers.**
There are no faculty/staff wellness programs or morale-boosting incentives in place.	Feedback for walkthroughs are filed electronically and kept with the principal.	*Stay Survey* results are analyzed to inform retention efforts and feedback guides decisions regarding retention efforts.
Faculty and staff do not reflect on or establish personal growth goals related to self-improvement or work-life balance.	The observer writes, "Great lesson, but there were a lot of students who seemed bored."	**Early in the school year, the principal reaches out to employees that might not be returning (ex. those eligible for retirement) to emphasize the importance of early notification.**
	Teachers complete a survey related to job satisfaction and the results are reviewed by the principal.	**Professional growth plans are personalized and driven by the teacher/staff based on data.**
	Weekly newsletter to staff includes a note or article related to mindfulness practices.	**Evidence collection during an observation is strategically connected to professional growth goals.**
	Agendas on faculty meetings include mention of the need for a work-life balance.	**Professional learning plan for school allocates resources to support individualized job-embedded professional learning experiences.**
	Feedback after an observation is provided but there is no follow-up support given.	**Professional learning time is protected.**

Teacher leaders use feedback from induction program survey results to design and refine school support for new employees.

School staff advocates for high-quality applicants to enter the education profession.

Teacher requested to lead a professional learning cadre and received approval.

School improvement plan provides evidence of engagement of the school community in an ongoing process of evidence-based inquiry, strategic goal-setting, planning, implementation and evaluation for continuous school improvement.

Teachers utilize student voice surveys to inform professional growth plans.

Teachers collect evidence through peer observation to confirm evidence of professional learning impact.

National Board-Certified Teachers design and facilitate NBCT supports for teachers within the school.

School leader sets aside Perkins funding for teachers to attend program specific technical upgrade training and/or Kentucky Association of Career and Technical Education (KACTE) summer conference.

Industry contacts are used by the school leader when a Career Technical Education teacher vacancy occurs.

Weekly opportunities for faculty's continuous learning are incorporated in the schedule.

Each teacher's needs assessment includes a long-range professional learning plan that capitalizes on peer coaching as a strategy.

Staff perception data around school practices and procedures is analyzed to identify areas of sustainability and growth.

During a pre-observation conference with the teacher, the principal says, "I know your PGP is focused on improving your practice around student participation. What type of evidence might I collect for you, while I'm in your classroom, that would be useful?"

When a classroom observation is scheduled with a teacher, the school leader also sets the post-observation conference to occur during the teacher's next planning period.

The calendar of the principal prioritizes in person feedback conversations with assistant principals, teachers and staff to inform practice.

School prioritizes budget to support various leadership pathways for teachers (i.e., hybrid teaching position).

School leader onboards the school community to commit to turning off electronics (i.e., email, Blackboard) from 6 p.m.-6 a.m.

School leader provides incentives for teachers who attend free yoga classes provided at the school.

School leader shares excerpts of journal reflections about progress toward maintaining work-life balance.

Teacher interviews reveal a sense of pride in the profession and a sustained culture of professionalism between and among the staff.

Teachers self-select and lead mindfulness activities during the school day, individually and /or collectively.

504 plans indicate an effective system of academic and social supports and accommodations are in place to meet student needs.

With fidelity, the school uses Danielson's Collaborative Observation Process as a tool to support growth.

Peer feedback initiatives, like Pineapple Charts and #ObserveMe, are visibly supported and prioritized by school leadership.

To compensate for KTIP, the school leader spearheads a multi- district project that trains teachers to lead induction programs and support cross-district professional growth.

Student leaders attend job fairs with school administrators and advocate why candidates should choose their school for employment.

Master schedule prioritizes a hybrid teaching position that allows the teacher to teach half-day and serve as a coach for new teachers the other half of the day.

School utilizes Kentucky Teacher Leadership Framework to ensure multiple types of teacher leadership opportunities are encouraged.

As part of an ongoing social media connection with faculty, the principal facilitates a Twitter chat for faculty around the following question: What forms of self-care are you practicing to cope with this pandemic (COVID-19)?

Student leadership opportunities are visible components of the school climate.

Leadership Programs (e.g., Leader in Me) are implemented with fidelity.

Teachers share effective mindfulness practices for students during collaborative planning meetings.

Principal incorporates mindfulness practices during all meetings with staff.

Principal "subs" for teachers so that teachers can get on-site flu vaccination during the school day.

The principal's Professional Growth Plan (PGP) reflects specific strategies addressing work-life balance.

Principal seeks out an online book study for school level administrators who are interested in learning more effective coaching strategies.

Specific structures are utilized to support the new career and technical education teacher who is transitioning from business and industry to public education. Such support might include ongoing training in classroom management techniques, curriculum development, mentoring, limiting the number of course preparations, and career and technical student organization responsibilities.

School leader provides formalized feedback to teachers that is aligned to support the continuous compliance and improved practice relating to mandated Industry and State Safety Standards.

Targeted feedback is prioritized when lapses of safety protocols and/or personal protective equipment use is observed.

Principal consistently uses 5-Step Feedback Protocol (or other model) during post-observation conferencing and trains teacher in the protocol model.

School leader closes every faculty meeting by asking teachers to reflect on implementation of Habit 7: Sharpen the Saw from Stephen Covey's book, "The Seven Habits of Highly Effective People."

Standard 7: Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and staff to promote each student's academic success and well-being.

Elements	Performance Levels		
	An *Ineffective* School Leader …	A *Developing* School Leader …	An *Accomplished* School Leader ...
a.	Workplace conditions are underdeveloped or negatively impact professional development, practice and student learning.	Develops workplace conditions for teachers and other professional staff that attempt to promote effective professional development, practice and student learning, and there is minimal evidence of success.	**Develops workplace conditions for teachers and other professional staff that promote effective professional development, practice and student learning.**
b.	Acts as a consultant to teachers and staff so that decisions about meeting the various needs of students is made at the school leader level, with little to no consideration of mission, vision and the core values of the school	Collaborates with teachers and staff to meet various needs of students, with some connection to the mission, vision and core values of the school.	**Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.**

other professional	
An *Exemplary* School Leader ...	*Notes:*
Establishes a system/cycle to maintain and continuously improve workplace conditions for teachers and other professional staff to ensure continued effective professional development, practice and student learning.	
Sustains a culture of teacher and staff empowerment and collective responsibility for meeting the academic, social, emotional and physical needs of each student, pursuant to the mission, vision and core values of the school.	

