



Leader Evaluation and Professional Growth Rubric

COMPANION GUIDE 1.0

2015

MSFE Partners



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TIF 3 Districts

Lewiston Public Schools MSAD 24

MSAD 55

RSU 74

RSU 12

Wiscasset Public Schools

TIF 4 Districts

Millinocket School Department

MSAD 11

MSAD 44

RSU 19

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This *Companion Guide* was created to accompany the MSFE LEPG Rubric. Please visit the *Maine Schools for Excellence* website (<http://www.maineschoolsforexcellence.org/lepg>) to obtain updated information and resources.

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Overview

Maine Schools for Excellence

Companion Guide

This *Companion Guide* was developed as part of the federal Teacher Incentive Fund (TIF) Grant Project known as the Maine Schools for Excellence (MSFE) and is intended to provide support for using the Leader Evaluation and Professional Growth (LEPG) Rubric. The LEPG Rubric is the basis for assessing the quality of school leadership practice. The purpose of this guide is to help leaders and their evaluators do the following:

- Learn more about the LEPG Core Propositions and related standards.
- Gain a deeper understanding of how leaders demonstrate proficiency in practice.
- Encourage and support leader self-reflection on current practices.
- Engage in improvement-focused professional conversations about leader practice.

The *Companion Guide* includes the following sections:

- **Overview.** This section provides an overview of the MSFE LEPG Rubric, outlines the Core Propositions and Standard Indicators, and describes the rubric performance levels.
- **Core Proposition and Standard Indicator Detail.** This section provides further explanation of each standard indicator in detail, including the following:
 - Key elements and questions for reflection and planning for leaders and their evaluators
 - Performance-level descriptors from the LEPG Rubric
 - Possible examples for the specific performance level
 - Implications for professional growth to support leader improvement along the continuum of performance levels
- **Appendices.** This section includes additional resources that relate to the use of the *LEPG Companion Guide*.

This document can be found on the *Maine Schools for Excellence* website along with other relevant resources on the LEPG program (<http://www.maine.gov/doe/excellence/index.html>).

MSFE Leader Evaluation and Professional Growth

LEPG Rubric

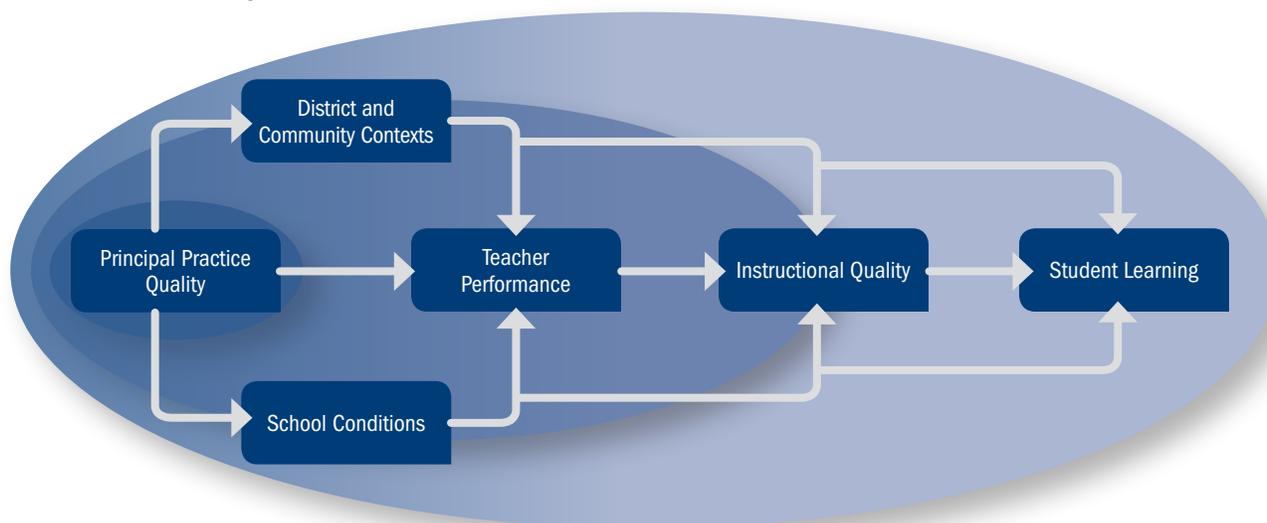
The LEPG Rubric includes seven Core Propositions and 15 Standard Indicators that set expectations for principal practice to support reflection, evaluation, and growth planning. These Core Propositions and Standard Indicators are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards (Council of Chief State School Officers, 2008). Further information on the alignment between the LEPG Rubric and ISLLC standards can be found in the LEPG Rubric.

The LEPG Rubric was revised in 2014, in collaboration with school leaders from across the state of Maine and the Maine Department of Education, to reflect national performance standards and Maine's educational priorities.

The LEPG Rubric guides the self-assessment, goal-setting process, evidence collection, rating of leader performance, and recommendations for professional learning and growth. The theory of action that underlies the LEPG Rubric is based on the research-based framework of Clifford, Sherratt, and Fetters (2012). The framework shows the relationship among leader practice and the direct and indirect influences of this practice. The model recognizes that school leaders are directly responsible for and highly influential within the instructional environment. Leaders influence that environment by managing educator talent through systematic processes while ensuring organizational effectiveness and parent and community engagement in the education process. Through the efforts of others, leaders indirectly influence student learning. A holistic assessment of leader practice should assess practice quality and address each of the outcomes identified in the framework. The theory of action is included in Exhibit 1. As described in the *LEPG Model Guide for MSFE*:

The framework shows the relationship among leader practice, direct influences of this practice, and indirect influences of this practice. The model recognizes that school leaders are directly responsible for and highly influential within the instructional environment. Leaders influence that environment by managing educator talent through systematic processes while assuring organizational effectiveness and parent and community engagement in the education process. Through the efforts of others, leaders indirectly influence student learning. A holistic assessment of leader practice should assess practice quality and address each of the outcomes identified in the framework. LEPG provides a holistic view of school leader performance by gathering types of evidence used to measure practice and outcomes. (*LEPG Model Guide for MSFE*, p. 4)

Exhibit 1. LEPG Theory of Action



Source: *LEPG Model Guide for MSFE* (p. 4).

Exhibit 2 outlines the Core Propositions and Standard Indicators included in the LEPG Rubric.

Exhibit 2. LEPG Rubric Core Propositions and Standard Indicators

Core Proposition	Standard Indicator
1: Vision, Mission, and Advocacy Accomplished educational leaders lead and inspire the learning community to develop, articulate, and commit to a shared and compelling vision of the highest levels of student learning and adult instructional practice. These educational leaders advance the mission through collaborative processes that focus and drive the organization toward the vision.	1.1 Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through development of an aligned school mission.
	1.2 Stakeholder Communication and Engagement: The leader communicates internally and externally with stakeholders and the community to advance the organization's vision and mission.
	1.3 Community Support: The leader leverages community resources to implement and revitalize the school's mission.
2: Strategic Leadership for Results Accomplished educational leaders lead with a sense of urgency and achieve the highest results for all students and adults. They build organizational capacity by developing leadership in others. These dynamic, forward-thinking educational leaders lead collaborative organizations that realize and sustain positive change that enhances teacher practice and improves student learning.	2.1 Organizational Capacity: The leader builds organizational capacity by developing leadership competency in others.
	2.2 Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.
3: Supports for Learning Accomplished educational leaders ensure that each student and adult in the learning community is known and valued. These educational leaders develop systems so that individuals are supported socially, emotionally, and intellectually in their development, learning, and achievement.	3.1 Support for Students: The leader develops a system to support all students socially, emotionally, and intellectually.

Core Proposition	Standard Indicator
<p>4: Teaching and Learning</p> <p>Accomplished educational leaders ensure that teaching and learning is the primary focus of the organization. As stewards of learning, these educational leaders lead the implementation of a rigorous, relevant, and balanced curriculum. They work collaboratively to implement a common instructional framework that aligns curriculum with teaching, assessment, and learning, and provides a common language for instructional quality that guides teacher conversation, practice, observation, evaluation, and feedback. They know a full range of pedagogy and make certain that all adults have the knowledge, skills, and dispositions necessary to support student success.</p>	<p>4.1 Instructional Focus: The leader ensures that teaching and learning is the primary focus of the organization.</p>
	<p>4.2 Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.</p>
	<p>4.3 Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.</p>
<p>5: Culture</p> <p>Accomplished educational leaders inspire and nurture a culture of high expectations, where actions support the common values and beliefs of the organization. These educational leaders build authentic, productive relationships that foster a collaborative spirit. They honor the culture of the students, adults, and larger community, demonstrating respect for diversity and ensuring equity. They create and maintain a trusting, safe environment that promotes effective adult practice and student learning.</p>	<p>5.1 Relationship Building: The leader builds authentic, productive relationships with and among students, staff, parents/caregivers, and the community in the interest of student learning.</p>
	<p>5.2 Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.</p>
	<p>5.3 Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.</p>
<p>6: Ensuring Professionalism</p> <p>Accomplished educational leaders are ethical. They consistently demonstrate a high degree of personal and professional ethics exemplified by integrity, justice, and equity. These educational leaders establish a culture in which exemplary ethical behavior is practiced by all stakeholders.</p>	<p>6.1 Rational and Transparent Decision Making: Provides a firm rationale for decision making, considering the needs of the school community.</p>
	<p>6.2 Professional Conduct: The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders.</p>
<p>7: Reflection and Growth</p> <p>Accomplished educational leaders are humble lead learners who make their practice public and view their own learning as a foundational part of the work of school leadership. They are reflective practitioners who build on their strengths and identify areas for personal and professional growth. They adapt their paradigm and practice to result in improved student performance and enhanced teacher instruction through reflective practices.</p> <p>Accomplished principal standards are cast in terms of the collaborative actions that accomplished educational leaders take to advance learning to the highest level for every child: to recruit, engage, promote, and retain accomplished teachers; to improve school culture and performance; to advocate for the profession and the needs of their school; to purposefully engage families and the broader community in the school's vision and mission; and to continuously improve practice through self-reflection.</p>	<p>7.1 Self-Reflection and Continuous Improvement: The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement.</p>

Source: This chart was taken from the *LEPG Core Propositions and Standard Indicators* document.

Exhibit 3 demonstrates the alignment between the LEPG Core Propositions and the ISLLC Standards.

Exhibit 3. Alignment Between the LEPG Core Propositions and ISLLC Standards

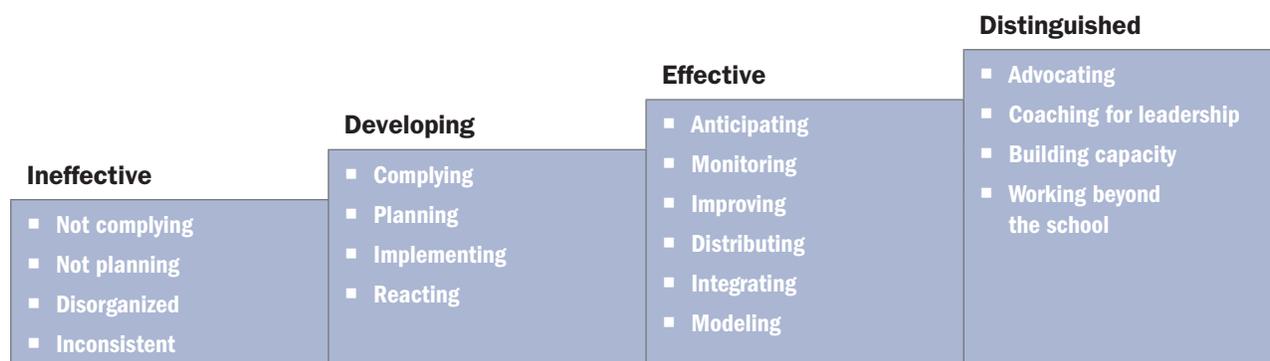
LEPG Core Proposition	ISLLC Standards					
	1. Setting a shared vision for learning	2. Developing a school culture and instructional programs	3. Ensuring effective management of the organization	4. Collaborating with faculty and community	5. Acting with integrity and fairness and in an ethical manner	6. Understanding, responding to, and influencing cultural contexts
1. Vision, Mission, and Advocacy	X			X		X
2. Strategic Leadership for Results			X			
3. Supports for Learning		X				
4. Teaching and Learning		X				
5. Culture		X		X		X
6. Ensuring Professionalism					X	
7. Reflection and Growth					X	

Note. Shading indicates the measure shows evidence for that standard indicator.

LEPG Rubric Performance Levels

The LEPG Rubric describes a continuum of practice for each standard indicator and includes four detailed levels of performance. As described in the LEPG Rubric, each performance level is briefly defined in Exhibit 4.

Exhibit 4. Overarching Performance-Level Definitions



Source: This graphic was taken from the *LEPG Rubric* (p. 2).

Ineffective describes actions and behaviors of a leader’s practice that adversely impact staff, students, and the school community. A leader’s practice at the ineffective level reflects poor school-level leadership practice, noncompliance with pertinent laws and policies, and inattentiveness to the needs of students, teachers, and schools.

Developing practice displays leadership and management practices that are good but need to improve in terms of being systematic and inclusive.

Effective represents a leader who that takes a systematic, proactive approach to continuously improving school processes. Practice at this level demonstrates a solid understanding of relational trust, leadership and instructional best practices, students, and the school community.

Distinguished describes a leader’s practice that reaches above and beyond expectations. Practice would regularly reflect continued improvement and foster an inquiry-based culture of learning for self, staff, and students.

Note: These definitions were taken from the *LEPG Model Guide for MSFE* (p. 22).

Demonstration in Practice

Evidence of each of the standard indicators is collected using evidence that provide relevant information on leader practice. The LEPG Rubric identifies seven possible sources of evidence of leader skill.

- **Artifact Review**—Sample of artifacts highlighting leader performance.
- **360-Degree Survey**—A survey on leader performance to be completed by the leader, evaluator, and teachers or staff in the building.
- **School Climate Survey**—A survey on school culture and climate in the building completed by teachers, staff, and, occasionally, other stakeholders.
- **Observations**—Formal, announced observations of the leader’s work by evaluators.
- **SLO Quality Review**—Sample of student learning objectives (SLOs) reviewed by district staff.
- **Professional Development Plan Review**—Sample of artifacts highlighting participation and application of learning.
- **School Walk-Throughs**—Ten-minute, informal observations of principal practice.

Note: These definitions were taken from the *LEPG Handbook for Leaders* (pp. 14–16).

Exhibit 5 notes which sources of evidence are used for each standard indicator, according to the LEPG Rubric.

Exhibit 5. Sources of Evidence

Standard Indicator	Artifact Review	360-Degree Survey	School Climate Survey	Observations	SLO Quality Review	PD Plan Review	School Walk-Throughs
1.1 Shared Vision and Mission	X	X					
1.2 Stakeholder Communication and Engagement	X	X					
1.3 Community Support	X	X	X				
2.1 Organizational Capacity	X	X					
2.2 Strategic Management Systems	X	X					
3.1 Support for Students	X	X					
4.1 Instructional Focus	X	X					
4.2 Curriculum, Instruction, and Assessment	X	X			X		
4.3 Supporting Instructional Practice		X		X			

Standard Indicator	Artifact Review	360-Degree Survey	School Climate Survey	Observations	SLO Quality Review	PD Plan Review	School Walk-Throughs
5.1 Relationship Building	X		X				Optional
5.2 Respect for Diverse Cultures	X		X				Optional
5.3 Safe Environment	X		X				Optional
6.1 Rational and Transparent Decision Making	X	X					
6.2 Professional Conduct	X	X					
7.1 Self-Reflection and Continuous Improvement						X	

Note. PD = professional development. Shading indicates the measure shows evidence for that standard indicator.

Exhibit 6 provides suggestions for how to choose appropriate professional development.

