

Principal/Assistant Principal/School Administrator Self-Assessment

LONG FORM

Performance Rubric

- **Exceeds expected performance levels; completes responsibilities at high levels of proficiency.**
- **Meets expected performance levels; completes most responsibilities at a moderate level of proficiency.**
- **Does not meet expected performance levels; often fails to complete responsibilities at expected levels of proficiency**

The administrator should provide a self rating in each of the highlighted areas listed below:

I. INSTRUCTIONAL LEADERSHIP

A. **Visionary Leadership** – Demonstrates the ability to develop, articulate, and use a vision of excellence. For example:

_____ **Presents evidence that the vision is a shared vision [SBE I];**

- Includes the school community in school improvement efforts.
- Uses the vision to shape educational programs, plans, and actions.
- Leads in the implementation of a school improvement plan that includes an abstraction created by a team of school representatives that describes a vision of what they would like the school to look like in the next year, three years, and/or five years.
- Creates operational plans and procedures to achieve the vision and goals of the school.
- Uses stakeholders to help develop the vision of the school.
- Assures that the school management team reflects appropriate stakeholders within the school community.
- Assures that the core beliefs of the school vision are modeled for all stakeholders.
- Assures that the contributions of school community members to the realization of the vision is recognized and celebrated.
- Assures that progress toward the vision and mission is communicated to all stakeholders.
- Invites public scrutiny of the school's vision by its stakeholders.

_____ **Uses the vision to guide and define decisions [SBE I];**

- Models the core beliefs of the vision in public.
- Leads the development of rules, regulations, and school policies to reflect the vision of the school.
- Is successful in developing and achieving annual professional and personal goals.
- Demonstrates a high level of personal mastery.
- Assures that an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- Existing resources are used in support of the school's vision and goals.
- Obtains needed resources to support the implementation of the school's mission and goals
- Assures that the school's improvement plan and the core values of the school and community guide day-to-day decisions involving all aspects of the management of the school.
- Makes provision for professional development, financial management, and technology use and integration into the curricular and administrative management activities consistent with the articulated vision.
- Uses assessment data related to student learning to monitor the school's goals and vision.
- Uses relevant demographic data pertaining to students and their families in shaping the school's mission and goals.
- Regularly monitors, evaluates, and revises the vision, mission, and implementation plans.
- Uses the vision to garner resources from the community to support the shared vision.

Maintains a steady flow of two-way communication to keep the vision alive and important [SBE I, V];

- Articulates the vision of the school with student and parent groups, local civic, business leaders, and other appropriate community members, soliciting input and involving them in refining and implementing the vision.
- Communicates regularly and routinely with members of the school faculty, student and parent groups, local civic and business leaders, and other appropriate community members to solicit input, involve them in refining, and implementing the vision.
- Effectively communicates the vision and mission of the school to staff, parents, students, and community members.
- Recognizes and celebrates the contributions of school community members to the continuing progress toward the vision.

Suggested Artifacts:

Board policy manual
Letters and memoranda
Notes/minutes from school improvement team meetings
Principal's resume
School improvement plan
System level strategic plans
Accountability data
Faculty and student handbooks
Faculty meeting agendas
Lesson plan books and notations
Principal's planning book

B. Curriculum Design and Development – Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. For example:

Leads the faculty and community in a thorough understanding of the relationship between the learning needs of students and the NC Standard Course of Study [SBE II];

- Bases curriculum decisions on research, expertise of teachers, and recommendations of learned societies.
- Articulates an overview and philosophy of the curricular objectives of the school.
- Provides relevant professional development to teachers to assure that they possess the knowledge and skills to design and implement effective classroom instruction.
- Engages in regularly scheduled dialog with parents and community members regarding the relationship between the curriculum of the school and the state accountability program.
- Demonstrates involvement in team planning for the implementation of the curricular objectives of the school.
- Provides for curriculum guides aligned to the state curriculum and the textbooks for each subject offered in the course catalog to the teacher of the subject.

Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program [SBE II];

- Observes teachers, teaching materials, strategies, and classroom instruction to assure that teachers teach the curriculum in an effective, professional manner, and align their instruction with state accountability standards.
- Leads in the creation of instructional management and monitoring tools that describe the effectiveness of the school instructional program in meeting the expectations of the state's accountability program.
- Assures that local curriculum guides are aligned to the State's Standard Course of Study and the textbook used in the course.
- Seeks student and parent feedback on the curriculum of the school.
- Assigns appropriate non-tested subject's representation in the daily schedule.