c.	Unsuccessfully establishes and sustains a professional culture of engagement and commitment to shared vision, goals or objectives pertaining to the education of the whole child; or fails to hold high expectations for professional work, including ethical and equitable practice, trust and open communication, collaboration, collective efficacy or continuous improvement.	Attempts to establish a professional culture of engagement and commitment to some of the following: a shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.	**Establishes and sustains a professional culture of engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy and continuous individual and organizational learning and improvement.**
d.	Does not promote responsibility among teachers and other professional staff for each student's success or the effectiveness of the school as a whole.	Promotes individual accountability for teachers and other professional staff without prioritizing and fostering mutual accountability among teachers and other professionals for each student's success or effectiveness of the school as a whole.	**Promotes mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.**
e.	Unsuccessfully develops and/or supports open, productive, caring or trusting working relationships among leaders, faculty and staff to promote professional capacity or the improvement of practice.	Attempts to develop and support open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice with limited evidence of success	**Develops and supports open, productive, caring and trusting working relationships among leaders, faculty and staff to promote professional capacity and the improvement of practice.**

Establishes a system to ensure all key stakeholders collectively monitor and regularly evaluate the professional culture as it relates to engagement and commitment to shared vision, goals and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.	
Sustains a culture of collective efficacy among teachers and other professionals to ensure success for each student, and continuously shows improvement of school effectiveness, as a whole.	
Leverages a repertoire of strategies designed to assess, build and sustain open, caring and trusting working relationships among leaders, faculty and staff to cultivate high levels of professional capacity that leads to the continuous improvement of practice.	

f.	Fails to design or implement job-embedded or other opportunities for professional learning collaboratively for faculty and staff; or implementation shows no positive impact on instruction	Attempts to design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff that showcases some evidence of positive effects of implementation.	**Designs and implements job-embedded and other opportunities for professional learning collaboratively with faculty and staff.**
g.	Unsuccessfully provides opportunities for collaborative examination of practice, collegial feedback and collective learning.	Attempts to provide opportunities for collaborative examination of practice, collegial feedback and collective learning.	**Provides opportunities for collaborative examination of practice, collegial feedback and collective learning.**
h.	Is unable or unwilling to encourage faculty-initiated improvement of programs and practices.	Attempts to develop and encourage faculty-initiated improvement of programs and practices, but sometimes resorts to previously established, current practices.	**Encourages faculty-initiated improvement of programs and practices.**

Critical Attributes		
The school leader fails to or does not consistently employ a process to assess and improve working conditions or program improvement efforts to promote the academic success and well-being of all students.	The leader has put some foundational structures in place (working conditions data collection process, committee structures, professional learning communities), and is beginning to develop a plan to distribute leadership.	**The school leader has demonstrated a consistent ability to monitor and evaluate working conditions and perceptions of his/her school and has developed a plan to effectively impact professional development and student learning. (a, c)**

Empowers and entrusts teachers and other professionals to design, implement and sustain effective job-embedded, personalized and relevant ongoing professional learning.	
Empowers teachers and other professionals to sustain and further develop effective systems for collaborative examination of practice, collegial feedback and collective learning.	
Builds and sustains a system that supports faculty-initiated improvement of programs; shares autonomy and ensures mutual accountability of teachers and staff for improvement of programs and practices.	
The principal regularly (multiple times per year) gathers perception and other data to maintain and continuously improve workplace conditions for teachers and other professional staff to ensure continued effective professional development, practice and student learning.	

There is little to no accountability among staff focused on continuous improvement for the success of the school as a whole.	The principal works with teachers to assign responsibilities for faculty and staff by which they contribute to the advancement of student learning, social-emotional well-being and/or schoolwide progress, but the principal has not yet empowered and entrusted teachers to design their own process to do this work.	**The accomplished leader leverages the power of distributed leadership and empowers stakeholders to take charge and responsibility of program improvement efforts designed to promote the academic success and well-being of all students. (b, c, d, g, h)**
The leader works as a consultant (holder of knowledge/skills/abilities) to tell teachers and other professionals how to advance student learning, social-emotional well-being, or school-wide progress.	The principal supports and holds teachers and other professional staff to a high standard, but there is little evidence that teachers support each other and hold each other to high standards.	**Leader provides job-embedded structures for staff to learn from each other, intentionally design professional learning experiences, and reflect on student and school-wide progress. (a, c, f, g)**
The leader is inconsistent at providing professional learning experiences to staff.	Leader has begun to initiate a PLC model through which staff spend their time learning from each other (analyzing student work and alignment of assessment/activities to standards) and designing learning experiences to improve student learning (from student work data).	**Leader demonstrates the ability to interact with staff in a way that reflects trust, transparency and positive intention, which improves professional practice. (b, c, e)**
The school leader provides professional learning but does not enlist the voice of faculty/staff to determine professional learning needs.	Leader has begun to develop rapport and to interact with staff in a way that reflects trust, transparency and positive intention which, in turn, improves professional practice.	

Faculty and staff freely take initiative to improve programs and practices which promote the inclusive leader who engages stakeholders in a cycle of continuous improvement, empowering and entrusting others to monitor and evaluate program improvement efforts in order to promote the academic success and well-being of all students.

This leader has also demonstrated an impact on the larger professional community by participating in and sharing district-wide, regional, state, and even national efforts to improve the academic success and well-being of all students.

Leverages staff expertise to design, implement and assess the effectiveness of job-embedded professional learning opportunities in alignment of academic success and well-being of all students.

Leader promotes the successful implementation of faculty-initiated improvement efforts.

Leader does not include teacher and/or other professional educator input to inform school decisions and is inconsistent at reviewing staff perception data.	The school leader makes some effort to act upon the ideas of faculty and staff for improvement of programs and practices, but sometimes resorts to previously established, current practices	

Possible Examples		
Principal examines ImpactKY perception survey results and either does not develop a plan of action based on the results or fails to enact the plan.

The school leader frequently attempts to solve issues by telling teachers/other professionals what to do, instead of collaborating with the teachers/other professionals and empowering through coaching conversations.

The school schedule has time embedded for professional learning communities (departments, grade levels, grade bands), but teachers infrequently meet to plan together. | Principal examines ImpactKY survey results and implements a plan of action based on the results, but the actions show little to no positive impact.

The principal collaborates with teachers to solve important issues and is beginning to shift control to the teachers and other professionals through some coaching conversations.

Schedules reflect time for professional learning communities and teachers frequently meet together, but little time is spent on analyzing data (student work, lesson observations, alignment of standards) and acting upon the results. | **The school leader uses ImpactKY survey (perception data) results to develop a plan for teachers and other professional staff that promote effective professional development, practice and student learning.**

Leader provides regular reports to school-based decision making council, faculty/staff and/or steering committees regarding working conditions survey results as well as actions that have been developed for improvement.

The principal uses Cognitive Coaching conversations to empower teachers to solve important issues and entrusts teachers and other professionals with collective responsibility for meeting the academic, social, emotional and physical needs of each student pursuant to the mission, vision and core values of the school. |

Stakeholders actively participate and contribute to professional organizations and/or communities of practice in alignment with school/district goals.	
The principal systematically and multiple times per year collects and analyzes perception survey data in order to develop and monitor action plan(s) for continuous improvement of workplace conditions.	
Evidence that the leader regularly participates and monitors collaborative meetings, e.g., weekly PLC meetings, data team meetings.	
Evidence of job-embedded professional development (ex: peer coaching, instructional rounds, etc.)	