Exhibit 6. Choosing Appropriate Professional Development Based on Skill Proficiency

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> ■ Observe model practice and create a plan to implement up to three changes for own school. Have a supervisor review plan and implementation of plan. ■ Videotape self implementing a new practice. Have supervisor provide feedback. ■ Attend a conference that is agreed upon by your supervisor. Create plan based on lessons learned from the conference. Supervisor reviews plan and implementation of plan. ■ Read material given to you by supervisor. At a set time, discuss what you learned with your supervisor. Co-create a plan to adjust your practice with your supervisor. 	<ul style="list-style-type: none"> ■ Observe model practice and create a plan to implement up to three changes for own school. Share results from implementing plan with supervisor. ■ Videotape self implementing a new practice and review with supervisor. ■ Choose from conferences your supervisor recommended. Share results of implementing plan. ■ Choose a book or reading material that is suggested by your supervisor. Discuss lessons learned with supervisor and how you plan to adjust your practice. 	<ul style="list-style-type: none"> ■ Observe model practice and implement strategies learned in own school. ■ Videotape self implementing newly acquired feedback. Analyze video. ■ Attend a conference of your choice and implement new strategies based on lessons learned. ■ Read a book or series of blogs of your choice and implement strategies acquired. 	<ul style="list-style-type: none"> ■ Allow colleagues to observe your model practices. Share your reflections and lessons learned with colleagues. ■ Share video with colleagues. Share your reflections and lessons learned from the video. ■ Present at a conference. ■ Lead a book study with colleagues.

Core Propositions and Standard Indicators

STANDARD INDICATOR 1.1

Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through the development of an aligned school mission.

Key Elements of Leader Practice Related to Standard Indicator 1.1

- Articulating a compelling, clear school mission by collaborating with the school community to develop a coherent and shared mission for continuous school improvement
- Engaging key stakeholders in shared leadership and active communication toward school improvement planning
- Ensuring alignment between school mission and school systems/strategies/structures/programs/practices/procedures
- Using progress monitoring processes, protocols, and tools to monitor initiative implementation and continued alignment
- Possessing a student-centered mission for the school that motivates the leader and staff to select, prioritize, and commit to only those goals and initiatives that work to advance it
- Collaborating with the school community to develop a coherent and shared district vision and a theory of action for school improvement and student success
- Identifying and leveraging a focused set of data-based goals to drive coherence across initiatives
- Collecting and using data to assess organizational effectiveness, and promoting adult and student learning toward meeting goals for student growth and achievement goals
- Monitoring and evaluating progress and results through tracking, and revising plans as necessary toward meeting school goals

Questions for Reflection and Planning

- How does our school mission align with our district vision?
- How do comprehensive, data-based needs assessments drive our mission, vision, and action-planning processes?
- How do current and planned school goals align with our school's mission? What are the necessary steps for achieving our school's mission that are not part of our action plan?
- How well do our school's mission and goals reflect our school's community culture and values?
- What steps will I take to ensure that goal-setting and action planning are collaborative?
- What other initiatives align with our mission and will need to be implemented for us to achieve it? What existing initiatives should be changed or eliminated?
- How do I track for progress and adjust our school goals to maximize student learning and growth?
- How will others be involved in monitoring progress toward these goals? What systems should be created or implemented to monitor progress?
- What schoolwide structures have I established for communicating progress toward identified benchmarks and goals?
- What will our school culture and climate look and feel like at the end of this year if progress has been made toward these goals? How will that impact teaching and learning?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Core Proposition 1: Shared Vision and Mission

Professional Learning to Advance This Leadership Practice

- Building skills and knowledge in strategies and processes for engaging diverse stakeholders, building trust, and reaching consensus
- Learning strategies and processes for breaking long-term goals into small steps, and identifying indicators that will show progress toward meeting the goals
- Developing strategies and tools for creating a school mission that is aligned to district vision and monitoring related program implementation and progress

1.1

Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through the development of an aligned school mission.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not articulate a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. ■ The leader implements programs and initiatives that lack coherence and are inconsistently aligned to the school mission. ■ The leader does not monitor progress toward achieving the school mission. 	<ul style="list-style-type: none"> ■ The district priorities focus on creating 21st century learners through an emphasis on science, technology, engineering, and mathematics and connected learning, but the school improvement plan mission focuses on literacy. ■ Professional learning community (PLC) agendas show that PLCs are to focus on a different topic each month—there is a focus on reading in September, science in October, using tablets in November, and writing in December.
Developing (2)	<ul style="list-style-type: none"> ■ The leader articulates a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. ■ The leader implements programs and initiatives aligned to the school mission. ■ The leader establishes or maintains a system for monitoring progress toward achieving the school mission through regular reflection on data. 	<ul style="list-style-type: none"> ■ The school improvement plan mission of supporting students and teachers in project-based learning aligns with the district improvement plan vision. ■ At the school year kickoff meeting, the leader describes how all professional development, PLC work, and classroom walk-throughs will focus on the school vision of project-based learning.
Effective (3)	<ul style="list-style-type: none"> ■ The leader collaborates with the school leadership team, staff, and others to articulate a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. ■ With the school leadership team and others, the leader monitors the implementation of programs and initiatives aligned to the district and school mission to ensure that they are reflected in the planning and teaching occurring at the classroom and building levels. ■ The leader monitors progress toward achieving the school mission through regular, public reflection on data and makes adjustments as needed. 	<ul style="list-style-type: none"> ■ The school mission was developed collaboratively during two all-staff meetings, a community meeting, and a student meeting and is based on historical school data and the district vision; it articulates how the school will contribute to meeting the district vision. ■ The leader involves others in the development of the professional development plan and delegates monitoring of certain components of the plan to the assistant principal and subject-area coaches.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise develops the capacity of teacher leaders, assistant principals, or peers about how to create or maintain program coherence and alignment. ■ The leader engages in opportunities to converse with peers and others about how well all schools are contributing to attainment of the district mission and vision. 	<ul style="list-style-type: none"> ■ The leaders of two or more schools meet monthly to discuss progress toward the district mission and vision.

STANDARD INDICATOR 1.2

Stakeholder Communication and Engagement: The leader communicates internally and externally with stakeholders and the community to advance the organization’s vision and mission.

Key Elements of Leader Practice Related to Standard Indicator 1.2¹

- Creating a collaborative school community where the school staff and community interact regularly and share ownership for the success of the school
- Communicating regularly and proactively with parents and guardians, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits, and educating them about school programs
- Understanding how ethnic and linguistic differences, cultural influences, and poverty and affluence can impact family-school relationships
- Fostering collaborative relationships between the school and families
- Distributing responsibility for community communications

Questions for Reflection and Planning

- How do I proactively establish effective and trusting work relationships with all internal and external stakeholders?
- How do I understand and manage the concerns, motivations, and needs of stakeholders?
- How do I engage families and the community to promote, support, and realize the goal of college and career readiness for every student?
- How do I communicate with parents and caregivers, community members, and school partners? For what reasons?
- How can I increase the clarity, timeliness, and transparency of my communications with parents and the community? How can I ensure that information is reaching the broadest possible audience?
- How do I solicit input from parents and community members about the school?
- In what ways do I help families feel included in the school community?
- How do I make parents feel comfortable and welcome in our school?
- To what degree are the critical messages reaching parents, particularly those parents who do not regularly participate in community events?
- How well are we distributing responsibility for community communications?
- How well is my staff staying “on message” and communicating support for our building’s mission, goals, and action plans when interacting with parents and the greater community?
- What systems do I have in place to monitor the effectiveness of the communication strategies I am implementing in the interest of my organization’s mission and vision?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Working with peers or community leaders to increase personal knowledge and understanding of the various cultures, customs, needs and interests represented by the parents and community members within the district or school

¹ Some key elements, questions for reflection and planning, possible examples, and professional learning suggestions for Standard Indicator 1.2 are taken or adapted from standard indicator 5.2 of the *TEPG Companion Guide*.

Core Proposition 1: Shared Vision and Mission

- Using structured learning opportunities (workshops, courses, webinars, online learning, book studies, etc.) to build skills in engaging and working collaboratively with families and stakeholders
- Collaborating with peers and staff to learn about and apply a variety of strategies and models for engaging in two-way communication with families
- Using structured learning opportunities (workshops, courses, webinars, online learning, etc.) to build skills in using a variety of technological platforms and other communications channels to reach staff and other stakeholders

1.2

Stakeholder Communication and Engagement: The leader communicates internally and externally with stakeholders and the community to advance the organization's vision and mission.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not establish or maintain a plan for stakeholder communications and engagement. ■ The leader inconsistently communicates and networks with internal and external stakeholders or does so in a manner that does not advance the organization's vision and mission. ■ The leader uses limited modalities or forums to communicate the vision and mission to stakeholders. 	<ul style="list-style-type: none"> ■ The leader does not have a plan or strategy for stakeholder communication. ■ The leader shares the school mission at the first parent-teacher association meeting of the year and does not make any plans for communicating it to families not in attendance. ■ The leader inconsistently communicates with parents.
Developing (2)	<ul style="list-style-type: none"> ■ The leader establishes or maintains a plan for stakeholder communication and engagement. ■ The leader consistently works to raise awareness of the organization's vision and mission by internal and external stakeholders. ■ The leader utilizes multiple, widely accessible modalities or forums to communicate the vision and mission to stakeholders. 	<ul style="list-style-type: none"> ■ The school improvement plan includes a communications plan. ■ The leader includes an update on school progress toward its goals at the beginning of every community event. ■ The leader sends flyers home with students that contain important information.
Effective (3)	<ul style="list-style-type: none"> ■ The leader engages with the school leadership team and others to assess the effectiveness of stakeholder communication and engagement plan and make improvements. ■ The leader personally and through the work of others consistently and strategically communicates with internal and external stakeholders to advance the organization's vision and mission. ■ The leader empowers others to use multiple, widely accessible communication approaches or methods that have been strategically selected to match stakeholder communication preferences to communicate the vision and mission. ■ The leader engages with the school leadership team and others. 	<ul style="list-style-type: none"> ■ The leader has participants complete a survey at the end of in-person events that includes questions about the school mission and adjusts messaging based on the responses. ■ The leader connects the purpose of each meeting or communication document to the mission and includes an update on school progress toward its goals at the beginning of every community event and shares how stakeholders can help. ■ The leader analyzes feedback from parents about the best ways to communicate with them and encourages the assistant principal to follow those preferences when communicating with parents.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does two or more of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise builds the capacity of assistant principals or other principals to establish, monitor, and adjust their stakeholder communication and engagement plan. ■ The leader coaches or otherwise builds the capacity of assistant principals or other principals to strategically choose and use communication methods that meet stakeholder needs. ■ The leader contributes to district-level efforts to improve stakeholder communications about district direction. 	<ul style="list-style-type: none"> ■ The leader gives the assistant principal or parent involvement committee, which is led by the assistant principal, responsibility in implementing and monitoring the new initiative and helps the assistant principal plan the best way to communicate the program to parents. ■ The leader gives the assistant principal the task of checking all communication documents for connection to goal achievement. ■ The leader tasks the team with analyzing the results from the communication feedback survey and generating a decision matrix for determining communication strategy.

STANDARD INDICATOR 1.3

Community Support: The leader leverages community resources to implement and revitalize the school's mission

Key Elements of Leader Practice Related to Standard Indicator 1.3²

- Identifying key community organizations that can support and enrich the school
- Working with staff to identify and use community resources to improve student learning
- Identifying and engaging community leaders with influence who can support the school
- Involving parents and community members in improving student learning
- Communicating the importance of community collaboration with faculty and staff

Questions for Reflection and Planning

- What are some ways I can collaborate with the community to provide opportunities for enriching projects and lessons to support student learning?
- How can I bring community members into the school in meaningful ways?
- How can I advocate within my school and beyond for the support and resources necessary for the success of the school?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Engaging in structured learning (workshops, courses, webinars, book studies, etc.) to develop strategies for increasing community connections and working collaboratively with a variety of community organizations and stakeholders Seeking support or coaching from a colleague or peer in strategies and tools for analyzing community engagement with the school, according to demographics and interests, educational experiences, and aspirations
- Identifying “key communicators” from all groups represented among the stakeholders; soliciting their ideas and reactions to initiatives, proposals, and other school issues; and communicating facts about school happenings and general information to them on a regular basis

² Some key elements, questions for reflection and planning, possible examples, and professional learning suggestions for Standard Indicator 1.2 are taken or adapted from standard indicator 5.2 of the *TEPG Companion Guide*.

Core Proposition 1: Shared Vision and Mission

1.3

Community Support: The leader leverages community resources to implement and revitalize the school's mission.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> The leader draws upon a limited array of community resources that are not clearly connected to the school's mission. 	<ul style="list-style-type: none"> The same community organizations have interacted with students and staff the same way for the past 10 years (eighth-grade field trip to the courthouse, visit to the sixth-grade health class from the police department to discuss drugs). The leader accepts all volunteer or community support suggestions and tries to implement them all.
Developing (2)	<ul style="list-style-type: none"> The leader draws upon a limited array of community resources that help to implement the school's mission. 	<ul style="list-style-type: none"> The leader has created partnerships to advance the school's focus on literacy, including monthly visits from the local library, donation of e-readers from a local electronics store, and volunteers from local service agencies coming to read with students in two grade levels weekly. The leader only seeks community support from those that offer and are aligned with the school's mission and vision. The leader doesn't seek additional community support.
Effective (3)	<ul style="list-style-type: none"> The leader enacts a diverse array of community resources to implement the school's mission through the engagement of others (e.g., school improvement team, task force). 	<ul style="list-style-type: none"> The leader engages the school improvement team to brainstorm and recruit the most applicable community resources for the literacy initiative. Members of key community organizations serve on the school's extended leadership team. Through that group, connections are made to other organizations and businesses to increase involvement in the school and help solve problems. For example, when discussing the results of benchmark testing and the implications for response to intervention, local high school students were identified as potential partners for students to practice their reading with, beginning a partnership between the two schools.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> The leader coaches or otherwise builds the capacity of teacher leaders, assistant principals, or other school-level leaders to leverage community resources to achieve the school mission. The leader advocates at the district or state level to build strategic partnerships with community organizations. 	<ul style="list-style-type: none"> The leader encourages teachers to bring community members into their classrooms to support the literacy initiative. Teacher leaders are put in charge of recruiting community members to participate in a reading extravaganza day. The leader advocates that the state develop a fair process for connecting state-level organizations to districts.

STANDARD INDICATOR 2.1

Organizational Capacity: The leader builds organizational capacity by developing leadership competency in others.

Key Elements of Leader Practice Related to Standard Indicator 2.1

- Establishing a process for selection and hiring that includes staff members and prioritizes teaching effectiveness
- Establishing a process for selection and hiring that uses a protocol aligned with the school mission, values, and standards
- Creating distributive leadership structures that engage teachers and other stakeholders in designing systems and supports for teachers and students, such as facilitating professional learning communities or student assistance team meetings
- Using an evidence-based system of examining professional practice to provide feedback and opportunities that stimulate and retain high performers, develop early career teachers, challenge low performers to improve, and remove poor performers who do not improve
- Creating leadership opportunities for teachers that capitalize on teacher strengths in the areas of teaching and learning and include roles and responsibilities that go beyond the assuming of managerial duties normally completed by the building principal
- Supporting success of staff members in new leadership roles through active coaching and ongoing, specific feedback and professional growth opportunities related to their leadership development
- Monitoring staff in leadership roles to ensure expectations are clear and intended goals are being met
- Creating clear, fair, and transparent career paths to leadership that build capacity from within the organization as part of an intentional succession plan

Questions for Reflection and Planning

- What formal or informal individual or group leadership structures are currently in place in my school? What unique support do they offer to teachers and students?
- How can I delegate responsibility in some areas in ways that take advantage of teacher strengths? What process can I use to match interested staff with leadership opportunities that fit their expertise?
- How will I establish criteria for identifying and evaluating leadership potential in my school and determine which staff members are both qualified and interested in assuming additional leadership responsibilities?
- In what ways do I monitor the progress of groups when I am not the leader? Is there a difference in the level of staff accountability when I am not a leader? How can I determine this level and support the success of my leaders and my staff?
- How can I support staff in leadership roles without taking over? What areas of leadership are most challenging for my teacher leaders? How can I support their development in this area?
- In what ways can I gather and provide specific feedback and coaching to teacher leaders that is different from the coaching I provide to them as classroom teachers? What steps will be taken if an individual is not performing effectively as a leader?
- Is the number and tenure of leadership positions designed to invite fresh perspectives over time and offer a wide range of staff members the opportunity to engage as leaders in some capacity?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Core Proposition 2: Strategic Leadership for Results

Professional Learning to Advance This Leadership Practice

- Reading books, online resources, or participating in structured learning (workshops, webinars, courses, etc.) to learn strategies for building capacity of teams and developing leadership skills and dispositions of others
- Conducting literature reviews, working with the leadership team, and applying the new learning through PLCs about a topic that is aligned to the school's goals
- Working with colleagues and peers to learn about strategies for convening hiring committees to discuss school needs and consider the characteristics that represent a strong match for the school's goals, mission, and student needs
- Examining hiring protocols in use in a variety of school settings and using aspects of these protocols to collaboratively design and adjust the school protocol as necessary
- Networking with others to learn about effective recruitment and hiring practices

2.1

Organizational Capacity: The leader builds organizational capacity by developing leadership competency in others.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not use an established process to screen applicants' competencies during hiring process or does not engage with other key school and district personnel in hiring decisions. ■ The leader does not provide leadership development opportunities or does not distribute leadership responsibilities across staff. 	<ul style="list-style-type: none"> ■ The leader does not have competencies identified or does not use a consistent protocol for interviewing. ■ The leader does not delegate leadership opportunities and keeps all decision making to himself or herself.
Developing (2)	<ul style="list-style-type: none"> ■ The leader screens applicants' competencies during hiring process and engages with other key school and district personnel in hiring decisions. ■ The leader makes leadership development opportunities available to interested staff and distributes formal and informal leadership responsibilities by matching school needs with staff talents. 	<ul style="list-style-type: none"> ■ The leader interviews each candidate using a different protocol while looking for the same competencies. ■ The leader asks for volunteers for leadership opportunities or recruits specific people for activities. The leader does not look to grow everyone's leadership or use the opportunity to develop leadership skills.
Effective (3)	<ul style="list-style-type: none"> ■ The leader establishes a process for screening applicants' competencies based on current school leadership needs and engages with other key school and district personnel in hiring decisions. ■ The leader has a process in place for matching staff leadership talent with school needs through assignment of formal and informal leadership responsibilities. 	<ul style="list-style-type: none"> ■ The leader has a rubric for each competency desired and "look-fors" for each of the competency descriptions. The leader looks for evidence in the interview for each of the competencies. ■ The leader solicits information from the staff about leadership strengths or areas a staff member would like to improve. The leader keeps this information in an accessible place in order to use it when assigning leadership responsibilities.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> ■ The leader advocates at the district or state level for strategic recruitment of applicants based on current leadership needs. ■ The leader coaches or otherwise builds capacity of teacher leaders, assistant principals, or others to recognize talent and appropriately delegate leadership responsibility. 	<ul style="list-style-type: none"> ■ The leader works with other leaders to define hiring criteria or process. ■ The leader participates in committees that design district hiring process.

STANDARD INDICATOR 2.2

Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.

Key Elements of Leader Practice Related to Standard Indicator 2.2

- Understanding of budgetary practices, policies, and procedures
- Establishing collective leadership advisory or decision-making teams or other structures that include representation from stakeholders groups represented in the school community
- Using quantitative and qualitative data or input from multiple sources to make budget, operational, and human capital decisions
- Prioritizing the purchase and allocation of resources, including technology and staffing, to optimize student learning
- Designing systems to evaluate the costs and benefits of particular positions, instructional resources, and other fiduciary decisions and make adjustments as necessary to maximize the impact on student learning
- Understanding and analyzing data from multiple sources to identify student learning needs, set goals, monitor and modify instruction, and advocate and plan for appropriate resources to increase student achievement
- Setting short- and long-term goals for school improvement, with benchmark intervals and measures to allow continual monitoring of progress toward goals
- Organizing data for ease of use by key stakeholders
- Modeling the use of evidence to support decisions and setting consistent expectations of staff to use a similar process when making individual or collective decisions about students and instruction

Questions for Reflection and Planning

- What types of quantitative and qualitative data are most useful for me in making budgetary decisions regarding operations, staffing, and other resources for supporting teaching and learning?
- How might I ensure that a wide representation of perspectives and data has been examined before making decisions?
- How might I create or enhance leadership structures to engage stakeholders in collective decision-making processes related to school improvement?
- How are these data organized for ease of use and ongoing communication with staff, parents, and the greater community, including the superintendent and school board? Which data best support a clear rationale for the budgetary decisions I make on behalf of my school needs?
- What data are available to provide information about the effectiveness of budget, operational, and human capital decisions, and what additional data would be useful to have? What systems do I have in place to set goals and monitor progress toward school improvement? How do I determine which benchmark measures are appropriate? What role does my staff have in this process?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Core Proposition 2: Strategic Leadership for Results

Professional Learning to Advance This Leadership Practice

- Collaborating with other school and district leaders in identifying data sources and systems to inform decision making or receiving coaching and feedback on one's own data-based decision making
- Participating in structured learning opportunities (workshops, courses, book studies, webinars, etc.) to build skills in using data and decision-making protocols
- Identifying ways in which action research on data use in the school can support strategies to monitor goals for student learning and overall school improvement
- Reading books on strategic leadership and organizational leadership and practicing using strategies learned

2.2

Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not have strategic management systems in place to support the effective and efficient use of the organization's fiscal, operational, and human resources. 	<ul style="list-style-type: none"> ■ The leader completes an annual budget but does not have a system in place to track or monitor the effectiveness of school spending.
Developing (2)	<ul style="list-style-type: none"> ■ The leader establishes or maintains strategic management systems to support the effective and efficient use of the organization's fiscal, operational, and human resources. 	<ul style="list-style-type: none"> ■ The leader creates a dashboard of pertinent data to review daily, weekly, or monthly, depending on the data. Data can include, but are not limited to, budget reports, maintenance reports, staff attendance, etc.
Effective (3)	<ul style="list-style-type: none"> ■ The leader establishes or maintains, monitors, and adjusts, with input from others, strategic management systems using data to maximize effective and efficient use of the organization's fiscal, operational, and human resources. 	<ul style="list-style-type: none"> ■ The leader establishes or maintains strategic management systems to support the effective and efficient use of the organization's fiscal, operational, and human resources. ■ The leader requires leadership team members to use fiscal, operational, and human resource data. ■ The leader asks for input on the systems and on what data to collect and how to use the data most effectively. ■ The leader engages staff, students, families, and community in analyzing, interpreting, and using multiple types of data on a continuous basis as appropriate.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise builds the capacity of teacher leaders, assistant principals, or other principals to establish or maintain, monitor, and adjust strategic management systems using data to maximize effective and efficient use of the organization's fiscal, operational, and human resources. ■ The leader engages in district- or state-level committees or projects to improve strategic management systems to expand the use of financial, operational, or human resources. 	<ul style="list-style-type: none"> ■ The leader makes suggestions to the district or state on the types of data that would be useful at the school level or helps the district or state create a school-level dashboard of data that is pertinent to school leaders. ■ The leader collaborates with others to develop systems to generate, collect, and manage data. ■ The leader designs and implements quality control mechanisms.

STANDARD INDICATOR 3.1

Support for Students: The leader develops a system to support all students socially, emotionally, and intellectually.

Key Elements of Leader Practice Related to Standard Indicator 3.1

- Being aware of the primary social and emotional issues students are facing and seeking available social and support services to meet student and school needs
- Working with the guidance department and other practitioners to provide opportunities and resources that educate staff about approaches to supporting the range of social, emotional, and developmental issues and related behaviors students may be facing or displaying that pose a risk to their ability to learn in the classroom
- Allocating social and clinical support services and creating or using systems to monitor the impact of services on the student's well-being
- Advocating for adequate funding for social and clinical support services
- Establishing collaborative structures such as response to intervention and student assistance teams to continually analyze data and other sources of information about individual students who are struggling to find social, emotional, or academic success and developing concrete short- and long-term plans for supporting and monitoring student learning and well-being
- Using data to identify and allocate academic support services such as Title I and special education services and advocating for funding needed to provide adequate numbers of trained staff to meet individual student needs
- Gathering data on how school personnel, policies, and programs are working to promote a fair, equitable, and accessible environment that minimizes social and emotional stressors such as bullying, bias, or consequences that are either inequitably applied or out of alignment with the level or scope of student behaviors and choices
- Monitoring the delivery and effectiveness of student support services and making adjustments based on student needs and the effectiveness of programs or personnel

Questions for Reflection and Planning

- To what extent does my staff have the resources and skills they need to support a range of student needs within the classroom? How can I identify the training and opportunities that will allow them to address these needs in ways that maximize the learning time for all students?
- What programs and curriculum do we have in place that emphasize social, emotional, and intellectual development? How can we monitor the content and delivery of these programs and curriculum to ensure that they are having the necessary impact on students?
- What formal collaborative structures and teams exist to examine students at risk of academic failure or social and emotional crisis? What resources are available to support these students?
- Are students at all points on the continuum of academic skills and knowledge being regularly assessed and monitored to ensure that opportunities exist for them maximize their talents, interests, and potential?
- Are there patterns of social and emotional needs present in our student population? Are the resources for support being allocated in proportion to the numbers and need?

Core Proposition 3: Supports for Learning

- What behaviors and language do I notice being used with students in classrooms and in the building that either support or detract from the social, emotional, or academic success of students? How can I provide feedback and support to practitioners in this area?
- How well am I communicating priorities for social, emotional, and intellectual development and the expectations for practitioners in supporting this development in students? Am I including this priority when planning for reasonable growth and achievement of students who may be experiencing a lack of home support or other sources of trauma?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Collaborating with social workers, guidance counselors, the school nurse, and other clinical professionals to expand knowledge of social and emotional issues faced by students in the community and inform programmatic planning to meet student needs
- Researching or engaging in structured learning (workshops, book group, webinar, course, etc.) to learn strategies for creating a school environment that focuses on understanding the ways in which academic, social, and emotional concerns intersect, and sharing this learning through collaborative conversations and other whole-staff learning opportunities
- Investigating whole-school programs such as positive behavioral interventions and supports and responsive classroom to build common procedures, policies, language, and behaviors that can support authentic interactions among all members of the learning community that promote social and emotional learning
- Working collaboratively with staff to identify which programs or strategies offer the best and most consistent fit for the needs of the school population
- Networking with state officials, district leaders, or community partners to advocate for and coordinate support for social, emotional, and academic learning

Core Proposition 3: Supports for Learning

3.1

Support for Students: The leader develops a system to support all students socially, emotionally, and intellectually.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader has inconsistent or inefficient systems or processes in place to support students socially, emotionally, and intellectually in their development, learning, and achievement. ■ The leader does not allocate adequate staffing or funding to social and clinical support services. ■ The leader does not communicate with students and parents or caregivers about the availability of social and clinical support services. 	<ul style="list-style-type: none"> ■ The school's open counselor position has been unfilled for three months because the leader has not taken time to review the applications. ■ When discussing options with the parent of a student who is regularly involved in fights, the leader does not mention the anger management group lead by the social worker that meets weekly.
Developing (2)	<ul style="list-style-type: none"> ■ The leader establishes or maintains social and clinical support services that ensure all students are supported socially, emotionally, and intellectually in their development, learning, and achievement.^a ■ The leader ensures that social and clinical support services are accessible to all students by allocating adequate staffing and funding to these services. ■ The leader ensures appropriate communication occurs with students and parents or caregivers about the availability of social and clinical support services. 	<ul style="list-style-type: none"> ■ The school employs a social worker, counselor, and nurse to provide social and emotional support. An anger management group meets weekly. ■ Open office hours for each class are provided by counselors, and the master schedule ensures students will not need to miss class or lunch to participate.
Effective (3)	<ul style="list-style-type: none"> ■ The leader monitors and adjusts, with input and ideas from others, established social and clinical support services to ensure all students are supported socially, emotionally, and intellectually in their development, learning, and achievement in response to data and feedback. ■ The leader monitors the funding and staffing of social and clinical support services for students and makes adjustments. ■ The leader collaborates with other staff to communicate with students and parents or caregivers about the availability of social and clinical support services, and monitors and adjusts communications strategies based on feedback. 	<ul style="list-style-type: none"> ■ The leader seeks input from teachers and support providers on the types of programs that should be offered based on student needs, and prioritizes those programs ■ The leader collects data on the number of students who visit the counselor and the general topics discussed. Upon realizing several students were struggling with eating disorders, the leader asked the counselor to host an informational night for parents about signs of eating disorders and healthy eating. Surveys at that meeting asked parents what topics they would like to see addressed at future meetings.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise develops the capacity of teacher leaders, assistant principals, or others to support, monitor, and adjust social and clinical support services. ■ The leader participates in district-level policy discussions regarding the effectiveness of social and clinical support services effectiveness. ■ The leader collaborates with district-level staff to communicate with students and parents or caregivers about the availability of social and clinical support services. 	<ul style="list-style-type: none"> ■ The leader advocates for additional social and emotional support staff for the school. ■ The leader enlists teacher leaders to determine a plan to communicate support services to parents or caregivers.

^aFor example, individualized education program (IEP) teams and guidance counselor services.

STANDARD INDICATOR 4.1

Instructional Focus: The leader ensures that teaching and learning is the primary focus of the organization.

Key Elements of Leader Practice Related to Standard Indicator 4.1

- Communicating the belief that all students can learn and accomplish challenging learning goals to students, staff, and community members and encouraging engagement of all in promoting this common interest
- Creating structures and using personnel efficiently to address and communicate about noninstructional priorities such as building management, scheduling, and student discipline to maintain the instructional time of teachers and allow the leader to be visible in classrooms
- Prioritizing initiatives and related professional development based on alignment with district and school goals for student learning as well as the district and school mission
- Protecting and maximizing time for professional development and collaborative conversations related to teaching and learning
- Communicating to students, staff, and the community the impact that student attendance and uninterrupted teaching and learning time has on student success and consistently addressing instances, events, and behaviors that detract from these priorities

Questions for Reflection and Planning

- Am I leading staff to a clear and common understanding of what constitutes “high and attainable expectations” for student progress? How do I address the behaviors and dispositions of individuals within the organization or out in the community that are not in line with this common interest?
- What percentage of my time when teachers and students are present is allocated to managerial tasks unrelated to teaching and learning? What structures can I put in place or use to spend as much time as possible in the classrooms learning about and supporting teaching and learning in my school? How well does the current schedule and allocation of time for particular content areas support a focus on uninterrupted teaching and learning? How can I be sure that the adjustments I make in one area do not have unintended consequences in another?
- How am I monitoring and ensuring the quality of the instructional vision and its implementation? In what ways am I consistently communicating these expectations to staff and students? How do I work with staff to prioritize initiatives and related tasks to ensure that those with the greatest potential to impact teaching and learning are given the highest priority? In what ways do I advocate for this priority to outside stakeholders such as the school board and greater community?
- In what ways are we using professional development and other meeting time to focus on teaching and learning? Is there enough opportunity for teachers to collaborate on these priorities?
- How might I gather data and feedback from staff on how the structure, content, and resources devoted during this time are supporting teaching and learning as a priority?
- How do I communicate to students, staff, and the community the importance of student attendance in supporting learning? In what ways do I involve parents and the community in supporting the priority of getting students to school regularly and on time?
- Do I have systems in place to monitor how the time that students are in class is being used? How am I ensuring that high-quality instruction is being provided, with a minimum of downtime in each classroom? What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Consulting resources such as books and articles and seeking coaching and feedback from colleagues in how to manage noninstructional priorities in ways that preserve time during the school day for a focus on the teaching and learning that is occurring in classrooms
- Researching, selecting, and applying strategies for monitoring how instructional time is being used in each classroom and ways in which these data can be analyzed collaboratively with individuals and groups to address gaps and areas for improvement
- Working with peers and other colleagues to reflect upon and improve strategies for communicating about, and engaging others in, the common interest of prioritizing teaching and learning

4.1

Instructional Focus: The leader ensures that teaching and learning is the primary focus of the organization.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not communicate high expectations for students' achievement to students, teachers, other school staff, parents, caregivers, or the broader community. ■ The leader has no system in place to monitor teachers' use of instructional learning time. ■ The leader's plans for professional development are not consistently focused on improving instructional practices and student learning. ■ The leader does not prioritize use of own time to focus on supporting instructional practice and student learning. 	<ul style="list-style-type: none"> ■ The leader approves an SLO where the teacher indicates the special education students in the class will not be able to show growth. ■ The leader does not provide feedback or coaching to a teacher who regularly is observed beginning class 10 minutes late. ■ PLC time is often used for district and school announcements. ■ The leader rarely leaves the office to see what instruction looks like in the school.
Developing (2)	<ul style="list-style-type: none"> ■ The leader communicates high expectations for all students' achievement to students, teachers, and other school staff. ■ The leader establishes or maintains a system for monitoring teachers' use of instructional learning time. ■ The leader plans teacher professional development that is focused on improving instructional practices and student learning. ■ The leader plans use of own time to place a priority on supporting instructional practice and student learning. 	<ul style="list-style-type: none"> ■ The leader requires two teachers whose targets for special education students in their SLO were not rigorous to meet with the special education teacher and revise the targets. ■ The leader advocates bell-to-bell instruction and provides teachers with feedback on what is observed during walk-throughs. ■ The leader ensures PLCs engage in data analysis of subgroups of students and instructional adjustments all year and protects the time for these purposes. ■ The leader makes time to conduct walk-throughs each day and provides formative feedback to teachers on student engagement.