	There is some evidence of team building activities to build rapport that may loosely connect to professional growth and improvement of practice.	**A schedule for intentional collaboration among faculty and staff using protocols, e.g., weekly PLC/data team meetings. Those teams are inclusive of all roles, e.g., library/media specialist, special educators, elective/special areas teachers.**
Teachers or other professional staff say there is little to no autonomy and the faculty/staff is micromanaged.		
There is little to no effective feedback for professional improvement.	Principal is becoming more and more transparent in his/her actions in order to support open, productive, caring and trusting relationships with leaders, faculty and staff.	**The principal consistently holds high expectations for professional work and ethical and equitable practice from all teachers and other professionals.**
Principal shows lack of transparency and trust by attempting to appear to be at school when he/she is out of the building due to professional learning or other obligations.	CTE teachers set program specific career readiness goals and develop action plans to help the students in their program become career ready.	**Principal is transparent in his/her actions and communication and establishes trust and open communication.**
There is blame among staff when students are not successful.		**Teachers, other professionals and the principal take responsibility and hold each other responsible for continuous improvement.**
Teachers are assigned to tasks (bus duty, bathroom supervision), but are not engaged in the leadership of school improvement.		**School improvement plan addresses needs/concerns from survey data acquired from various stakeholders.**
		Leader's EILA credit hours reflect a high level of professional learning that aligns with their professional growth goals and the goals of the school/district.

Evidence (agendas, slide decks, conference program guides) that the leader is a leader among their colleagues across the district, region and/or state. They provide professional learning sessions at convenings of the regional cooperative, state-level and/or various other professional organizations.

The leader consistently shares own learning with faculty and other stakeholders and functions as the "lead learner" (e.g., leads book studies, engages in professional learning dialog with colleagues in the district, or across multiple districts, etc.).

Principal facilitated an online research and review professional learning session for teachers to study highly effective engagement strategies designed specifically for virtual instruction. Teachers were partnered up for NTI days and virtually observed each other and provided evidence for student engagement and strategy implementation.

Standard 8: Meaningful Engagement of Families and Commu

Effective educational leaders engage families and the community in meaningf
mutually beneficial ways to promote each student's academic success and we

Elements	Performance Levels		
	An *Ineffective* School Leader …	A *Developing* School Leader …	An *Accomplished* School Leader …
a.	Often fails to be approachable, accessible, and welcoming to families and members of the community.	Generally approachable, accessible and welcoming to families and members of the community.	**Is approachable, accessible and welcoming to families and members of the community.**
b.	Fails to effectively engage in the conversations and activities necessary to develop mutually beneficial relationships with families and the community and/or does not nurture positive relationships that exist.	Attempts to develop positive, collaborative and productive relationships with families and the community, but these attempts may be haphazard or less than fully effective.	**Creates and sustains positive, collaborative and productive relationships with families and the community for the benefit of students.**
c.	Communication with families and the community is minimal, lacks purpose and/or lacks inclusivity.	Communicates regularly and/or openly with families and the community about school-related issues, but the majority of the communication is one sided.	**Engages in regular and open two-way communication with families and the community about the school, students, needs, problems and accomplishments.**

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ful, reciprocal and ll-being.

An *Exemplary* School Leader ...	Notes:
Builds the capacity of all school personnel to be approachable, accessible and welcoming to families and members of the community.	
Develops schoolwide capacity to establish trusting relationships and holds school personnel (and self) accountable for developing positive relationships among and between all stakeholder groups.	
Uses multiple strategies, languages and vehicles to continuously create reciprocal links with families and the community to support highly effective communication systems focused on school and student success.	

d.	Does not maintain an active presence in the community and/or fails to capitalize on the community as a valuable school partner.	Maintains some degree of presence in the community and attempts to promote a partnership between school and community,	**Maintains a presence in the community to understand its strengths and needs, develops productive relationships, and engages its resources for the school.**
e.	Does not utilize effective structures between the school and families as a tool to support student success and/or limited connections between the school community and families exist.	Encourages active family participation in the learning process and uses basic communication structures to facilitate student learning.	**Creates means for the school community to partner with families to support student learning in and out of school.**
f.	Makes little use of the community's cultural, social, intellectual and political resources as a means to advance student and school growth, and/or is not particularly aware of the community's resources and/or makes little effort to increase his/her understanding.	Developing an ability to identify the community's cultural, social, intellectual and political resources, and makes some use of those resources to strengthen the school and promote student learning and well-being.	**Understands, values and employs the community's cultural, social, intellectual and political resources to promote student learning and school improvement.**
g.	Restricts the use of the school as a resource for families and the community and/or many obstacles discourage the use of the school as a resource for families and the community.	Provides limited use of the school as a resource for families and the community.	**Develops and provides the school as a resource for families and the community.**

Maintains a strong and continuous presence in the community and actively seeks out and draws upon the community's resources while also building community commitment to the school and its students by prioritizing strategic partnerships.	
Evaluates the effectiveness of structures designed to promote dynamic family engagement in the learning process and advocates for innovative avenues to continuously strengthen the bond.	
Seeks out and draws frequently upon the community's cultural, social, intellectual and political resources to advance the school and extend learning opportunities for students.	
Promotes the school as a community center and actively seeks out opportunities for families and community members to engage in programs and activities that strengthen family and community member connections and validate the school as a joint asset.	

h.	Lacks conviction when communicating with families and the community regarding the value of the educational system and/or family, and community buy in of the message is low.	Verbalizes the value of the educational system and student well-being to families and community members periodically and evidence confirms some degree of buy in.	**Advocates for the school and district, for the importance of education and student needs, and priorities to families and the community.**
i.	Fails to advocate publicly for the needs and priorities of students, families and the community, and/or makes moderate advocacy attempts that result in minimal impact.	Promotes the needs and priorities of students, families and the community.	**Advocates publicly for the needs and priorities of students, families and the community.**
j.	Dismisses partnerships with public and private sectors and/or has negative interactions that derail long-term, mutually beneficial relationships.	Seeks out some mutually beneficial partnerships with public and private sectors: however; the relationships are short-lived and/or are not grounded in a shared vision.	**Builds and sustains productive partnerships with public and private sectors to promote school improvement and student learning.**

Critical Attributes

	The school leader is unwilling to engage with families and community productively or in a meaningful way.	The school leader recognizes the need and makes an effort to engage and develop partnerships with families and community.	**The school leader establishes school-wide structures, involving strategic, inclusive practices and implementation checks, to facilitate continuous engagement of families and community members to support student learning and social-emotional well-being both in and out of school. (b, c, d, e, g)**

Empowers families and the community to advocate, on behalf of the school and district, the gravity of education and necessity of student well-being to fellow families and community members.	
Empowers all members of the school community to passionately advocate publicly, using a variety of platforms, for the needs and priorities of students, families and the community.	
Consistently evaluates and expands innovative, mutually high-yielding partnerships with public and private sectors based on evolving needs of the school and individualized learning needs of each student resulting in elevated and shared success.	
The school leader proactively engages families and community and holds self and staff accountable for deep engagement to ensure success.	