4.1

Instructional Focus: The leader ensures that teaching and learning is the primary focus of the organization.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Effective (3)	<ul style="list-style-type: none"> ■ The leader communicates high expectations for all students' achievement to students, teachers, other school staff, parents and caregivers, and the broader community. ■ The leader monitors teachers' use of instructional learning and planning time, and adjusts schedules and processes to protect this time with input from teachers. ■ The leader engages others (e.g., school leadership team, chairpersons) in identifying and aligning professional development offerings with staff needs based on evaluation or other information. ■ The leader monitors and adjusts use of own time to place a priority on supporting instructional practice and student learning. 	<ul style="list-style-type: none"> ■ The leader's rationale for all student improvement gains are included in the school improvement plan and are based upon a reasonable analysis of student learning data. The expectations are shared with staff before they write SLOs. ■ The leader conducts collaborative meetings to hone expectations use of class time. ■ The leader adjusts duty schedules so that the third-grade team can collaborate before school. ■ The school leadership team uses observation data to connect teachers with weakness in student engagement with skilled teachers, providing release time for observations and opportunities for coteaching. ■ The leader rearranges her schedule to provide coaching and support to a novice teacher struggling with classroom management.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise develops the capacity of teachers, teacher leaders, assistant principals, or other school-level leaders on strategies for aligning professional development offerings with staff needs based on evaluation or other data. ■ The leader contributes to district-level efforts to link evaluation results and improved professional development. ■ The leader coaches or otherwise develops the capacity of teacher leaders, assistant principals, or other school-level leaders on strategies for monitoring and improving teachers' use of instructional time. 	<ul style="list-style-type: none"> ■ The leader assigns the assistant principal the task of doing a first review of SLOs for a set group of teachers. ■ The leader tasks a teacher lead with leading a book study to improve use of instructional time. ■ The school leadership team conducts instructional rounds together quarterly and debriefs after each observation, building the observational and coaching skills of team members. ■ The leader shares her tool for tracking teacher practices during observations and walk-throughs with other principals. Soon it becomes a standard district tool.

STANDARD INDICATOR 4.2

Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.

Key Elements of Leader Practice Related to Standard Indicator 4.2

- Working collaboratively with staff and other leaders from sending and receiving schools to ensuring vertical and horizontal alignment of curriculum, instruction, and assessment to college-and career-ready standards
- Aligning curriculum standards, resources, and supports to school and district annual goals and ongoing improvement plans
- Providing opportunities for teachers to collaboratively select, develop, and analyze formative and summative assessments and other easily interpreted data to ensure ongoing alignment with curricular expectations, instructional strategies, and the needs of students
- Developing and reviewing grading procedures and policies to appropriate rigor and calibration across classrooms and subject areas
- Examining student achievement and student growth data and other performance measures, including classroom observations, to monitor and adjust curricular resources, instructional strategies, teacher professional development, and student supports
- Connecting the articulated curriculum and expectations to new teacher mentoring and support systems and the feedback that is given to teachers through evaluation and professional growth system components
- Advocating within the community to create opportunities for students to experience and apply the curriculum within authentic contexts to link classroom learning to future aspirations
- Communicating and monitoring expectations to teachers regarding the regular communication of content standards, curricular expectations, and student progress reporting to students and families

Questions for Reflection and Planning

- In what ways have I collaborated to support the vertical and horizontal alignment of the content standards, curriculum, and assessment? Has this work been captured in a useful way that is easily accessed and with individuals both in and outside of the organization?
- What ongoing structures and processes can be created or used to make sure assessments are aligned to standards and instruction and assessment results are used for instructional and programmatic decision making?
- Are the processes I am using to allocate curriculum resources successfully supporting teachers and students in meeting our priorities and goals for school improvement? What data do I have to support this? What adjustments need to be made?
- Which sources of data are most useful for teachers to monitor student success with the standards and curriculum? How can I support collaboration in analysis instructional decision making?
- How does our school's grading and progress reporting system and policy align and support our goals for curriculum, instruction, assessment, and student growth? Is there consistency across grades, classrooms, content areas, buildings, and so on? Are these systems and policies easily accessed and understood by students and parents?

Core Proposition 4: Teaching and Learning

- In what ways am I supporting and new teachers in learning and implementing the articulated curriculum for our district?
- Is the feedback I am providing to teachers through the evaluation and professional growth system components aligned to the expectations for curriculum, instruction, and assessment? Are these expectations considered in the development of teachers' professional goals and plans for growth and improvement?
- To what extent am I providing structured time for teachers to collaborate in designing, implementing, and adjusting standards-based instruction and assessment based on the needs of students?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Researching successful frameworks, structures, and processes used successfully by other schools and organizations to align and monitor the implementation of rigorous systems of curriculum, instruction, and assessment
- Using what is learned as the basis for developing an alignment plan or process for the leader's school or district
- Engaging in structured learning (workshops, courses, webinars, book studies, etc.) to learn about college- and career-ready standards, curriculum, assessment, and instructional approaches for different grade levels and content areas
- Researching collaborative professional development structures such as PLCs to determine how to structure teacher professional development time to allow for the ongoing development and refinement of curriculum, instruction, and assessment resources and practices
- Seeking resources related to data analysis protocols and other tools that can be used to evaluate the impact that implementation of curriculum, instruction, and assessment is having on student learning and growth and adjust decisions based on the results

4.2

Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not establish or maintain an aligned system of curriculum, instruction, and assessment. ■ The leader does not establish or maintain procedures for curriculum alignment and coordination within each content area or across grade levels. ■ The leader does not align curricular resources, assessments, and supports with school or district improvement plans. ■ The leader does not provide teachers with data to drive instructional planning or does not provide teachers with opportunities to collaboratively examine assessment data. 	<ul style="list-style-type: none"> ■ The leader assumes instruction is aligned with the curriculum and assessment. ■ The leader does not provide opportunities for cross-grade or within-subject-area coordination. ■ The leader assumes resources, assessments, and supports are aligned with school improvement plans. ■ The leader requires teachers to create or assemble data for analysis; school leadership does not provide any data to teachers.
Developing (2)	<ul style="list-style-type: none"> ■ The leader establishes or maintains curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on college- and career-ready standards. ■ The leader ensures that time and procedures for curriculum alignment and coordination are adhered to within each content area and across grade levels. ■ The leader aligns curricular resources, assessments, and supports with school or district improvement plans. ■ The leader provides teachers with data to drive differentiated instructional planning. 	<ul style="list-style-type: none"> ■ The leader requires all lesson plans and assessments to include alignment to college- and career-ready standards. ■ The leader has cross-grade teams meet once monthly during early start days to review data and collaboratively plan for the vertical articulation of standards. ■ The leader develops a curricular resource request process that asks teachers to show how any requested resources align with college- and career-ready standards and the school improvement goal of student engagement. ■ The data team provides teachers with disaggregated data from district benchmark tests after each administration for analysis by PLCs.
Effective (3)	<ul style="list-style-type: none"> ■ The leader establishes or maintains systems that engage staff and others in routinely monitoring and adjusting curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on college- and career-ready standards. ■ The leader ensures that time and procedures for curriculum alignment and coordination are adhered to within each content area, across grade levels, and across content areas. ■ The leader monitors alignment of curricular resources, assessments, and supports with school or district improvement plans and makes adjustments. ■ The leader supports varied opportunities for teacher analysis of assessment data to drive differentiated instructional planning. ■ The leader encourages teachers and staff to try new instructional approaches or curriculum that hold high potential for improving learning. 	<ul style="list-style-type: none"> ■ The leader has teachers of different subjects check and approve the alignment of end-of-course exams with standards for their peers in the same subject as part of the end-of-course exam-writing process. ■ The leader ensures that at the beginning of each quarter, cross-grade and cross-content-area teams meet to coordinate on curriculum articulation and collaborative lessons and provides incentives for teachers to develop and implement cross-content-area units. ■ The leader rejects the initial request by kindergarten teachers for a new screening exam because of poor alignment with the curriculum and instructional strategies of the school. ■ School leaders provide teachers with disaggregated data after each benchmark assessment. Analysis of student data is conducted at every PLC meeting and monthly by the data team.

4.2

Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does two or more of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise builds capacity of teacher leaders, assistant principals, or others to continuously improve curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on college- and career-ready standards. ■ The leader creates structures that allow teacher leaders, assistant principals, or other school-level leaders to reflect upon and improve systems for ensuring curriculum alignment and coordination. ■ The leader participates on state- or district-level committees to make strategic decisions about resource allocations. ■ The leader coaches or otherwise builds the capacity of teacher leaders, assistant principals, or other school-level leaders to support opportunities for teachers' use of assessment data. 	<ul style="list-style-type: none"> ■ The leader works with the instructional leadership team to develop a process for providing quality assurance for the end-of-course assessments developed by teacher PLCs. ■ When an assistant principal develops a process for cross-grade curriculum coordination, the leader integrates the process into PLC collaboration and puts the assistant principal in charge of its implementation. ■ The leader actively participates in the state's focus group on the new statewide assessment. ■ The leader ensures that half of the data team membership is teachers.

STANDARD INDICATOR 4.3

Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.

Key Elements of Leader Practice Related to Standard Indicator 4.3

- Observing and gathering evidence of teacher practice that is specific, objective, actionable, and aligned to the district's standards for professional practice.
- Engaging in announced and unannounced observations with a frequency that will allow the leader to gather a rich and accurate picture of the full range of a teacher's practice
- Incorporating data on student growth and other measures to inform the conversations about the impact of particular teaching practices on student learning
- Engaging in evidence-based, improvement focused conversations based on what has been observed and shared through classroom visits and conversations with the observed practitioner
- Providing feedback that is specific and actionable, including positive reinforcement of teacher strengths and constructive feedback that is focused on prioritized areas for growth
- Using professional judgement that is grounded in specific evidence to provide practitioners with a rationale for why the teaching practice aligns within a particular level of performance in the rubric and why it does not align with an adjacent level of performance
- Working collaboratively with the practitioner to identify areas of practices to improve or refine and developing an action plan with next steps to employ professional development resources to use and strategies for measuring improvement of practice and the impact these refinements are having on student learning
- Understanding the different ways in which adults experience feedback so that varied, differentiated approaches can be employed to foster reflection and growth

Questions for Reflection and Planning

- Have I engaged in enough announced and unannounced observations to allow me to evidence, evaluate, and provide feedback on a rich and accurate picture of the full range of a teacher's practice?
- How can I support teachers in selecting student work and other artifacts of practice to support rich conversations about teacher practice and instructional improvement?
- What types of questions am I asking teachers to gain further insight into their practice and encourage reflection during the postobservation conference? How might I plan my questions proactively to avoid leading questions or veiled criticism and make good use of time while creating opportunities to learn more about the teacher's practice and the nature of student learning?
- Am I remembering to reinforce areas of strength in the teacher's practice? How am I using evidence to do this work?
- Am I able to prioritize areas of constructive feedback to make reflection and growth on the part of the teacher both manageable and impactful in the short and long term? Is the postobservation evidence I use accurately aligned to the standards in the TEPG rubric? Am I able to remove instances of interpretation and bias from the evidence I have gathered? Can I support interpretations I do make with objective evidence of teacher practice and student learning?

Core Proposition 4: Teaching and Learning

- How accurate is my assessment of teacher practice related to the rubric? Is my understanding and scoring calibrated with other evaluators?
- Do teachers leave the postobservation conference with actionable steps for improvement? Do the action steps offer the teacher a clear picture of what this improvement would look like in his or her classroom? Is successful implementation of the plan feasible in the near future? What systems and structures are in place in my organization to encourage teacher collaboration in the interest of improved practice and student learning?
- Have I shared or identified strategies and resources the teacher can use to improve his or her practice? Do both the teacher and I understand each other's role in implementing the action plan and monitoring and adjusting for its completion and success?
- Am I able to adjust the level of direction I need to provide during postobservation conferences to teachers to match individual needs with regard to reflection and improvement?
- In what ways do I include student growth data in the feedback conversations and action steps for improving and refining teacher practice?
- How do I use teacher evaluation data to plan schoolwide professional development? Have I considered where current programs and initiatives and related professional development structures are linked to the professional practice standards and made these connections clear to teachers?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Engaging in structured opportunities (workshops, courses, webinars, etc.) to learn and refine skills in gathering observation evidence and providing improvement-focused feedback to teachers
- Working with a peer, colleague, or supervisor to observe or analyze a live event or video of a recent postobservation conference and reflect on how well the strategies and skills promoted teacher reflection and growth
- Participating in regular observations alongside an administrative peer to monitor interrater agreement and accuracy and build a deeper common understanding of the expectations for teacher practice
- Working with teachers, peers, and other individuals to research and collect resources for professional development that are aligned to professional practice standards and identifying alignment among the professional practice standards and existing programs, initiatives, and professional development offerings

4.3

Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader convenes postobservation conference with teachers about observed instructional practice, which focuses primarily on synthesizing or summarizing observed actions. The leader's comments do not include feedback on practice, are not evidence-based, or are not actionable given classroom contexts. ■ The leader speaks more than 50 percent of the time during postobservation conference, offering few opportunities for teachers to take an active role. ■ The leader does not end the postobservation conference with action steps that include accessing professional growth opportunities linked to evaluation results. 	<ul style="list-style-type: none"> ■ During a postobservation conference, the leader spends most of the time complaining how many teachers do not use the correct lesson planning template. ■ The leader does most of the talking during the postobservation conference. ■ The postobservation conference focuses on recalling the details of the observation and does not include suggestions for professional development.
Developing (2)	<ul style="list-style-type: none"> ■ The leader convenes postobservation conversations with teachers about observed instructional practice, offering general feedback based on evidence from observations. ■ The leader prompts teachers to participate in the conversation but uses low-level questions to clarify observations and teacher actions. ■ The leader ends postobservation conference with action steps that include accessing professional growth opportunities linked to evaluation results but does not follow up to ensure teachers obtain access to identified supports. 	<ul style="list-style-type: none"> ■ During a postobservation conference, the leader explains what evidence was observed for each component of the observation rubric, providing the teacher with areas of success and steps as to how to improve practice. ■ The leader asks the teacher a few clarifying questions at the beginning of the postobservation conference but spends most of the meeting talking. ■ The leader recommends that the teacher connect with a colleague who has strong classroom management skills to observe that classroom and discuss strategies but does not follow up to see if that has occurred.
Effective (3)	<ul style="list-style-type: none"> ■ The leader convenes postobservation conversations with teachers, engages in meaningful conversations with teachers about instructional practice, and offers specific, actionable feedback based on evidence from observations. ■ The leader uses a mix of low-level, factual questions and high-level reflective questions to support teachers in taking an active role in conversations about teacher practice and in making decisions about next steps for improvement. ■ The leader provides teachers access to targeted quality professional growth opportunities based on needs identified through regular observation of teacher practice. ■ The leader uses questions to elicit teacher-led discussion about instructional practice quality, effectiveness, and improvement. 	<ul style="list-style-type: none"> ■ During a postobservation conference, the leader and teacher discuss what evidence was observed for each component of the observation rubric. The leader facilitates a conversation where the teacher leaves with up to three concrete steps as to how to improve practice and up to three areas of success for the teacher to build upon. ■ The leader begins the postobservation conference asking the teacher to reflect on the lesson. They discuss how the observed lesson is similar or dissimilar to other lessons. ■ Reviewing walk-through notes, the principal notices that the teacher has received feedback about student engagement several times. The principal meets with the teacher to discuss this feedback and suggests some professional learning opportunities for increasing student engagement.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise builds the capacity of assistant principals, coaches, or others to give high-quality feedback to teachers and other staff about instruction and job performance. ■ The leader coaches or otherwise builds the capacity of assistant principals, coaches, or others to provide teachers with targeted quality professional growth opportunities based on needs identified through regular observation of teacher practice. 	<ul style="list-style-type: none"> ■ The leader and assistant principal conduct three observations together. The principal leads the postobservation conference with the first teacher but then lets the assistant principal lead the next two, providing the assistant principal with coaching on how to effectively lead the meeting. The leader and assistant principal divide the rest of the evaluations between them. ■ The leader facilitates a PLC with fellow principals about having difficult conversations. ■ The leader serves on a state committee, developing professional development opportunities for teachers.

STANDARD INDICATOR 5.1

Relationship Building: The leader builds authentic, productive relationships with and among students, staff, parents and caregivers, and the community in the interest of student learning.

Key Elements of Leader Practice Related to Standard Indicator 5.1

- Working with staff to engage in and support regular, consistent communication with parents and caregivers, listening to their concerns and respecting their perspectives, enlisting their support in fostering learning and good habits, informing them of student accomplishments and successes, and educating them about school programs and opportunities for involvement in the work of the school
- Establishing routines to collect information from various stakeholders to inform relationship building
- Creating a mutually trusting and affirming environment where individuals feel empowered to share their concerns, ideas, and solutions in the interest of fostering and maintaining a culture of continuous improvement
- Creating collaborative relationships among the leader and students, staff, and families
- Gathering direct knowledge of staff, students' and community members' interests, perspectives, and philosophies through classroom visits, school events, individual conversations, and the creation of opportunities for staff to engage on topics both related and unrelated to teaching and learning
- Being aware of the social and professional dynamics of the staff and cultivating shared beliefs and actions related to student success to address conflict directly and nonjudgmentally
- Seeking out opportunities to regularly express personal and public appreciation for the various ways that individuals within the school community—staff, students, community members—are contributing to the success of the school
- Collecting information systematically about how to improve relationships within the school and the school community
- Modeling the necessary behaviors to build relationships and encourage others to foster productive relationships with students, staff, and families
- Connecting individuals from within and beyond the school community to support programs and initiatives
- Consistently modeling honesty, transparency, and humility in all interactions with students, staff, and stakeholders

Questions for Reflection and Planning

- How might I identify and capitalize on the common interests related to instructional excellence and student success that I share with my staff to promote collaboration and improvement ?
- Where are the relationship strengths and gaps in my school community? Are there individuals acting as key influencers that are positively or negatively impacting the relationships between and among its members? How might I use or address these individuals and behaviors to build more positive and professional relationships?
- In what ways do I identify and recognize the positive contributions of individuals within and beyond the organization that contribute to its success?
- Do I have a deep knowledge of the individual interests, perspectives, and philosophies held by each member of my staff? How might I gain this information?

- How am I using what I know about my teachers as individuals and as a group that will inform my leadership? Am I consistent in my approach so as not to favor one group or individual over another? What would my staff have to say about this aspect of my leadership?
- How might student, parent, and staff perception surveys be used to gather and analyze information about how my leadership style supports or detracts from the building of positive and productive relationships?
- What strategies do I use to address conflict among staff and other members of the school community? In what ways am I successfully projecting an open and nonjudgmental stance when inviting individuals to share their ideas and concerns? What do I know about their interests and background that can help me to better connect with teachers so I can differentiate my leadership approach as necessary to build and maintain productive relationships in the interest of students?
- What do I do purposefully to build productive relationships with students, staff, parents or caregivers, and the community?
- How do I support teachers building relationships with parents and caregivers? How might I support both teachers and parents to keep the best interest of the student in mind when addressing concerns arise within the classroom?
- What does a school with successful and trusting relationships look like? What are the necessary steps for achieving this success?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Using self-analysis personality tools such as Myers-Briggs to understand our own psychological preferences and analyzing how the results impact relationship building
- Providing opportunities for staff and groups to understand one another's preferences and consider thoughtful approaches when communicating and collaborating with one another
- Participating in structured learning opportunities (book or article discussions, workshops, webinars, etc.) to learn about different leadership styles and the impact each has on the perceptions of leaders and their relationships with others
- Gathering and reviewing school culture and other data to identify gaps and barriers to the building of productive relationships with staff, students, and community members
- Developing an action plan to address gaps and barriers and monitor progress
- Seeking peer review of live or videotaped interactions with stakeholders to reflect on how the leader communicates with your students, teachers, or families

5.1

Relationship Building: The leader builds authentic, productive relationships with and among students, staff, parents and caregivers, and the community in the interest of student learning.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not consistently establish or maintain trusting and productive relationships with students, staff, parents and caregivers, and community members. ■ The leader does not plan or provide opportunities for teachers and other school staff to build relationships with parents and caregivers through school-based events. 	<ul style="list-style-type: none"> ■ The school does not host back-to-school night or parent-teacher conferences. ■ The leader does not seek input or involve teachers in conversations when there is a parent dispute. ■ The leader does not have parents and caregivers, community members, or teachers on the school leadership team. ■ The leader does not invite (or invites at the last minute) parents or caregivers and community members to school events.
Developing (2)	<ul style="list-style-type: none"> ■ The leader establishes and maintains trusting and productive relationships through listening, teamwork, and collaboration with students, staff, parents and caregivers, and community members. ■ The leader provides opportunities for teachers and other school staff to build relationships with parents and caregivers through school-based events. 	<ul style="list-style-type: none"> ■ The leader creates opportunities for staff to build relationships with families based on feedback from climate surveys or 360-degree surveys. ■ The leader brings the parent and teacher together to settle disputes but does not facilitate the conversation. ■ The leader invites parents and teachers to serve on the leadership team but doesn't ensure those groups are represented. ■ The leader systematically plans meetings for staff and parents and caregivers to build relationships. These could be quarterly back-to-school nights, family fun nights, or sharing teacher projects or accomplishments with parents and caregivers, etc.
Effective (3)	<ul style="list-style-type: none"> ■ The leader establishes and maintains trusting and productive relationships between students, staff, and parents and caregivers in the school, and uses information to improve relationships among all parties. ■ The leader actively and systematically seeks ideas and input on how to improve trust and relationships among students, staff, parents and caregivers, and others in the school. 	<ul style="list-style-type: none"> ■ The leader uses information in each meeting to inform other conversations and facilitates meetings between groups when appropriate. ■ The leader facilitates disputes between stakeholders without taking a side so that both parties end with the best possible solution that keeps the students' best interests in mind. ■ The leader has the faculty and PTA vote on two representatives for each group to serve on the school leadership team. At least one from each subgroup must be present at each meeting. ■ The leader supports groups of teachers or parents who provide substantive feedback on the school and its leadership.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise builds capacity of teacher leaders, assistant principals, or other school-level leaders about gathering feedback and reflecting and adjusting on strategies for building and maintaining effective relationships with students, staff, and parents and caregivers. ■ The leader works at the district or state level to create and implement initiatives to improve community relationships and communications. 	<ul style="list-style-type: none"> ■ The leader tasks lead teachers with creating multiple activities for parents and staff to work together (e.g., mathematics or literacy night). ■ The leader provides training on how to build relationships for staff and parents. ■ The leader tasks the teacher leader with creating a summary of each school leadership team meeting that is shared with the entire staff. ■ The leader conducts professional development for other leaders about building relationships or serves on a committee to improve relationships between the district and community.

STANDARD INDICATOR 5.2

Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.

Key Elements of Leader Practice Related to Standard Indicator 5.2

- Collecting and analyzing data about the performance of students representing various subgroups that exist within the school community, as well as their level of equity and engagement present in established school activities, programs, and processes and collaboratively addressing concerns or gaps identified through the data analysis
- Working collaboratively with staff, students, and the greater community, including organizations that promote diversity, equity, and respect for differences, to create purposeful opportunities for staff and students to learn about these ideas and promote the behaviors and dispositions necessary to ensure a school environment based on inclusion and respect
- Promoting, and ensuring where applicable, diverse representation on school, staff, and student committees, clubs, and activities, providing resources to individual members as necessary to support their full participation
- Understanding and responding to the ethnic, linguistic, cultural, and socioeconomic influences on students' readiness, access, and aspirations, and ensuring that school programs and processes promote equitable opportunities for student achievement and success
- Ensuring that a process exists to review and adjust curriculum and program material to promote and support a diverse student and community population
- Modeling appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students
- Using proactive strategies and processes to promote diversity, equity, and respect for differences and remedy instances of bias related to individuals and groups to create an educational experience that supports high achievement and success for all students

Questions for Reflection and Planning

- What does it look like and sound like in a school that respects and honors the diversity of our school community?
- How can I identify the ways in which diversity represents a strength in our community and educate others about this, particularly when we look similar with regard to race or culture?
- How can I identify appropriate data sources and analyze them according to specific subgroups or classifications to learn more about student performance and experiences? In what ways am I working to identify and address the root cause of why students within certain subgroups do not participate more readily or experience success in certain classes, programs, activities, and so on?
- How do I identify the numbers, stakeholder groups, and level of engagement represented by staff members on committees and other structures that advise and make decisions related to our school? Do I consider the role that others—students, community members, and so on—might play in expanding the diverse perspectives of these collaborative structures?

Core Proposition 5: Culture

- Are there biases, assumptions, and stereotypes that are either intentionally or unintentionally being promoted by myself, my staff, or my students? How might I identify and address these instances? How do I model words and actions that promote diversity, equity, and respect for differences and that I would like to see present in the words and actions of staff and students?
- How are we proactively and reactively addressing the disparaging words and actions being perpetrated on the basis of real or perceived characteristics of a particular individual or subgroup? To what extent are these processes and procedures successful in both remediating the issue and educating the individuals involved to prevent future incidents?
- To what extent do I and my staff understand and apply culturally responsive teaching practices? How do I lead my staff in building on the family, cultural, and community values present in the school community in the interest of student learning? Are there individuals, groups, or organizations that might support our efforts to improve our cultural responsiveness in this area?
- What would others observe about the level of cultural competency that exists in our organization and in me as its leader? In what ways can we work together as a staff and community to identify and address gaps in this area?
- How can I advocate within my school and beyond for the support and resources necessary for the success of my school and my students?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Identifying surveys or other data gathering resources to determine the level of cultural competence that exists within the school
- Establishing a collaborative school-level team to identify and address gaps and create opportunities for staff development based on the information or data that are gathered
- Engaging in structured input (workshops, courses, webinars, etc.) to build understanding of the characteristics and practices of a culturally competent school community and using this information in collaborative structures designed to promote diversity, equity, and respect for differences within the school
- Researching and identifying key organizations and people in the community who can support the promotion of diversity, equity, and respect for differences in the classroom
- Analyzing one's own biases and stereotypes to address areas in the school where stereotypes and bias are prohibiting improvement
- Seeking out and learning from peers and others in schools or districts that successfully employ culturally responsive teaching practices and identifying professional development content or opportunities that can benefit the growth of staff in this area
- Researching and identifying strategies for collecting, analyzing, and acting on the gaps identified through data on the performance of student subgroups
- Working collaboratively with staff and the community (including students, as appropriate) to institute proactive and reactive policies and procedures for identifying and addressing instances of bias, discrimination, and hate in ways that remediate and educate individuals to promote a safe environment for social, emotional, and academic learning and growth
- Learning from colleagues how to challenge school norms respectfully and in ways that prompt action

5.2

Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not consistently demonstrate respect for diversity in his or her communications and actions. ■ The leader does not collect or review disaggregated student participation, behavior, or performance data for patterns of inequality. ■ The leader does not plan opportunities for students or staff to experience diverse perspectives and cultures through programs and curriculum. ■ The leader plans nondiscriminatory policies, procedures, and programs but inconsistently ensures equitable access to high-quality services for all students in the least restrictive environment. 	<ul style="list-style-type: none"> ■ The school improvement plan does not address subgroup performance and participation. ■ The leader's actions discriminate directly toward members of the school community or the leader ignores when staff or students make discriminating comments or actions. ■ The leader is not mindful about including certain populations nor advocating for inclusion of all students.
Developing (2)	<ul style="list-style-type: none"> ■ The leader demonstrates respect for diversity in his or her communications and actions. ■ The leader collects disaggregated student participation, behavior, and performance data for patterns of inequality. ■ The leader provides opportunities for students and staff to experience diverse perspectives and cultures through programs and curriculum. ■ The leader implements nondiscriminatory policies, procedures, and programs and ensures equitable access to high-quality services for all students in the least restrictive environment. 	<ul style="list-style-type: none"> ■ The leader may incorporate some disaggregated data in required documents such as the school improvement plan but does not look at the data for areas such as participation in academic clubs or does not drill down on the data to find root causes for data results. ■ The leader models appropriate behavior that respects diversity but may not actively promote diversity or discuss issues of diversity as common practice. ■ The leader participates in as many IEP meetings as possible to ensure students are receiving high-quality services in the least restrictive environment.
Effective (3)	<ul style="list-style-type: none"> ■ The leader sets clear expectations among staff, students, and others about respect for diversity, holds individuals accountable for respectful behavior, and puts programs in place to address disrespectful behavior. ■ The leader engages with others in examining disaggregated student participation, behavior, and performance data for patterns of inequality and encourages staff to raise questions and suggest solutions for improving student access, equity, and performance. ■ The leader engages with others in determining improvements to programs and curriculum in ways that better integrate diverse perspectives and cultures into students' and staff members' experiences. ■ The leader monitors and adjusts nondiscriminatory policies, procedures, and programs and ensures equitable access to high-quality services for all students in the least restrictive environment. 	<ul style="list-style-type: none"> ■ The leader requires analysis of all subgroup data as a step for any committee and club, which could range from the school suspension committee that looks at discipline data to the AP Spanish Club. The leader would require committee members to look at who is in the group, determine if there is diversity within the group, and, if not, what is the cause and how can they address it. For the suspension committee, the group would determine if a certain group of students is targeted for suspensions and then may make recommendations for professional development for staff on educating that particular subgroup of students. ■ The leader prioritizes diversity by including it as a key topic in staff professional development and student activities. ■ The leader recommends and encourages IEP teams to be creative with scheduling and resources to promote equity and access to high-quality services for all students.

5.2

Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following:</p> <ul style="list-style-type: none"> ■ The leader advocates at the district or state level for programs, procedures, and policies that promote respect for diversity.^a ■ The leader coaches or otherwise builds capacity of teacher leaders, assistant principals, or others about monitoring and adjusting programs and curriculum to ensure enrichment of the learning environment through integration of diverse perspectives and cultures into students’ and staff members’ experiences. ■ The leader coaches or otherwise supports the learning of assistant principals or peers on strategies for implementing nondiscriminatory policies, procedures, and programs to ensure equitable access to high-quality services for all students in the least restrictive environment. 	<ul style="list-style-type: none"> ■ The leader tasks the assistant principal with leading a PLC at each grade level, modeling data analysis by subgroup. ■ The leader advocates that the district or state brings in a local speaker or trainer to discuss diversity; the implications of poverty on education; addressing teacher biases on race, class, and culture, etc. ■ The leader shares best practices for overseeing a special education program that allows flexibility in placement of students with colleagues at a district principal meeting.

^aThe MSFE LEPG Rubric uses the National Board’s definition of diversity to mean diversity in age, gender, sexual orientation, physical characteristics, race, ethnicity, culture, primary language, origin of birth, socioeconomic status, family configuration, religion, abilities, achievements, and exceptionalities.

STANDARD INDICATOR 5.3

Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.

Key Elements of Leader Practice Related to Standard Indicator 5.3

- Using collaborative processes for involving all stakeholders in identifying and addressing factors that contribute to a physically, emotionally, and intellectually safe environment for all stakeholders, and establishing a clear vision for the school's culture and climate
- Establishing routines to collect and analyze discipline data and using data to revise systems and procedures to address student misbehavior and conflict and consistently apply consequences and restorative actions that support the learning and growth of each individual
- Involving staff in identifying and addressing strictures, practices, and dispositions that may be contributing to, or detracting from, a safe environment for reflection, analysis, sharing, innovation, and improvement of instructional practice
- Creating a team (including students, as appropriate) or process for collaborative review of discipline policies and procedures at least annually to ensure procedures are consistent, effective, and responsive to the needs of students and the school community
- Collecting from all stakeholders, including students, data about school and classroom culture and climate and engaging in collaborative review of data to identify and address policies, procedures, and practices that may be detracting from creating and maintaining a safe and productive learning environment
- Providing ongoing, differentiated professional development on factors that contribute to, and strategies that positively impact, classroom culture, climate, and discipline
- Ensuring that the adults in the school model and monitor the consistent use of language and actions that support and empower students and others in advocating for self and others in ways that contribute to, and maintain, a safe environment for all individuals
- Encouraging students and staff to suggest new or revised activities policies or procedures to improve classroom and school culture
- Considering student-centered systems such as restorative practice or student court to minimize out-of-school time for students

Questions for Reflection and Planning

- What does the school experience look like, sound like, and feel like for each student in my organization? What assumptions might I be making about students' behaviors, backgrounds, and contributions that might be detracting from promoting a safe environment for all?
- How are my teachers supporting a safe environment for student learning? Are they using language, rules, and procedures that support and empower all students to contribute positively to their own learning and that of others, regardless of student backgrounds, abilities, and interests and behaviors?
- What measures, such as student perception surveys, can be used to gather actionable data about the student experience in classrooms and in the school? How might these data be used to promote discussion about improving school culture?