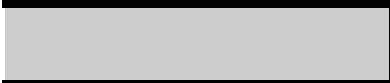|		
The school leader lacks the willingness to communicate and involve families and the community in the school beyond compliance purposes.	The school leader establishes foundational relationships with families and community.	**The school leader utilizes a variety of communication strategies, both personal and public, to effectively engage in reciprocal communication with families and community members to support student and school success.** **(a, c, e)**
The school leader does not prioritize responding to families and community needs and concerns.	The school leader exhibits willingness to utilize school as a resource for families and communities.	**The school leader intentionally builds and maintains strategic partnerships with internal and external stakeholders that are mutually beneficial.** **(b, d, f, g, j)**
The school leader communicates with families and the community in a predominately one-sided manner.	The school leader acknowledges stakeholder concerns and needs in an effort to maintain partnerships.	**The school leader personally and publicly champions the importance of family and community support of schools, and school support of community.** **(f, h, i)**
Being involved in the community holds minimal value for the school leader.		
Community and family support is not expected by the school leader.		

Possible Examples

The school leader consistently gauges and refines the dynamic, evolving and mutually beneficial engagement plan/structures to accelerate student, school and community needs

The school leader capitalizes on diverse communication pathways, with keen awareness of audience needs, to elevate success and showcase value.

The school leader utilizes all appropriate and available opportunities and organizations to ensure equitable access and acceleration of school and student goals.

The school leader advocates, alongside school personnel, community members and families, the essential partnership of home, school and community.

The school leader provides support to other leaders in the school system, state and/or professional organizations on how to meaningfully engage families and community members.

No observable plans or partnerships with families or community (e.g., CSIP, Title I Compact).	Articulation of a plan to gather stakeholder feedback and develop partnerships with families and communities (e.g., CSIP, Title I Compact).	*Parent survey data evidenced 95% of parents agreed/strongly agreed with the following statement: I feel included and invested in this school.*
Not responding to emails or phone calls from families and community partners in a timely fashion.	Needs assessment conducted periodically identifies student, school and community needs.	**Times and locations for all meetings/collaborative events are communicated using multiple platforms and languages.**
No evidence of electronic, written, social media, one-calls to families and community (e.g., Email, Twitter, Facebook, school website, etc.).	Family and community surveys have been developed to guide decisions (e.g., needs assessment, plus/delta, etc.).	**Interpreter is provided for all family and community events.**
Unaware of community partnerships (e.g., chamber of commerce, local merchants/industry, emergency services, etc.).	Communication opportunities have been identified and have been initially implemented (e.g., schoolwide calendar, school Facebook/Twitter accounts, school website, two-way communication routes are established and advertised).	**Minutes and agendas from school leadership team meetings provide evidence of active, rotating membership from parents and community members.**
School gives bonus points to students whose parents attend parent-teacher conferences.	Family and community events are planned and conducted as evidenced by school calendar, event flyers, social media posts (e.g., fall festival, family engagement nights, parent/teacher groups, etc.).	**Enrichment activities (and support for implementation) for parents to use at home are offered strategically to match up with school calendar breaks.**

Authentic service-learning opportunities in the community (e.g., passion projects, service projects, volunteering opportunities, etc.) are rewarded and collaboratively designed.

School hosts weekly video chats with parents about how to support their child's learning at home (e.g., how to set up your home to make it most conducive to learning, positive study environments, routines that work, homework-friendly area with limited distractions).

Family and community surveys have been developed, distributed and analyzed, and the results drive collaborative school improvement decisions.

For the past several years most parents have completed the school's parent survey, and greater than 95% respond with agree/strongly agree with the statement: When I go to the school, I feel welcome.

Celebrations are held to recognize the contributions of the community (e.g., Veteran's Day, multicultural events, etc.).

When a local community health group requests use of the track for walking, the principal says, "No. The track is to be used only by students."	The school hosts a weekly exercise class free of charge for any staff member and parent.	**Evidence exists to demonstrate that communication with families and stakeholders is responded to in a timely manner, appropriate tone and with a tailored message.**
Principal focuses only on truancy court consequences when conferencing with a parent and student about excessive unexcused absences.	Easy-to-read school maps that help visitors find where they are going when visiting the school are available.	*On the current year's parent survey, 97% of respondents agreed with the following survey statement: When I go to the school, I feel welcome.*
When given a discipline referral to take home, the student tells the assistant principal his parents can't read English. The principal responds, "You will just have to read it to them. I don't know a foreign language."	Professional learning is offered to staff on the topic of cultural competence.	**Local health department and school health education teacher facilitate a yearly diabetes education and screening booth during the school's homecoming football game.**
When asked if the school principal might be willing to serve as guest speaker at the local community college graduation ceremony, the principal responds, "I don't have time to get a speech together for that ceremony. I have to get ready for my own school's ceremony."	Principal works to forge a partnership with the public library, but no mutually agreed upon purpose or procedures are formally established.	**School budget reflects funding for a dedicated staff member to coordinate support programs to address out-of-school learning barriers for students and families.**
Elementary school principal declines an opportunity to visit a high school classroom and remarks, "It doesn't matter what happens in high school classrooms, I have a responsibility to worry about what's happening now with my students."	Based on survey results, school safety is the number one priority for parents. As such, the principal periodically communicates school safety efforts being implemented.	**An expanded learning plan is prioritized work showcasing after-school, weekend and summer programs that provide academic instruction and individualized support.**
When greeting a parent, the principal calls the parent by the wrong name.	Community use of the school's facilities is permissible from 3 p.m. to 5 p.m. only.	**Curriculum documents embed enrichment activities that emphasize real-world learning and community problem solving.**

Attainment of state, federal or private entity grants to support meaningful partnerships.

Principal serves as an advocate for school/district needs with state and federal entities (professional organizations).

School programs systematically utilize community cultural, social, intellectual and political resources to address student needs and school improvement.

Principal uses feedback from open houses, parent/ community forums, parent conferences, volunteer programs, activities and meetings to inform decisions that drive school improvement.

Parent outreach plan includes implementation and impact checks with required evidentiary accountability for all school personnel.

Principal holds "Community Conversations" monthly at local parks.

Parent leaves a voicemail for principal about the excessive hours of homework being assigned on a nightly basis. Principal does not return the parent's call.	Principal has received complaints about the excessive burden school fundraising is putting on the community. Principal suggests school groups limit fundraisers to two a year.	**Free dental screening programs are sought out by school leadership and scheduled multiple times during the year.**
When communicating with a parent, the assistant principal references the student by his/her first name and the parent has to emphasize that the student goes by his/her middle name.	School leader publicizes dates of steering committee and advisory committee meetings as a means to provide information regarding the development and progress of goals as well as future goals and initiatives to those who might be interested.	**Minutes of the school board meeting reflect school principal advocating for funds to support wraparound services.**
Parents bring issues to principal regarding a coach. Parents report the coach is using profanity and making degrading comments about the team's performance. Principal tells the parents to tell their children that they need to toughen up and not let the coach's comments bother them. Principal goes on to say, "That's just the personality of the coach."		**Training is required for all school resource officers/security guards focused on the school's intentional efforts to make visitors feel welcome.**
		Attendance logs verify the principal attends many of the family after-school activities organized by the family resource youth services center and school counselor(s).

Focus groups are utilized consistently when proposed policy changes are being considered and as a means to gauge effectiveness of policy revision.

Principal facilitates a weekend Socratic seminar on topics such as democracy and education and community asset mapping.

Principal offers a schoolwide seminar that is open to students, families and the community. For example, a seminar focused on a series of short stories about the purpose of education.

Principal seeks out an entry point for community residents who might not have any other reason to visit the school.

Teacher and parent co-chair parent involvement committee.

Family and community surveys have been developed, distributed and analyzed. Results are used to determine next steps.

Extensive opportunities to engage and partner with families and the community are evident (e.g., open houses, parent/community forums, parent conferences, volunteer programs, activities and meetings).

Social media is used to promote school activities and opportunities to family and community (e.g., email, Twitter, Facebook, school website, etc.).

School/community celebration days (e.g., holidays, 100th Day of School, etc.) are visibly advertised and recruitment for attendance is prioritized.

Communication plan allows for two-way communication with stakeholders (e.g., message system, Parent Portal, email, etc.).

Principal leads other school leaders in training designed to acquire a full complement of adaptive skills, such as the interpersonal behaviors and attitudes that enable principals to share leadership, and to engage families, staff and community partners as educational equals.

The school is used as a hub for the community.

Principal shares resource entitled "Community and Family Engagement: Principals Share What Works," with a colleague working to strengthen meaningful relationships.

At a national education conference, the principal facilitates a session entitled, "The Value of Education in the Life of Small Town America." (The session title could change so that it also represents urban communities.)

Principal and PTA president co-author an article for National PTA Newsletter highlighting the power of innovative, productive parent/school partnerships.

There is evidence of advocacy for school needs with the central office (emails, agenda, calendar, etc.).

School partners with supplemental support services to provide targeted supports and services to students within the school. (Evidence might include calendar for events, FRYSC data, McKinney Vento data, school nurse data, comprehensive school counseling program data, etc.).

The school leader actively addresses stakeholder concerns and needs in order to strengthen partnerships.

The school leader participates in community events in an effort to develop meaningful and mutually beneficial partnerships.

School offers virtual office hours for parents to troubleshoot non-traditional instruction issues and receive targeted follow up support.

		Partnerships with business and industry yield various work-based learning opportunities that support unique student needs (e.g., internships, apprenticeships, co-op, job shadowing, mentoring, entrepreneurships, school-based enterprise). Structures are in place to assess effectiveness and refine the experience. **School leader networks with stakeholders, including local/regional workforce investment boards (WIB), multiple times annually via steering and advisory committees, both formally and informally, to determine growth areas and analyze progress aimed at improving the school's effectiveness at meeting workforce needs.**

Standard 9: Operations and Management

Effective educational leaders manage school operations and resources to prom
academic success and well-being.

Elements	Performance Levels		
	An ***Ineffective*** School Leader …	A ***Developing*** School Leader …	An *Accomplished* School Leader ...

note each student's	**[Print PSEL At A Glance]**
	[Print Intro]
	[Print All]
	[Print Standard 9]
An **Exemplary** School Leader ...	*Notes:*

a.	Fails to institute, manage or monitor operations and administrative systems that promote the mission and vision of the school.	Institutes operations and administrative systems that are loosely aligned to the mission and vision of the school and makes some attempt to monitor the effectiveness of these systems.	**Institutes, manages and monitors operations and administrative systems that promote the mission and vision of the school.**
b.	Management choices are primarily based on adult preferences and/or lack focus on student's learning needs.	Some management choices may be strategic in order to optimize professional capacity to address students' learning needs, while other choices may be based on adult preferences.	**Strategically manages staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.**
c.	Fails to seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; or family and community engagement.	Inconsistently seeks, acquires and manages fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement.	**Seeks, acquires and manages fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement.**
d.	Lapses in acting responsibly and ethically in stewardship of the school's monetary and nonmonetary resources, resulting in ineffective budgeting and accounting practices.	Makes most decisions that demonstrate responsible, ethical and accountable actions in the management of the school's monetary and nonmonetary resources, while almost always engaging in effective budgeting and accounting practices.	**Is a responsible, ethical and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.**

In collaboration with teachers and/or other administrative team members, the school leader institutes, manages and monitors operations and administrative systems that are tightly aligned with and accelerates the mission and vision of the school.	
Empowers teachers and other professionals to advocate for strategic management of staff resources, specifically requesting the assignment and scheduling of teachers and staff to roles and responsibilities that correlate to their identified instructional strengths to ensure the academic and emotional success of each student.	
Empowers others to innovatively and actively seek, acquire and manage fiscal, physical and other resources to support curriculum, instruction and assessment; student learning community; professional capacity and community; and family and community engagement.	
Creates a system where all stakeholders are responsible, ethical and accountable stewards of the school's monetary and nonmonetary resources, engaging in strategic budgeting and accounting practices.	

e.	Fails to protect teachers' and other staff members' work and learning from disruption.	Inconsistently protects teachers' and other staff members' work and learning from disruption.	**Protects teachers' and other staff members' work and learning from disruption.**
f.	There is limited effort to employ technology to improve the quality and efficiency of operations and management and/or there is no positive impact on quality or efficiency.	Uses the basic technology available to support operations and management, but technology integration has limited impact on the quality and efficiency.	**Employs technology to improve the quality and efficiency of operations and management.**
g.	Sporadically uses data and communication systems to provide information that may or may not be actionable.	Uses data and communication systems to inform feedback for classroom and school improvement that is mostly actionable and/or consistently delivered.	**Develops and maintains data and communication systems to deliver actionable information for classroom and school improvement.**
h.	Unaware and/or fails to comply with local, state and federal laws, rights, policies and regulations.	Knows and complies with local, state and federal laws, rights, policies and regulations to promote student success.	**Knows, complies with and helps the school community understand local, state and federal laws, rights, policies and regulations to promote student success.**
i.	Inconsistently or fails to develop and manage relationships with feeder and connecting schools for enrollment management and/or instruction.	Develops and manages relationships with feeder and connecting schools for enrollment management with a limited degree of communication around curriculum and instruction.	**Develops and manages relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.**
j.	Fails to recognize the value in developing and managing productive relationships with the central office and school board and/or relationship primarily negative or stilted.	Engages in a relationship with the central office and the school board and outcomes reflect some elements of productivity.	**Develops and manages productive relationships with the central office and the school board.**