Core Proposition 5: Culture

- What is the nature of the consequences that are applied when students do not follow procedures, rules, or policies? Are all individuals in the school community aware of them? Are they logically and consistently identified, selected, and applied?
- How do I work together with staff members to gather and analyze student discipline data to determine the root causes of negative behavior?
- How well do the systems or structures we have in place promote a positive school culture? What strategies are we applying to analyze and address this in an ongoing way? How might these strategies be improved? How do I include students in these conversations, as appropriate?
- What factors exist in the professional culture of my school that might be contributing to, or detracting from, a safe and trusting environment for reflection, analysis, sharing, innovation, and improvement of instructional practice? How can I gather this information? How can I support processes and structures to address these factors?
- How do I reward teachers who create positive and rigorous classroom cultures?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Using structured input (workshops, courses, webinars, etc.) to learn about elements of a safe, positive, and productive school and classroom culture or climate and identify strategies that might be applied to improve the culture or climate of the leader's school
- Working with colleagues and peers to learn about processes and strategies being applied successfully in other buildings
- Reading online briefs or articles on school culture and sharing these resources with others as part of a collective conversation examining the nature of the school's culture or climate and identifying ways it might be improved
- Researching, sharing, and working with staff to select and implement programs such as restorative justice, positive behavioral interventions and supports, responsive classroom, or others that support staff collaboration and student ownership in creating and maintaining a positive and productive school and classroom environment
- Consulting resources that support collective examination of the professional culture of the school, including determining and raising the level of trust and readiness to collaboratively reflect upon, analyze, share, innovate, and improve instructional practice

5.3

Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not create or maintain classroom management protocols, safety systems, or staff development on safe learning environments. ■ The leader is inconsistent in implementation of disciplinary decisions and actions, resulting in unfair or inequitable implementation of disciplinary policies and procedures. 	<ul style="list-style-type: none"> ■ The leader does not set any expectations for teachers in terms of classroom management. ■ There is not a schoolwide discipline protocol or it is not used when students are sent to the office. ■ The leader does not collect student or staff feedback about school culture. ■ The leader does not review or practice emergency plans.
Developing (2)	<ul style="list-style-type: none"> ■ The leader oversees compliance of classroom management protocols, safety systems, and staff professional development on safe learning environments. ■ The leader implements disciplinary decisions and actions according to established policies and procedures. ■ The leader encourages staff to gather feedback from students about student experiences and connectedness to the school, and uses feedback to improve schoolwide practices. 	<ul style="list-style-type: none"> ■ The leader provides required training for classroom management such as regulations on disciplining a student with an IEP. ■ The leader adheres to an established discipline code. ■ The leader collects student feedback through the staff about school culture and adjusts discipline procedures accordingly. ■ The leader trains all staff on emergency procedures annually and has the school practice implementing the plans per the recommended guidance.
Effective (3)	<ul style="list-style-type: none"> ■ The leader engages in routine conversation about ways to improve classroom management, classroom culture, and safety within the school. ■ The leader monitors the consistency of disciplinary decisions and actions and adjusts practice to ensure fair and equitable implementation of disciplinary policies and procedures. ■ The leader actively and systematically gathers feedback from students about their experience and connectedness to the school, and uses feedback to improve schoolwide practices. 	<ul style="list-style-type: none"> ■ Classroom/school culture and safety are standard agenda items for leadership team meetings and grade-level meetings, and separate committees are formed to address problems if necessary. ■ The leader and the discipline committee meet monthly to analyze data to ensure subgroups are not being targeted for disciplinary action. The committee revises procedure if necessary. ■ The leader facilitates routine student focus groups to collect their perspective on school and classroom culture. The leader shares this information with the staff and discipline committee to improve school culture. ■ The leader tracks and benchmarks progress on implementing the school's emergency plans. The leader asks the safety committee to review the progress and make changes to the plan as necessary.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does two or more of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise builds capacity of assistant principals and others in establishing and improving classroom management and school safety systems. ■ The leader participates in state or district efforts to design systems to ensure consistent implementation of school safety and classroom management protocols. 	<ul style="list-style-type: none"> ■ The leader co-observes a teacher who has management challenges with an assistant principal. The leader then coaches the assistant in how to mentor and provide feedback to the teacher. ■ The leader serves on a district committee analyzing the district's discipline policy. ■ The leader serves on a district committee analyzing the district's suspension data. ■ The leader collaborates with community resources (fire department, police department, etc.) to get feedback on plans and practice safety procedures.

STANDARD INDICATOR 6.1

Rational and Transparent Decision Making: Provides a firm rationale for decision making, considering the needs of the school community.

Key Elements of Leader Practice Related to Standard Indicator 6.1

- Clearly articulating and employing an inclusive, intentional, and interactive process for decision making and communicating progress to stakeholders throughout the process
- Using a protocol or set of questions that solicits involvement and input from stakeholders in school decision making
- Gathering and integrating ideas and feedback from diverse stakeholders

Questions for Reflection and Planning

- What are the types of decisions that need to be made for our school to productively address the needs of students and the school community? How do I determine or select the appropriate processes to apply for each decision to be made?
- Which decisions are solely my responsibility to make as a leader? In what ways do I communicate this type of decision to staff and stakeholders, including my process, rationale, and inputs?
- Which decisions require more input and involvement to be successful? How might I implement a collective decision-making process that promotes engagement and ownership from all stakeholders, including students?
- How do I use active listening, empathy, reframing, perspective taking, and synthesis as part of a process to facilitate collaboration, dialogue, and debate in support of collective decision making?
- How would others describe my decision-making processes, in terms of consistency, inclusiveness, and inputs? Do I have a system for documenting the discussions, data, and other inputs that result in a particular decision?
- In what ways do I incorporate others' feedback? Is the feedback appropriate to the issue and from the suitable stakeholders?
- Are there times when I make or facilitate a decision that is different than the perspective or desired outcome expressed by the majority? What are the processes, inputs, and rationales that might be communicated in such a situation?
- In what ways might I examine if the decisions that I or a collective group makes are having the intended outcomes? What processes do I employ to revisit a decision when intended outcomes are not being realized?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Researching protocols and decision-making tools for a variety of decision-making structures (individual, collective, committee-based, advisory group, etc.) and selecting from among these to ensure an appropriate match for the decision and its impact on stakeholders
- Consulting resources (research, articles, workshops, courses, webinars, etc.) and feedback to learn and refine skills in active listening, empathy, reframing, perspective taking, and synthesis to better facilitate collaboration, dialogue, and debate
- Seeking feedback from colleagues on the use of strategies to promote collaboration and transparent communication among staff and stakeholders

6.1

Rational and Transparent Decision Making: Provides a firm rationale for decision making, considering the needs of the school community.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not consistently emphasize student learning as the first priority for the organization when making key decisions or balance competing interests and needs of various stakeholders. ■ The leader does not articulate how and why decisions were made. 	<ul style="list-style-type: none"> ■ The leader avoids questions about how tough decisions are made and allows only a few other people to influence the leader's decisions. ■ The leader brings in a variety of programs because they are free or because they are suggested, with limited analysis of the programs or whether they align to the school mission or emphasize student learning.
Developing (2)	<ul style="list-style-type: none"> ■ The leader's rationale for key decisions is consistent in emphasizing student learning as the first priority for the organization and in balancing competing interests and needs of various stakeholders. ■ The leader models transparent decision making, to the extent possible, by articulating how and why decisions were made. 	<ul style="list-style-type: none"> ■ The leader shares at staff meetings major decisions, how they were decided, and the rationale for decisions ■ The leader uses a protocol to make decisions. Protocol asks questions such as, "How will this decision improve student learning?" "If it doesn't directly improve student learning, why should we do it?"
Effective (3)	<ul style="list-style-type: none"> ■ The leader examines consistency in prioritizing student learning and balancing competing interests and needs of various stakeholders, and makes adjustments as needed. ■ The leader models transparent decision making, to the extent possible, by involving others in the decision-making process and articulating how and why decisions were made. ■ The leader actively encourages staff and others to engage in group decision-making processes that require collaboration and model careful decision making. 	<ul style="list-style-type: none"> ■ With leadership team, leader creates a decision-making matrix outlining who will have what type of input in particular categories of decision making. ■ The leader uses a protocol to make decisions as an individual and models it for teams making decisions. Protocol asks questions such as, "How will this decision improve student learning?" "If it doesn't directly improve student learning, why should we do it?"
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> ■ The leader participates in state- or district-level efforts to emphasize student learning as the first priority in critical organizational decisions. ■ The leader coaches or otherwise builds capacity of assistant principals and others on ways to improve decision making. 	<ul style="list-style-type: none"> ■ The leader shares decision-making matrix or protocol with colleagues and staff members. ■ In district or state meetings, leader consistently asks how new programs will impact student learning.

STANDARD INDICATOR 6.2

Professional Conduct: The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders.

Key Elements of Leader Practice Related to Standard Indicator 6.2

- Modeling professionalism in words and actions in all interactions with students, staff, and community members
- Articulating clearly to staff the expectations for employing words and actions that represent professionalism in all interactions with students and other stakeholders
- Coaching new staff about the expectations and behaviors that represent professionalism in a school setting
- Creating, in partnership with the staff, a culture and climate of professionalism where each member of the staff feels empowered and supported to take the initiative to challenge one another when unprofessional conduct is exhibited

Questions for Reflection and Planning

- What is the current culture of professionalism at my school? How do I know what behaviors and structures are contributing positively to this culture and which are detracting from it?
- What expectations of professionalism does the staff hold? Is it consistent with mine? How do I work with other key influencers within the staff to communicate and model these expectations?
- How have I engaged the staff in creating a culture of professionalism? What level of ownership does the staff hold for creating and maintaining a professional culture and positive climate within the organization? Is there anything I can do differently to impact this in a positive way?
- Are there areas of professionalism that I need to model better in my own words and actions?
- How might my supervisor or other colleagues support and advise me on how best to handle unprofessional behavior from staff?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Seeking resources and examples of professional conduct guidelines that have been implemented successfully in other organizations as the basis for creating or revising guidelines within the leader's school
- Examining research and frameworks that both identify and address the factors impacting a professional culture and climate within a school and selecting strategies to apply within the leader's context
- Reviewing protocols to work with staff members in collaboratively identifying, communicating, and monitoring expectations for professional behavior among colleagues within an organization
- Researching and applying protocols or processes for gathering evidence, providing feedback, and documenting progressive disciplinary steps to address unprofessional conduct

6.2

Professional Conduct: The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders.

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader’s practice includes one or more incidents of unprofessional or unethical behavior. ■ The leader does not communicate expectations for professionalism or ethical behavior to staff or others employed by the school. 	<ul style="list-style-type: none"> ■ The leader has engaged in inappropriate e-mails such as writing something negative about a teacher and copying other teachers on the e-mail accidentally. ■ The leader indicates that professionalism expectations should be inherent to staff members. ■ Rarely addresses unprofessional staff behavior.
Developing (2)	<ul style="list-style-type: none"> ■ The leader’s practice includes no incidents of unprofessional or unethical behavior. ■ The leader communicates schoolwide expectations for professionalism and ethical behavior by staff or others employed by the school. 	<ul style="list-style-type: none"> ■ The leader puts away evaluation observation notes when a different teacher enters the office to discuss another matter. ■ The leader outlines expectations in the faculty handbook but does not review it. ■ Inconsistently addresses unprofessional staff behavior.
Effective (3)	<ul style="list-style-type: none"> ■ The leader consistently models professionalism in his or her communications and actions. ■ The leader establishes new staff onboarding processes that include expectations for professional behavior in the school. ■ The leader personally or through efforts of the school leadership team monitors staff and others employed by the school to hold them accountable for inappropriate, unethical, or unprofessional behavior. 	<ul style="list-style-type: none"> ■ The leader personally reviews expectations of professionalism with new staff, warning them of easy pitfalls they could avoid, such as e-mailing inappropriate comments about students, families, or other teachers. ■ The leader facilitates onboarding process for the school and includes a discussion of professional actions in the agenda. ■ Consistently addresses any unprofessional staff behavior.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise builds capacity of teacher leaders, assistant principals, or others on how to maintain a high degree of professionalism and ethical behavior. 	<ul style="list-style-type: none"> ■ The leader has staff create a “dos and don’ts” of ethical behavior that the school adopts. ■ The leader has the leadership team conduct the ethical behavior training, allowing staff to take ownership of creating a culture of professionalism at their school. ■ The leader’s response is appropriate to the situation and evidence of changing the behavior positively.

STANDARD INDICATOR 7.1

Self-Reflection and Continuous Improvement: The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement.

Key Elements of Leader Practice Related to Standard Indicator 7.1

- Reflecting on leadership practices and decision making to modify and improve approaches and interactions to maximize organizational effectiveness in advancing student learning
- Staying abreast of current research and, when appropriate, incorporating new findings and strategies into practice
- Creating a professional development plan that includes goals, action steps, and evidence of learning and growth in practice
- Seeking opportunities for others to observe and offer a critique of one's leadership practices

Questions for Reflection and Planning

- What sources of data and feedback might I gather and analyze to accurately assess the effectiveness of my practice?
- What needs and strengths of my leadership practices are highlighted through these reflections?
- How might I adjust my leadership approach on the basis of the needs of students, staff, and identified best leadership practice?
- How do I implement plans and policies that are appropriate for the needs of my school, its staff, and the district?
- Are my professional goals based on evidence of my practice as well as the learning needs of my school?
- What concrete sources of evidence will I need to gather to demonstrate effective practice in this area?

Professional Learning to Advance This Leadership Practice

- Building skill in working with data and feedback related to leadership practice and its impact
- Strengthening skills in analysis of, and reflection on, evidence related to student needs, staff needs, and professional practice
- Engaging in opportunities to gain feedback on leadership practice through reciprocal peer observation and other examination of leadership practice and evidence of its impact
- Building skills in developing and implementing a professional growth plan and selecting resources to support its implementation

7.1

Self-Reflection and Continuous Improvement: The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement

	LEPG Rubric Performance-Level Descriptors	Possible Examples
Ineffective (1)	<ul style="list-style-type: none"> ■ The leader does not reflect on practice to set goals or create a professional development plan. ■ The leader does not complete all activities in his or her professional growth plan. ■ The leader does not seek feedback from others on his or her practice. 	<ul style="list-style-type: none"> ■ The leader does not ask stakeholders for feedback on leadership practice.
Developing (2)	<ul style="list-style-type: none"> ■ The leader reflects on practice, sets goals, and creates a professional development plan to accomplish these goals. ■ The leader completes all activities in his or her professional growth plan. ■ The leader regularly seeks feedback from others on his or her practice. 	<ul style="list-style-type: none"> ■ The leader asks teachers for feedback on the evaluation process after the first semester.
Effective (3)	<ul style="list-style-type: none"> ■ The leader reflects on practice using evidence, sets goals, and creates a professional development plan to accomplish these goals. ■ The leader completes all activities in his or her professional growth plan and applies learning to school operations, adjusting the plan as needed with support of the evaluator. ■ The leader regularly seeks feedback from others on his or her practice and makes adjustments based on this information. 	<ul style="list-style-type: none"> ■ The leader asks teachers for feedback on the evaluation process after the first semester and makes several changes in the scheduling process and with the conferencing questions for the second semester. ■ The leader surveys stakeholders (i.e., staff, parents, and students) and reflects on feedback.
Distinguished (4)	<p>The leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> ■ The leader coaches or otherwise builds capacity of teacher leaders, assistant principals, or other principals on goal setting as part of the professional development planning process. ■ The leader coaches or otherwise teaches teacher leaders, assistant principals, or other principals on applying learning to school operations. 	<ul style="list-style-type: none"> ■ The leader models self-reflection and using data and feedback to improve the practice of creating a master schedule for the school. ■ The leader analyzes and shares his or her own personal evaluation data and is transparent about self-reflection and steps for improvement.