Empowers the school community to hold self and others accountable for consistently ensuring that work and learning are protected from disruption.	
Continually researches and seeks recommendations for advancements in technology and then makes changes to current technology practices that result in accelerated quality and efficiency.	
Continually evaluates data and communication systems and creates an effective plan for actionable feedback loops resulting in highly effective teaching and learning.	
Leads advocacy efforts in collaboration with community members for tight adherence to local, state and federal laws, rights, policies and regulations so as to elevate academic success and social and emotional well-being of each student.	
Sustains and nurtures an ongoing communication system with feeder and connecting schools aimed at the holistic success and well-being of each student.	
Sustains, ongoing, active and synergistic relationships with the central office and the school board.	

k.	Has a lack of awareness of the need for systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community.	Attempts to develop systems for fair and equitable management of conflict among students, faculty and staff, leaders, families and community, but there is inconsistent administration and implementation.	**Develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.**
l.	Demonstrates lack of skill or will to adequately manage governance processes or internal/external politics.	Adequately manages governance processes and internal and external politics with some degree of success in achieving the school's mission and vision.	**Manages governance processes and internal and external politics toward achieving the school's mission and vision.**

Critical Attributes

Decisions are not aligned with the vision and mission of the school or decisions do not positively affect student learning.	Operations and systems are put in place with some attention to monitoring and managing the outcomes to ensure alignment with the vision and mission of the school.	**The school leader models strategic operations and management of fiscal, physical and human resources, including accurate budgeting and accounting practices, effective use of technology and optimizing the professional capacity of educators in order to promote each student's academic success and well-being.** **(a, b, c, e, f)**
There are no collaboration efforts with teachers and other professionals on school operations and resources and/or the school leader does not utilize the budget or school resources effectively or efficiently.	Principal makes some collaboration efforts with school stakeholders on school operations and resources, but may inconsistently utilize the budget and/or school resources effectively and efficiently.	**The principal exemplifies ethical behavior as an accountable steward of resources by modeling equitable practices in budgeting, accounting, compliance with laws, regulations and policies.** **(d, e, f, h, k)**

Continuously monitors, evaluates and refines the systems for fair and equitable conflict management and builds capacity for all stakeholders to recognize and confront lapses in effective implementation.	
Prioritizes the highly effective management of governance processes and internal and external politics with laser-like focus on achieving the school's mission and vision.	
The school leader actively collaborates with teachers and other professionals to ensure that operations and administrative systems are aligned with the vision and mission of the school. Stakeholders, including school educators, are empowered to develop and implement strategies for recruitment, induction and retention of effective teachers and other professionals.	

The principal does not utilize data and technology to improve student outcomes and processes and/or the principal has no strategy for monitoring data; or no action is taken to improve, if data is analyzed in some way.	While the school leader may have a small pool of candidates to fill open positions, the school leader has not put into practice intentional strategies for recruitment purposes in order to attract the most capable candidates.	**The school leader prioritizes building and sustaining relationships with all stakeholders that result in continuous collaboration and capacity building for actionable feedback that ensures each student's academic success and wellbeing.** **(g, i, j, l)**
The principal does not honor and protect instructional time or professional learning time for teachers and other professionals.	The principal has strategies in place to utilize technology to improve management, but some operations are not quite operating efficiently. Principal continues to learn local, state and federal laws, rights, policies and regulations in order to promote student success, but he/she is not quite ready to lead other stakeholders in their learning. The principal connects with school leaders within the district and is beginning to work collaboratively to ensure student success.	

Possible Examples

Principal sustains and nurtures active and synergistic relations with all leaders within the district, including the local members of the board of education, and may be the impetus of ensuring that all decisions and actions are aimed at the holistic success and well-being of each and every student.

The principal uses technology seamlessly and effectively in all aspects of leadership and stays aware of trends and forecasts of data and technology in order to improve the efficiency of operations and management.

No clear evidence that school schedule, disciplinary procedures, decisions or school operations are aligned with the mission and/or vision of the school.	Master schedule is developed by the principal with limited collaboration, or opportunities.	**The school leader strategically seeks and recruits effective teachers and other professionals and utilizes effective and innovative induction and retention strategies and resources.**
Master schedule is developed by the principal in isolation, or the principal assigns this duty to other personnel who develop the schedule in isolation.	Handbooks are developed by the principal with limited collaboration.	**Principal leads the learning for the school community around the local, state and federal laws, rights, policies and regulations to promote student success.**
Handbooks are not developed or developed by the principal (or designee) in isolation.	Budgets are developed by the principal with limited collaboration.	**The school leader develops and manages productive relationships with school leaders from feeder (or other connecting) schools, superintendent and school board to ensure each student's academic success.**
Budgets are not developed or developed by the principal (or designee) in isolation.	Personnel decisions are made by the principal with limited input.	**Master schedule is developed in collaboration with faculty and staff and allows opportunities for all students.**
Personnel decisions are made by the principal in isolation.	Emails and due process records show attempts to mediate conflict.	**Principal collaborates with teachers and other professionals to develop an academic schedule that optimizes the human resources of staff so that each student's needs are met.**

Asset inventory surveys are conducted to provide additional data points from which to identify strengths in individual teachers and other professionals. Results are combined with other data to inform student-centered systems for creating school schedule teacher assignments (master schedule).

Handbooks are developed in collaboration with faculty, approved by the SBDM Council, and distributed to parents.

Budgets are developed in collaboration with department heads, approved by the SBDM.

Personnel decisions are made according to SBDM and district policies and procedures with input from faculty with a system in place to evaluate them regularly.

There is a system in place to reduce conflict among faculty, staff, student and community.

No evidence that the principal attempts to resolve conflict or the principal is typically in the middle of unresolved conflict (involving parents, educators, staff, central office or other stakeholders).

Principal blames academic performance and struggles on lack of resources, students, teachers or central office staff.

Budgets are developed in collaboration with faculty.

The principal prioritizes developing and managing productive relationships rather than simply perceiving management and operations as a list of things to accomplish.

Personnel decisions are made according to SBDM and district policies and procedures with input from faculty.

The principal honors and protects instructional time and collaborative professional learning time for teachers and other professionals.

Emails, corrective action plans and student discipline records indicate appropriate conflict resolutions.

School leader successfully implements Carl Perkins' law requirements (e.g., needs assessment, grant training, grant writing, meeting Perkins measures and appropriate stewardship of grant funding) without infractions and with evidence reflecting consistent increases in student learning.

Elements	Performance Levels		
	School leader develops and manages relationships with feeder schools in order to communicate and implement career and technical education required steps for students to progress through career pathway sequences of courses leading to aligned certifications, end-of-program assessment and/or dual credit. School leader collaborates with feeder school to provide career counseling to ensure all students are prepared to make informed decisions regarding programs and courses and then ensures access to most appropriate courses/programs reflective of counseling/ILPs.		

Standard 10: School Improvement

Effective educational leaders act as agents of continuous improvement to pro... academic success and well-being.

Elements	Performance Levels		
	An *Ineffective* School Leader …	A *Developing* School Leader …	An *Accomplished* School Leader …

	Print PSEL At A Glance
note each student's	**Print Intro**
	Print All
	Print Standard 10
An **Exemplary** School Leader ...	*Notes:*

a.	Demonstrates little commitment to personalizing improvement efforts to meet the needs of the school community and/or easily loses focus and reacts with visible frustration to challenges and setbacks and/or makes concessions on student achievement goals in the face of persistent challenges.	Maintains personal belief in the potential for improving student achievement and overall school effectiveness and attempts to prioritize efforts but may struggle when faced with adversity.	**Seeks to make school more effective for each student, teachers and staff, families, and the community.**
b.	The leader's actions or attitude regarding the development and enactment of continuous improvement methods and school goals have a negative impact on the educational environment and/or fails to develop essential components of the continuous improvement process.	Inconsistent in planning, implementing and supporting actions associated with mission, vision and core values, and/or these actions have limited positive impact on the educational environment.	**Uses methods of continuous improvement to achieve the vision, fulfill the mission and promote the core values of the school.**
c.	Passively manages school change while ignoring the role change may have on the school and/or community, and/or rarely provides support to stakeholders during times of change.	While focusing on improvement, provides time for the school and community to process change; embraces change that is in the best interest of students; anticipates reactions to change and initiates some degree of forward-moving momentum.	**Prepares the school and the community for improvement by developing strategies to promote readiness, instill mutual commitment and accountability, and develop the knowledge, skills and motivation to succeed in improvement.**

Prioritizes a relentless focus on improvement efforts targeted to match the specialized needs of each student, teachers and staff, families, and the community while demonstrating resilience and using every challenge as an opportunity to learn and develop themselves and their staff.	
Consistently and collaboratively plans, implements and supports actions that develop, advocate and enact a shared mission, vision and set of core values of high-quality education resulting in each student's success, and to significant improvements in or sustained excellence of the educational environment.	
While developing allegiance to the imperative of improvement, facilitates opportunities for the school and community to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum.	

d.	Exerts minimal effort to collaborate with stakeholders throughout the cycle of continuous improvement and/or the continuous improvement cycle does not reflect many of the best practice principles.	Collaboratively establishes priorities for school improvement based on data/research and implements a system to monitor progress.	**Engages others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation and evaluation for continuous school and classroom improvement.**
e.	Minimally demonstrates inclusion of strategies and/or a plan to achieve school improvement goals.	Makes use of limited strategies within the school plan for improvement, with little attention to different phases of implementation and/or a sustainable system.	**Employs situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.**
f.	Does not expect staff to be capable of assessing and applying emerging educational trends and research as a means to support continuous improvement and/or leadership is dismissive to exploring research-based educational trends.	Staff is moderately involved in the analytical process of discerning merit and relatedness of current educational trends/research and/or adoption is based on trend popularity instead of most effective for school.	**Assesses and develops the capacity of staff to assess the value and apply appropriate emerging educational trends and the findings of research for the school and its improvement.**

Utilizing a shared leadership approach that involves diverse stakeholders, leads a systematic continuous school improvement process that results in verified change initiatives promoting improved student academic achievement, enhanced student well- being, and greater school and teacher effectiveness.	
Develops the capacity of stakeholders to employ situationally appropriate strategies within the school plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation, through a self-sustainable system.	
Share decision making with staff to gauge effectiveness of the most appropriate research-based emerging educational trends that are targeted to support the unique, changing needs of the school while encouraging forward-thinking.	

g.	Completes a cursory review that lacks characteristics of a systemic process, of the school's strengths and weaknesses using annual student achievement results; may misinterpret patterns; may set goals unrelated to student learning and/or not adequately specific or measurable.	Implements a system to collect data and utilize; however, limited data sources are analyzed to diagnose the current state of the school and student achievement. Stakeholder connections are somewhat used to support system implementation and the well-being of some students.	**Develops technically appropriate systems of data collection, management, analysis and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback and evaluation.**
h.	Lacks an understanding of the power of interconnectedness and/or misses opportunities to align strategies.	Establishes coherence across initiatives in support of school improvement goals and in most areas of the school.	**Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs and services.**

In collaboration with the school community, leads a systemic data review process using multiple and varied data sources over time to diagnose and respond to student needs and school improvement while prioritizing stakeholder collaboration and coherence as a critical component of ensuring significant and sustained gains in school improvement and attainment of rigorous student achievement goals as measured outcomes of the continuous review cycle.	
Increases both the speed and breadth of the adoption of a systems perspective within all aspects of the school and community while using a communication strategy that ensures all school staff, district personnel and stakeholder groups have clarity of purpose, priorities and outcomes for district-focused and school-driven improvement efforts while utilizing the most appropriate drivers AND builds the capacity of staff to identify misalignment between school, district and community priorities.	

i.	Does not recognize the role that the change process will have on the school community and/or articulates that change will raise emotions and attempts to support staff but does not effectively manage all needs; and/or does not balance the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills.	Demonstrates some understanding of the change process and uses leadership and facilitation skills to manage it effectively with minor gaps in performance.	**Manages uncertainty, risk, competing initiatives and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.**

Provides modeling and coaching to colleagues in support of highly effective change management practices focusing specifically on barriers to successfully facilitating the change process.	

j.	Relies heavily on "power flows from the top down" leadership style and/or fails to ensure equitable access to leadership opportunities among staff.	Capitalizes on obvious teacher and staff strengths to unify improvement efforts and provides some opportunities for teacher and staff to assume leadership roles in activities designed to promote changes to school-wide systems.	Develops and promotes leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Critical Attributes

	Traits of a fixed mindset permeate through their leadership management and/or leadership management reflects a pattern of negativity, secrecy and lack of grit while making minimal connections to the vision, mission and core values of the school.	Models growth mindset to manage change while beginning to develop collective commitment to the school's vision, mission and core values.	Consciously exhibiting a growth mindset, the school leader intentionally manages change with positivity, transparency, and tenacity while developing collective commitment to the vision, mission and core values of the school. (a, b, c, i)

Fosters leadership potential among teachers/staff and monitors leaders in a variety of settings and provides specific feedback to support their continued leadership development within and beyond the school while serving as a mentor/model of effective leadership.	
Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement, closing achievement gaps and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop.	

Reviews some data to monitor school improvement progress.	Uses relevant data and research to inform and monitor the school improvement plan.	**Using best practice principles, the school leader facilitates a strategic, shared system that is grounded in a cyclical process focused on student success and continuous school and classroom improvement. (b, d, f, j)**
Uses some type of research to inform school improvement strategies.	Establishes coherence across initiatives in support of school improvement.	**Exhibiting a deliberate focus, the school leader institutes intentional improvement strategies, while using data effectively to guide and refine efforts that are aimed at increasing overall school and student success. (e, g, h)**
Uses a top-down leadership style to develop the school improvement plan.	Informs stakeholders of school improvement goals.	
	May make concessions on student achievement goals in the face of persistent challenges.	