References

- Clifford, M., Sherratt, E., & Feters, J. (2012). *The ripple effect: A synthesis of research on principal influence to inform performance evaluation design*. Washington, DC: American Institutes for Research.
- Council of Chief State School Officers. (2008). *Educational leadership policy standards: ISLLC 2008*. Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Appendices

Appendix A. MSFE LEPG Rubric

Leader Evaluation and Professional Growth Rubric

The Leader Evaluation and Professional Growth (LEPG) Rubric is standards-based in that it aligns with the National Board Professional Standards for Accomplished Principals (National Board for Professional Teaching Standards, 2010), which are the school leader professional standards adopted by the Maine Schools for Excellence (MSFE) districts under the Teacher Incentive Fund (TIF) grant. The LEPG Core Propositions and Standard Indicators are also aligned with the Interstate School Licensure Consortium (ISLLC) standards (Council of Chief School Officers, 2008). The ISLLC standards were developed by and for practitioners through an extensive review of research and practice and have been adopted into law by the majority of states. The following table displays the alignment between the LEPG Core Propositions and ISLLC standards.

Chart 1. Alignment Between the LEPG Core Propositions and ISLLC Standards

LEPG Core Proposition	ISLLC Standards					
	1. Setting a shared vision for learning	2. Developing a school culture and instructional programs	3. Ensuring effective management of the organization	4. Collaborating with faculty and community	5. Acting with integrity and fairness and in an ethical manner	6. Understanding, responding to, and influencing cultural contexts
1. Vision, Mission, and Advocacy	X			X		X
2. Strategic Leadership for Results			X			
3. Supports for Learning		X				
4. Teaching and Learning		X				
5. Culture		X		X		X
6. Ensuring Professionalism					X	
7. Reflection and Growth					X	

Note. Shading indicates the measure shows evidence for that standard indicator.

Note About Terminology

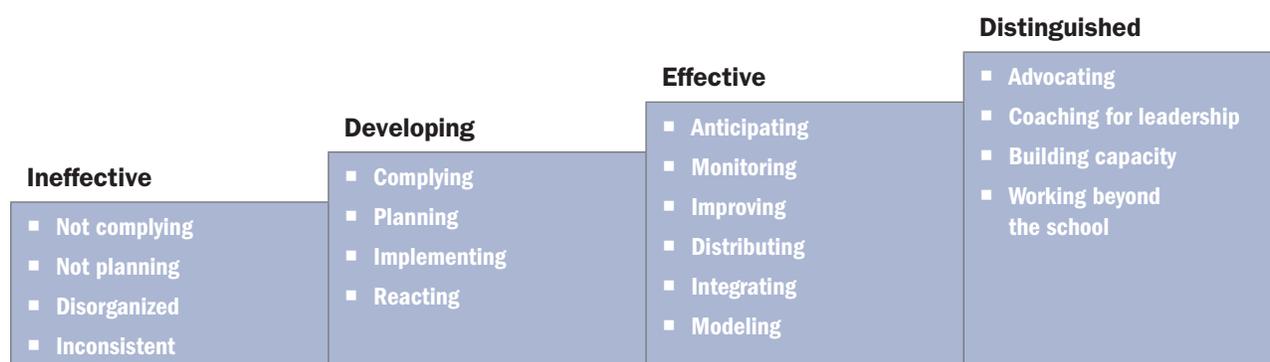
Core Propositions and Standard Indicators

In order to ensure that they are observable and measurable, the seven LEPG *Core Propositions* focus on leader actions rather than on leader beliefs or knowledge. The LEPG Rubric is in turn organized to facilitate assessment of leader practice and actionable feedback. Each of the *Core Propositions* includes more fine-grained descriptors called *Standard Indicators*. A *Core Proposition* may be described by one or more *Standard Indicators*. Sources of evidence (indicated below each row of the rubric) provide information about a leader's performance on the *Standard Indicators*. *Standard Indicator* scores are added together and averaged to determine a *Professional Practice Rating*, which is one of five measures that are combined to calculate a summative *LEPG Rating*.

Levels of Performance

The LEPG Rubric describes leader practice along a continuum of four distinct performance levels: Ineffective, Developing, Effective, and Distinguished. The following diagram provides a general overview of the behaviors, practices, and skills that characterize each performance level. The actual performance level descriptions in the LEPG Rubric are tailored specifically for each Core Proposition and Standard Indicator.

Figure 3. Overarching Performance-Level Definitions



Source: This graphic was taken from the *LEPG Rubric* (p. 2).

Evaluating Leaders' Professional Practice Using the LEPG Rubric

To support evaluators in evaluating performance in the area of Professional Practice, the evaluator may use the space following each Standard Indicator rubric row to note the leader's rating on that Standard Indicator and any rationale based on each possible source of evidence. The evaluator may then record each of the Standard Indicator ratings in a final table at the end of this document and average them to calculate the LEPG Professional Practice Rating.

Core Proposition 1. Vision, Mission, and Advocacy

1.1 Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through development of an aligned school mission.

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> Leader does not articulate a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Leader implements programs and initiatives that lack coherence and are inconsistently aligned to the school mission. Leader does not monitor progress toward achieving the school mission. 	<ul style="list-style-type: none"> Leader articulates a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Leader implements programs and initiatives aligned to the school mission. Leader establishes or maintains a system for monitoring progress toward achieving the school mission through regular reflection on data. 	<ul style="list-style-type: none"> Leader collaborates with the school leadership team, staff, and others to articulate a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. With the school leadership team and others, the leader monitors the implementation of programs and initiatives aligned to the district and school mission to ensure that they are reflected in the planning and teaching occurring at the classroom and building level. Leader monitors progress toward achieving the school mission through regular, public reflection on data, and makes adjustments as needed. 	<ul style="list-style-type: none"> Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following: Leader coaches or otherwise develops the capacity of teacher-leaders, assistant principals, or peers about how to create/maintain program coherence and alignment. Leader engages in opportunities to converse with peers and others about how well all schools are contributing to attainment of the district mission and vision.
Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.				
Artifact review				
360-degree survey				
Rating for this Standard Indicator:				

Core Proposition 1. Vision, Mission, and Advocacy

1.2 Stakeholder Communication and Engagement: The leader communicates internally and externally with stakeholders and the community to advance the organization’s vision and mission.				
	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> ■ Leader does not establish or maintain a plan for stakeholder communications and engagement. ■ Leader inconsistently communicates and networks with internal and external stakeholders or does so in a manner that does not advance the organization’s vision and mission. ■ Leader uses limited modalities or forums to communicate the vision and mission to stakeholders. 	<ul style="list-style-type: none"> ■ Leader establishes or maintains a plan for stakeholder communication and engagement. ■ Leader consistently works to raise awareness of the organization’s vision and mission by internal and external stakeholders. ■ Leader utilizes multiple, widely accessible modalities or forums to communicate the vision and mission to stakeholders. 	<ul style="list-style-type: none"> ■ Leader engages with the school leadership team and others to assess the effectiveness of stakeholder communication and engagement plan and make improvements. ■ Leader personally and through the work of others consistently and strategically communicates with internal and external stakeholders to advance the organization’s vision and mission. ■ Leader empowers others to use multiple, widely accessible communication approaches or methods that have been strategically selected to match stakeholder communication preferences to communicate the vision and mission. ■ Leader engages with the school leadership team and others. 	<ul style="list-style-type: none"> ■ Leader demonstrates all of the behaviors listed at the effective level and also does two or more of the following: ■ Leader coaches or otherwise builds the capacity of assistant principals and/or other principals to establish, monitor, and adjust their stakeholder communication and engagement plan. ■ Leader coaches or otherwise builds the capacity of assistant principals and/or other principals to strategically choose and use communication methods that meet stakeholder needs. ■ Leader contributes to district-level efforts to improve stakeholder communications about district direction.
Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader’s performance on this Standard Indicator for each type of evidence, under the appropriate level.				
Artifact review				
360-degree survey				
Rating for this Standard Indicator:				

Core Proposition 1. Vision, Mission, and Advocacy

1.3 Community Support: The leader leverages community resources to implement and revitalize the school's mission.				
	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> ■ Leader draws upon limited array of community resources that are not clearly connected to the school's mission. 	<ul style="list-style-type: none"> ■ Leader draws upon a limited array of community resources that help to implement the school's mission. 	<ul style="list-style-type: none"> ■ Leader enacts a diverse array of community resources to implement the school's mission through the engagement of others (e.g., school improvement team, task force). 	<ul style="list-style-type: none"> ■ Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following: ■ Leader coaches or otherwise builds the capacity of teacher-leaders, assistant principals, or other school-level leaders to leverage community resources to achieve the school mission. ■ Leader advocates at the district or state level to build strategic partnerships with community organizations.
<p>Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.</p>				
Artifact review				
360-degree survey				
School climate survey				
Rating for this Standard Indicator:				

Core Proposition 2. Strategic Leadership for Results

2.1 Organizational Capacity: The leader builds organizational capacity by developing leadership competency in others.				
	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> ■ Leader does not use an established process to screen applicants' competencies during hiring process or does not engage with other key school and district personnel in hiring decisions. ■ Leader does not provide leadership development opportunities and/or does not distribute leadership responsibilities across staff. 	<ul style="list-style-type: none"> ■ Leader screens applicants' competencies during hiring process and engages with other key school and district personnel in hiring decisions. ■ Leader makes leadership development opportunities available to interested staff and distributes formal and informal leadership responsibilities by matching school needs with staff talents. 	<ul style="list-style-type: none"> ■ Leader establishes a process for screening applicants' competencies based on current school leadership needs and engages with other key school and district personnel in hiring decisions. ■ Leader has a process in place for matching staff leadership talent with school needs through assignment of formal and informal leadership responsibilities. 	<ul style="list-style-type: none"> ■ Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following: ■ Leader advocates at the district or state level for strategic recruitment of applicants based on current leadership needs. ■ Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, or others to recognize talent and appropriately delegate leadership responsibility.
<p>Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.</p>				
Artifact review				
360-degree survey				
Rating for this Standard Indicator:				

Core Proposition 2. Strategic Leadership for Results

2.2 Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> Leader does not have strategic management systems in place to support the effective and efficient use of the organization's fiscal, operational, and human resources. 	<ul style="list-style-type: none"> Leader establishes or maintains strategic management systems to support the effective and efficient use of the organization's fiscal, operational, and human resources. 	<ul style="list-style-type: none"> Leader establishes or maintains, monitors, and adjusts, with input from others, strategic management systems using data, to maximize effective and efficient use of the organization's fiscal, operational, and human resources. 	<ul style="list-style-type: none"> Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following: Leader coaches or otherwise builds the capacity of teacher-leaders, assistant principals, or other principals to establish or maintain, monitor, and adjust strategic management systems using data, to maximize effective and efficient use of the organization's fiscal, operational, and human resources. Leader engages in district- or state-level committees or projects to improve strategic management systems to improve use of financial, operational, or human resources.
<p>Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.</p>				
Artifact review				
360-degree survey				
Rating for this Standard Indicator:				

Core Proposition 3. Supports for Learning

3.1 Support for Students: The leader develops a system to support all students socially, emotionally, and intellectually.				
	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> ■ Leader has inconsistent or inefficient systems or processes in place to support students socially, emotionally, and intellectually in their development, learning, and achievement. ■ Leader does not allocate adequate staffing or funding to social and clinical support services. ■ Leader does not communicate with students and parents/caregivers about the availability of social and clinical support services. 	<ul style="list-style-type: none"> ■ Leader establishes or maintains social and clinical support services that ensure all students are supported socially, emotionally, and intellectually in their development, learning, and achievement.¹ ■ Leader ensures that social and clinical support services are accessible to all students by allocating adequate staffing and funding to these services. ■ Leader ensures appropriate communication occurs with students and parents/caregivers about the availability of social and clinical support services. 	<ul style="list-style-type: none"> ■ Leader monitors and adjusts, with input and ideas from others, established social and clinical support services to ensure all students are supported socially, emotionally, and intellectually in their development, learning, and achievement¹ in response to data and feedback. ■ Leader monitors the funding and staffing of social and clinical support services for students and makes adjustments. ■ Leader collaborates with other staff to communicate with students and parents/caregivers about the availability of social and clinical support services, and monitors and adjusts communications strategies based on feedback. 	<ul style="list-style-type: none"> ■ Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following: ■ Leader coaches or otherwise develops the capacity of teacher-leaders, assistant principals, or others to support, monitor, and adjust social and clinical support services. Leader participates in district-level policy discussions regarding the effectiveness of social and clinical support services effectiveness. Leader collaborates with district-level staff to communicate with students and parents/caregivers about the availability of social and clinical support services.
Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.				
Artifact review				
360-degree survey				
Observations				
Rating for this Standard Indicator:				

Core Proposition 4. Teaching and Learning

4.1 Instructional Focus: The leader ensures teaching and learning are the primary focus of the organization.

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> ■ Leader does not communicate high expectations for students' achievement to students, teachers, other school staff, parents, caregivers, or the broader community. ■ Leader has no system in place to monitor teachers' use of instructional learning time. ■ Leader's plans for professional development are not consistently focused on improving instructional practices and student learning. ■ Leader does not prioritize use of own time to focus on supporting instructional practice and student learning. 	<ul style="list-style-type: none"> ■ Leader communicates high expectations for all students' achievement to students, teachers, and other school staff. ■ Leader establishes or maintains a system for monitoring teachers' use of instructional learning time. ■ Leader plans teacher professional development that is focused on improving instructional practices and student learning. ■ Leader plans use of own time to place a priority on supporting instructional practice and student learning. 	<ul style="list-style-type: none"> ■ Leader communicates high expectations for all students' achievement to students, teachers, other school staff, parents/caregivers, and the broader community. ■ Leader monitors teachers' use of instructional learning and planning time, and adjusts schedules and processes to protect this time with input from teachers. ■ Leader engages others (e.g., school leadership team, chairpersons) in identifying and aligning professional development offerings with staff needs based on evaluation or other information. ■ Leader monitors and adjusts use of own time to place a priority on supporting instructional practice and student learning. 	<ul style="list-style-type: none"> ■ Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following: ■ Leader coaches or otherwise develops the capacity of teachers, teacher-leaders, assistant principals, and/or other school-level leaders on strategies for aligning professional development offerings with staff needs based on evaluation or other data. ■ Leader contributes to district-level efforts to link evaluation results and improved professional development. ■ Leader coaches or otherwise develops the capacity of teacher-leaders, assistant principals, and/or other school-level leaders on strategies for monitoring and improving teachers' use of instructional time.
<p>Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.</p>				
Artifact review				
360-degree survey				
Observations				
Rating for this Standard Indicator:				

Core Proposition 4. Teaching and Learning

4.2 Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> Leader does not establish or maintain an aligned system of curriculum, instruction, and assessment. Leader does not establish or maintain procedures for curriculum alignment and coordination within each content area or across grade levels. Leader does not align curricular resources, assessments, and supports with school or district improvement plans. Leader does not provide teachers with data to drive instructional planning and/or does not provide teachers with opportunities to collaboratively examine assessment data. 	<ul style="list-style-type: none"> Leader establishes or maintains curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on college- and career-ready standards Leader ensures that time and procedures for curriculum alignment and coordination are adhered to within each content area and across grade levels. Leader aligns curricular resources, assessments, and supports with school or district improvement plans. Leader provides teachers with data to drive differentiated instructional planning. 	<ul style="list-style-type: none"> Leader establishes or maintains systems that engage staff and others in routinely monitoring and adjusting curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on college- and career-ready standards. Leader ensures that time and procedures for curriculum alignment and coordination are adhered to within each content area, across grade levels, and across content areas. Leader monitors alignment of curricular resources, assessments, and supports with school or district improvement plans and makes adjustments. Leader supports varied opportunities for teacher analysis of assessment data to drive differentiated instructional planning. Leader encourages teachers and staff to try new instructional approaches or curriculum that hold high potential for improving learning. 	<ul style="list-style-type: none"> Leader demonstrates all of the behaviors listed at the effective level and also does two or more of the following: Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, or others to continuously improve curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on college- and career-ready standards. Leader creates structures that allow teacher-leaders, assistant principals, and/or other school-level leaders to reflect upon and improve systems for ensuring curriculum alignment and coordination. Leader participates on state- or district-level committees to make strategic decisions about resource allocations. Leader coaches or otherwise builds the capacity of teacher-leaders, assistant principals, and/or other school-level leaders to support opportunities for teachers' use of assessment data.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifact review				
360-degree survey				
Observations				
Student learning objective quality review				
Rating for this Standard Indicator:				

Core Proposition 4. Teaching and Learning

4.3 Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> Leader convenes postobservation conference with teachers about observed instructional practice, which focus primarily on synthesizing or summarizing observed actions. Leader’s comments do not include feedback on practice, are not evidence based, or are not actionable given classroom contexts. Leader speaks more than 50 percent of the time during postobservation conference, offering few opportunities for teachers to take an active role. Leader does not end the postobservation conference with action steps that include accessing professional growth opportunities linked to evaluation results. 	<ul style="list-style-type: none"> Leader convenes postobservation conversations with teachers about observed instructional practice, offering general feedback based on evidence from observations. Leader prompts teachers to participate in the conversation but uses low-level questions to clarify observations and teacher actions. Leader ends postobservation conference with action steps that include accessing professional growth opportunities linked to evaluation results but does not follow up to ensure teachers obtain access to identified supports. 	<ul style="list-style-type: none"> Leader convenes postobservation conversations with teachers, engages in meaningful conversations with teachers about instructional practice, and offers specific, actionable feedback based on evidence from observations. Leader uses a mix of low-level, factual questions and high-level reflective questions to support teachers in taking an active role in conversations about teacher practice and in making decisions about next steps for improvement. Leader provides teachers access to targeted quality professional growth opportunities based on needs identified through regular observation of teacher practice. Leader uses questions to elicit teacher-led discussion about instructional practice quality, effectiveness, and improvement. 	<ul style="list-style-type: none"> Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following: Leader coaches or otherwise builds the capacity of assistant principals, coaches, or others to give high-quality feedback to teachers and other staff about instruction and job performance. Leader coaches or otherwise builds the capacity of assistant principals, coaches, or others to provide teachers with targeted quality professional growth opportunities based on needs identified through regular observation of teacher practice.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader’s performance on this Standard Indicator for each type of evidence, under the appropriate level.