Facilitates opportunities for staff to raise questions, doubts and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum.

Demonstrates significant and sustained gain in school improvement and acceleration of each student's attainment of goals.

Establishes an effective leadership team with a relentless focus on student learning; selects highly effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead teacher teams and oversee improvement strategies.

Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for collaborative work to collect and monitor data; uses data appropriately to identify student outcome trends, prioritize needs and drive continuous improvement.

		Leads a continuous improvement process but with inconsistent outcomes.	

Possible Examples			
	Principal assigns teacher with most department seniority to lead the textbook adoption process.	Principal facilitates the completion of the American Institute for Research (AIR) Teacher Leadership: District and School Readiness Tool.	**When reviewing long-term schoolwide goals, principals says, "Even though the trajectory doesn't indicate it will be easy to meet the set goal, we don't lower the goal. Instead, we need to find ways to improve our efforts."**
	Principal tells the faculty that a mandate has come down requiring all teachers to use the district-approved daily spelling routine in all classes. Teachers may not use anything else to teach spelling.	On school leader survey, teacher responded, "I feel very overwhelmed with all of the improvement strategies we are expected to be using. I don't feel equipped to do any of this new stuff well."	**Principal implements intentional strategies for using digital tools to improve culture and communication from attending the Administrator Digital Learning Day live hosted by KY GoDigital on YouTube.**
	School improvement team membership list does not include student representation.	Plan-Do-Study-Act is the school-approved process for testing initiatives.	**Meetings include specific structures and protocols for encouraging multiple voices before decisions are made.**

Leads professional learning experiences for the school system, state and/or professional organizations focused on school improvement.

In spite of lack of initial parental or community support, and criticism about past low academic performance from students, the principal instills passion in faculty and staff to remain focused on conversations and actions that accelerate student achievement. Thus, school personnel are relentless in their efforts to maintain a focus on growth mindset and not fall prey to negativity.

Through professional learning and collaborative discussions, the concept of the I Lead classroom is emerging in various stages throughout the school. Students become the owners of the school vision: Extreme Commitment to College and Career Readiness, and they know what it takes to achieve this vision. The school leaders are sharing leadership with the most important commodity, the students.

School leader says, "Our state scores won't ever come up. There is no way they can learn everything they have to know to do well on that test."	Time is allocated for teacher collaboration in school calendar.	**School's percentage rate of National Board Certified Teachers increases each year.**
Principal refers to new literacy strategy as "flavor of the month."	Stakeholder membership on the school improvement team remains static.	**Principal secures financial support to fund a hybrid teaching position that allows for teacher leader to teach half of the day and serve as a coach during the other half.**
Over three-year period, math scores have remained stagnant even though extensive professional development funding and resources have been prioritized to support math improvement efforts.	Attends Continuous Improvement Summit.	**Principal utilizes KY Teacher Leadership Framework as a tool to develop and implement varied leadership opportunities for teachers.**
	Data Days with Students is prioritized on school calendar.	**Facilitation of school improvement meetings includes multiple stakeholders.**

After several years of system refinement, the teacher leadership teams develop, share and review data gathered from walkthrough tools that have proved to be instrumental in fostering a culture of continuous improvement. The walkthrough system is very closely tied to two other systems routinely implemented at the school (guided planning and teacher leadership teams), each aimed at continuous improvement.

Principal, in collaboration with school and community stakeholders, utilizes the strengths, weaknesses, opportunities and threats (SWOT) analysis to assess the school's current position related to their key core work processes before changing course or deciding on any new strategy or initiative.

Principal engages school community through town hall meetings and SBDM meetings in an ongoing process of evidence-based inquiry, strategic goal setting, planning, implementation and evaluation for continuous school improvement that results in verified change.

Evidence of communication of school and behavioral expectations with stakeholders in a manner which builds their capacity to reinforce these expectations.

Develops structures that support schoolwide response for enrichment.

Through data review, a trend of high failing rates for Algebra I emerged. A deeper review was conducted and many students were failing because they had earned multiple zeros for not turning in homework. Principal suggested reviewing school's homework policy and math department chair expressed resistance to changing the policy that has been in place for many years. Principal concedes and policy is not reviewed. | **Concrete analysis of disaggregated student performance data by grade, subgroup, teacher, cohort, etc. is utilized to inform decisions.**

Student achievement-oriented school improvement goals are linked to data analysis.

Leader provides opportunities and support for school stakeholders to review schoolwide data and monitor progress toward improvement goals.

Routine school communication with stakeholders includes strong connection to school's vision, mission and strategic improvement plan. |

Staff assumes leadership roles in refining the school's vision, mission and strategic improvement plan.

Trend data evidences significant and sustained increases in student achievement.

School is highlighted on KDE's Best Practices Spotlight page.

Teachers facilitate regular organized/planned abandonment of initiatives based on student impact/outcomes.

PD plan reflects a focus on professional development on the research connected to change.

Observations reflect support targeted to change initiatives.

School improvement plan outlines multiple tactics and strategies and can be adapted to reach identified goals.

School leader uses a Readiness Rubric to systematically assess the school's readiness for change.

Action plans include research-based instructional practices to improve teaching and learning.

Data, instruction, goals, professional development and action plans are all aligned.

Principal verified the need for teacher motivation and support during mandated remote learning as a result of COVID-19 pandemic and implemented "Weekly Wins" during staff virtual connections. Teachers were encouraged to share something learned that lowered anxiety level and virtual lessons/activities/strategies that worked well. Ideas and suggestions were captured from the group and will be used to inform the design of remote learning for the upcoming year.

Multiple and varied sources of trend data (e.g., norm and criterion-referenced achievement data, behavioral data, student demographics, and other school and community information) is used to support continuous improvement.

Master schedule that prioritizes and maximizes student instructional time and teacher professional learning time.

A process is established and implemented to diagnose and respond to student learning needs.

Teachers in the district were providing NTI instruction through various platforms across the district. (Zoom, Skype, Google Hangout, Microsoft Teams, etc.,). The principal requests district support in creating coherence so that students/parents were not overwhelmed with the various platforms.

A shared accountability structure is established and implemented for monitoring improvement strategies.

Opportunities are provided for staff and stakeholders to lead improvement efforts.

There is evidence of significant student achievement gains.

Teachers lead action research to guide the possible adoption of personalized learning approach.

Evidence-based teaching practices are implemented with fidelity.

SWOT (strengths, weaknesses, opportunities and threats) analysis is utilized by stakeholder group to inform school improvement efforts.

30-60-90 day plans are implemented with fidelity.

Key work processes guide improvement efforts.

Teachers lead the implementation of Academic and Behavioral Response to Intervention (ABRI) and school evidence support implementation with a high degree of fidelity and administrator support.

Impact KY Survey results reveal majority of survey respondents validate shared leadership is a facet of the school community.

Data confirms gaps are narrowing each and every year.

School guidance counselor leads Olweus Bullying Prevention Program Readiness Assessment as a step in the plan to address school climate.