360-degree survey				
Observations				
Rating for this Standard Indicator:				

Core Proposition 5. Culture

5.1 Relationship Building: The leader builds authentic, productive relationships with and among students, staff, parents/ caregivers, and the community in the interest of student learning.

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> Leader does not consistently establish or maintain trusting and productive relationships with students, staff, parents/caregivers, and community members. Leader does not plan or provide opportunities for teachers and other school staff to build relationships with parents and caregivers through school-based events. 	<ul style="list-style-type: none"> Leader establishes and maintains trusting and productive relationships through listening, teamwork, and collaboration with students, staff, parents/ caregivers, and community members. Leader provides opportunities for teachers and other school staff to build relationships with parents and caregivers through school-based events. 	<ul style="list-style-type: none"> Leader establishes and maintains trusting and productive relationships between students, staff, and parents/caregivers in the school, and uses information to improve relationships among all parties. Leader actively and systematically seeks ideas and input on how to improve trust and relationships among students, staff, parents/ caregivers, and others in the school. 	<ul style="list-style-type: none"> Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following: Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, and/or other school-level leaders about gathering feedback and reflecting and adjusting on strategies for building and maintaining effective relationships with students, staff, and parents/ caregivers. Leader works at the district or state level to create and implement initiatives to improve community relationships and communications.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader’s performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifacts				
School climate survey				
Observations				
School walkthroughs (optional)				
Rating for this Standard Indicator:				

Core Proposition 5. Culture

5.2 Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> Leader does not consistently demonstrate respect for diversity² in his or her communications and actions. Leader does not collect or review disaggregated student participation, behavior, or performance data for patterns of inequality. Leader does not plan opportunities for students or staff to experience diverse perspectives and cultures through programs and curriculum. Leader plans nondiscriminatory policies, procedures, and programs but inconsistently ensures equitable access to high-quality services for all students in the least restrictive environment. 	<ul style="list-style-type: none"> Leader demonstrates respect for diversity⁴ in his or her communications and actions. Leader collects disaggregated student participation, behavior, and performance data for patterns of inequality. Leader provides opportunities for students and staff to experience diverse perspectives and cultures through programs and curriculum. Leader implements nondiscriminatory policies, procedures, and programs and ensures equitable access to high-quality services for all students in the least restrictive environment. 	<ul style="list-style-type: none"> Leader sets clear expectations among staff, students, and others about respect for diversity,⁴ holds individuals accountable for respectful behavior, and puts programs in place to address disrespectful behavior. Leader engages with others in examining disaggregated student participation, behavior, and performance data for patterns of inequality and encourages staff to raise questions and suggest solutions for improving student access, equity, and performance. Leader engages with others in determining improvements to programs and curriculum in ways that better integrate of diverse perspectives and cultures into students' and staff's experiences. Leader monitors and adjusts nondiscriminatory policies, procedures, and programs and ensures equitable access to high-quality services for all students in the least restrictive environment. 	<ul style="list-style-type: none"> Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following: Leader advocates at the district or state level for programs, procedures, and policies that promote respect for diversity.⁴ Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, or others about monitoring and adjusting programs and curriculum to ensure enrichment of the learning environment through integration of diverse perspectives and cultures into students' and staff's experiences. Leader coaches or otherwise supports the learning of assistant principals or peers on strategies for implementing nondiscriminatory policies, procedures, and programs to ensure equitable access to high-quality services for all students in the least restrictive environment.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifacts				
School climate survey				
School walkthroughs (optional)				
Rating for this Standard Indicator:				

Core Proposition 5. Culture

5.3 Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> Leader does not create or maintain classroom management protocols, safety systems, or staff development on safe learning environments. Leader is inconsistent in implementation of disciplinary decisions and actions resulting in unfair or inequitable implementation of disciplinary policies and procedures. 	<ul style="list-style-type: none"> Leader oversees compliance of classroom management protocols, safety systems, and staff professional development on safe learning environments. Leader implements disciplinary decisions and actions according to established policies and procedures. Leader encourages staff to gather feedback from students about student experiences and connectedness to the school, and uses feedback to improve school-wide practices. 	<ul style="list-style-type: none"> Leader engages in routine conversation about ways to improve classroom management, classroom culture, and safety within the school. Leader monitors the consistency of disciplinary decisions and actions and adjusts practice to ensure fair and equitable implementation of disciplinary policies and procedures. Leader actively and systematically gathers feedback from students about their experience and connectedness to the school, and uses feedback to improve school-wide practices. 	<ul style="list-style-type: none"> Leader demonstrates all of the behaviors listed at the effective level and also does two or more of the following: Leader coaches or otherwise builds capacity of assistant principals and others in establishing and improving classroom management and school safety systems. Leader participates in state and/or district efforts to design systems to ensure consistent implementation of school safety and classroom management protocols.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifacts				
School climate survey				
Observations				
School walkthroughs (optional)				
Rating for this Standard Indicator:				

Core Proposition 6. Ensuring Professionalism

6.1 Rational and Transparent Decision-Making: Provides a firm rationale for decision making, considering the needs of the school community.

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> Leader does not consistently emphasize student learning as the first priority for the organization when making key decisions or balance competing interests and needs of various stakeholders. Leader does not articulate how and why decisions were made. 	<ul style="list-style-type: none"> Leader's rationale for key decisions is consistent in emphasizing student learning as the first priority for the organization, and in balancing competing interests and needs of various stakeholders. Leader models transparent decision making, to the extent possible, by articulating how and why decisions were made. 	<ul style="list-style-type: none"> Leader examines consistency in prioritizing student learning and balancing competing interests and needs of various stakeholders, and makes adjustments as needed. Leader models transparent decision making, to the extent possible, by involving others in the decision-making process and articulating how and why decisions were made. Leader actively encourages staff and others to engage in group decision-making processes that require collaboration and model careful decision making. 	<ul style="list-style-type: none"> Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following: Leader participates in state- and/or district-level efforts to emphasize student learning as the first priority in critical organizational decisions. Leader coaches or otherwise builds capacity of assistant principals and others on ways to improve decision making.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifacts				
360-degree survey				
Observations				
Rating for this Standard Indicator:				

Core Proposition 6. Ensuring Professionalism

6.2 Professional Conduct: The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders.				
	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> ■ Leader's practice includes one or more incidents of unprofessional or unethical behavior. ■ Leader does not communicate expectations for professionalism or ethical behavior to staff or others employed by the school. 	<ul style="list-style-type: none"> ■ Leader's practice includes no incidents of unprofessional or unethical behavior. ■ Leader communicates school-wide expectations for professionalism and ethical behavior by staff or others employed by the school. 	<ul style="list-style-type: none"> ■ Leader consistently models professionalism in his or her communications and actions. ■ Leader establishes new staff onboarding processes that include expectations for professional behavior in the school. ■ Leader personally and/or through efforts of the school leadership team monitors staff and others employed by the school to hold them accountable for inappropriate, unethical, or unprofessional behavior. 	<ul style="list-style-type: none"> ■ Leader demonstrates all of the behaviors listed at the effective level and also does the following: ■ Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, or others on how to maintain a high degree of professionalism and ethical behavior.
Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.				
Artifacts				
360-degree survey				
Rating for this Standard Indicator:				

Core Proposition 7. Reflection and Growth

7.1 Self-Reflection and Continuous Improvement: The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement

	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
	<ul style="list-style-type: none"> ■ Leader does not reflect on practice to set goals or create a professional development plan. ■ Leader does not complete all activities in his or her professional growth plan. ■ Leader does not seek feedback from others on his or her practice. 	<ul style="list-style-type: none"> ■ Leader reflects on practice, sets goals, and creates a professional development plan to accomplish these goals. ■ Leader completes all activities in his or her professional growth plan. ■ The leader regularly seeks feedback from others on his or her practice. 	<ul style="list-style-type: none"> ■ Leader reflects on practice using evidence, sets goals, and creates a professional development plan to accomplish these goals. ■ Leader completes all activities in his or her professional growth plan and applies learning to school operations, adjusting the plan as needed with support of the evaluator. ■ The leader regularly seeks feedback from others on his or her practice and makes adjustments based on this information. 	<ul style="list-style-type: none"> ■ Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following: ■ Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, and/or other principals on goal setting as part of the professional development planning process. ■ Leader coaches or otherwise teaches teacher-leaders, assistant principals, and/or other principals on applying learning to school operations.
<p>Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.</p>				
Professional development plan review				
Rating for this Standard Indicator:				

Calculating the Professional Practice Rating

Evaluators may use the following space to calculate the leader's professional practice and professional growth ratings based on performance as it relates to each of the Core Propositions and Standard Indicators. The evaluator should reference the ratings worksheet space under each Standard Indicator and record 1 through 4 in the space below. The evaluator may then add up the total of each rating and divide by 14 (the total number of Standard Indicators used to measure professional practice) for the LEPG Professional Practice rating.

Core Proposition	Standard Indicator	Rating
1: Vision, Mission, and Advocacy	1.1 Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through development of an aligned school mission.	
	1.2 Stakeholder Communication and Engagement: The leader communicates internally and externally with stakeholders and the community to advance the organization's vision and mission.	
	1.3 Community Support: The leader leverages community resources to implement and revitalize the school's mission.	
2: Strategic Leadership for Results	2.1 Organizational Capacity: The leader builds organizational capacity by developing leadership competency in others.	
	2.2 Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.	
3: Supports for Learning	3.1 Support for Students: The leader develops a system to support all students socially, emotionally, and intellectually.	
4: Teaching and Learning	4.1 Instructional Focus: The leader ensures that teaching and learning is the primary focus of the organization.	
	4.2 Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.	
	4.3 Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.	
5: Culture	5.1 Relationship Building: The leader builds authentic, productive relationships with and among students, staff, parents/caregivers, and the community in the interest of student learning.	
	5.2 Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.	
	5.3 Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.	

Core Proposition	Standard Indicator	Rating
6: Ensuring Professionalism	6.1 Rational and Transparent Decision-Making: Provides a firm rationale for decision making, considering the needs of the school community.	
	6.2 Professional Conduct: The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders	
7: Reflection and Growth	7.1 Self-Reflection and Continuous Improvement: The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement	
Total (add all numbers above)		
Divide by 14 (total number of Standard Indicators)		
LEPG Professional Practice Rating		

References

Council of Chief State School Officers. (2008). *Educational leadership policy standards: ISLLC 2008*. Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

National Board for Professional Teaching Standards. (2010). *Accomplished principal standards*. Arlington, VA: Author. Retrieved from http://www.nbpts.org/sites/default/files/documents/FINAL%20PRINT%20VERSION_PRINCIPAL%20STANDARDS.pdf

Appendix B. Glossary of Terms

Note: These definitions represent a summary of information assimilated from a variety of sources. Although they are intended to communicate commonly accepted meanings for specific terms, users of this *Companion Guide* should recognize that other definitions and abundant resources that expand upon these ideas exist. Users are encouraged to seek out further resources to develop a deeper understanding of the implications of these terms within their own teaching context.

360-degree survey is “a survey on leader performance to be completed by the leader, evaluator, and teachers or staff in the building” (*LEPG Model Guide for MSFE*, p. 18).

Conversation protocols are step-by-step guidelines to structure learning conversations that are designed to ensure purposeful and equitable conversation from all members so they can think and talk about a topic, deepen their understanding, and generate new ideas. The consistent use of a select set of discussion protocols establishes an efficient classroom learning community in which ideas and opinions are shared frequently and in an orderly, timely manner.

District vision describes a desired future state of the district, communicating a common purpose and values to all stakeholders that provide them with a clear picture of where the district wants to be.

Feedback is an objective description of a performance that is intended to guide future performance. Unlike evaluation, which judges performance, feedback is the process of helping individuals to assess their performance, identify areas where they are on target, and provides guidance on what they can do in the future to improve in identified areas. Characteristics of effective feedback include being corrective in nature, timely, specific to a set of criteria, and provided by both the teacher and the student.

Formative assessment is a process of gathering information about student understanding used by teachers and students during instruction to provide explicit feedback to learners and allow adjustments to ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

Hierarchy of interventions is a continuum of strategies and consequences that promote fairness and student self-regulation by addressing individual student behavior in ways that are consistent with the severity of the misconduct, with a goal of using the lowest level sanction possible to correct the specific problem.

Higher order thinking (also referred to as higher order learning) is a concept in education reform based on learning taxonomies (such as Bloom’s *Taxonomy*). Higher-order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They require learners to move beyond the rote knowledge and skills they acquire through lower order learning such as comprehension and simple application in order to transfer what they have learned to make sense of these new contexts.

Human capital management is the strategic support and utilization of talent throughout an educator’s career. The MSFE human capital management system includes five components: educator preparation, selection and induction, evaluation and professional growth, recognition and reward, and school environment.

Leader evaluation professional growth (LEPG) is the school leader evaluation system created for MSFE.

Multiple measures are used as part of the TEPG and LEPG systems to ensure evaluators have a comprehensive understanding of a teacher’s or leader’s performance. The measures included in the LEPG system are Artifact Review, 360-Degree Survey, School Climate Survey, Observations, SLO Quality Review, Professional Development Plan Review, and School Walk-Throughs.

Professional learning community is an ongoing job-embedded group through which educators work collaboratively to examine student data, reflect on current practice, explore new practices and instructional resources, and engage in a cycle of collective inquiry and action research.

Project-based learning is a cross-disciplinary approach to teaching that asserts that students learn best by experiencing and solving real-world problems, often working in groups, with teachers serving as coaches and facilitators.

Reflective practice is the process of taking time to examine beliefs, goals, and practices and gain understandings that lead to actions that improve student learning. Reflective practice may include analyzing the impact of practice on student learning, adapting practice on the basis of reflection, and actively collaborating with colleagues to examine and improve practice.

School improvement plan is an annual plan written by schools that provides a focus and steps for improvement during the school year.

School mission reflects what school staff does, who they do it for, and how they get it done. It is what school staff will do today to lead to our desired future state.

Student-centered (teaching methods) are methods designed to shift the focus of the learning from the teacher to the students. Student-centered methods require active learning from students and include problem solving, questioning, student formulation of questions, discussions, debates, and evidence-based explanations. Inquiry-based learning, cooperative learning, case studies, problem-based learning, project-based learning, and expeditionary-discovery learning are examples of student-centered learning.

Student learning objectives (SLOs) are part of the TEPG system and are used to measure student growth. As defined in the *LEPG Handbook for Leaders*: “An SLO is a student growth measure that involves teachers and evaluators setting long-term academic goals for groups of students and later assessing whether those goals were achieved. The SLO must be specific and measureable; based on available prior student learning data; aligned with state standards; and based on growth and achievement” (p. 22).

Student self- and peer assessment is any assessment method used by students to independently assess their own and other students’ progress with confidence rather than always relying on teacher judgment. Such strategies may be used both formatively and summatively to inform revision and improvement.

Summative assessment is a process used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. Results tend to be generally evaluative in nature, resulting in grades or scores.

Teacher evaluation professional growth (TEPG) is the teacher evaluation system created for MSFE.

Two-way communication is a form of sharing information that allows for feedback from the receiver to the sender and lets the sender know the message has been received accurately. Both sender and receiver listen to each other, gather information, and acknowledge the information has been understood through the receiver’s action.



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