Ensures that appropriate differentiation in curriculum and instruction is available to those students with exceptional needs [SBE II];

- Creates a climate of high expectations that all the students of the school will master the essential elements of the curriculum of the school.
- Assures that multiple and varied opportunities to learn are available to all students.
- Collects and uses individual teacher effectiveness data to redirect and focus instruction.
- Collects and assimilates data regarding student performance and uses this data to redirect instruction and instructional priorities.
- Provides for a comprehensive monitoring system that represents a framework for improving student achievement.

Suggested Artifacts:

Curriculum documents
Curriculum pacing guides
Goal summary data (accountability data)
Management/monitoring system reports
Letters and memoranda
Records from parent meetings
School master schedule
School level and/or district technology plans
State accreditation documents
State curriculum documents
Surveys of students and parents

C. Instructional Effectiveness– Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. For example:

Manages time to be an instructional leader as a priority [SBE V];

- Monitors and supervises the total instructional program.
- Includes sufficient time in the daily schedule for classroom observation and teacher coaching activities.
- Includes time on faculty meeting agendas to address specific instructional problems.
- Creates time for instructional supervision by coaching teachers to maintain teacher ownership of classroom management responsibilities.
- Participates actively in district-level instructional improvement activities.
- Is a visible participant in school-level curriculum development and instructional planning meetings.
- Is a driving force in providing opportunities for professional development activities for the faculty.

Provides targeted and challenging professional development activities designed to improve teacher's strengths in reaching all students [SBE II, IV];

- Uses teacher workdays and other appropriate occasions to create a climate of personal mastery and team learning among the faculty, both individually and collectively, through the professional development activities of the school.
- Assures that professional development activities are selected based on the relationship to school needs as articulated in the school's improvement plan.
- Assures that professional development promotes a focus on student learning consistent with the school's vision and goals as reflected in the improvement plans
- Assures that professional development provides the opportunity for collaboration, experimentation and reflection in trying to resolve instructional problems.
- Assures that lifelong learning is encouraged throughout the school.

Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities [SBE III, IV];

- Always seeks to hire the most competent staff member's possible.
- Refrains from assigning teachers to instruct outside their areas of expertise and/or level of competence.
- Assigns both subjects and students to teacher's classrooms in a fair and equitable manner.
- Provides the opportunities for teachers to develop their expertise outside their classroom activities through involvement in community activities, as experts to adult groups, testimony to the media, or other similar opportunities and circumstances.
- Removes barriers to student learning.

Suggested Artifacts:

Classroom observation data
Dropout data
Letters and Memoranda
Principal's calendar
Professional development calendars
School improvement plans
School level and/or district technology plans
School safety records
State compliance documents

D. **Assessment and Evaluation** – Demonstrates a commitment to using information to promote sound instructional practices. For example:

Uses data collected from state and local testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction [SBE II, IV, V];

- Develops procedures to accurately portray the school's performance to the faculty and greater community.
- Presents testing data and test management support to teachers in a useable form.
- Presents appropriate data in non-tested performance areas to communicate the full range of effects the school has on learning.
- Uses student performance data to justify the need for program changes and replacement of ineffective programs.
- Uses data to show levels of progress in academic achievement and with certain high-risk populations of students.
- Collects student and parent feedback on the school-testing program.
- Engages in activities with parents and the community to generate support for all students within the school community.

Monitors student achievement throughout the year, using both classroom and testing data to assess progress [SBE II, V];

- Leads the development of interim assessments that provide feedback for teachers, parents, and students regarding student mastery of the intended curriculum.
- Uses demographic data and technological tools to monitor the achievement levels of various groups of students.

Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching [SBE II, IV];

- Uses a variety of strategies to provide regular feedback to a teacher regarding his/her teaching performance.
- Approaches the classroom observation process positively, believing that each faculty member seeks to be successful with each child.
- Refrains from unrealistic appraisals of teacher classroom performance.
- Aggressively works with inadequate teachers to help them gain the independence to attain high student achievement standards.
- Where appropriate, makes the decision to recommend termination of inadequate teacher performance.
- Collects student and parent feedback regarding the effectiveness of the instructional program.

Suggested Artifacts:

Internal reviews of testing data
Letters and memoranda
PowerPoint presentations
School district and school level testing data reports
School level and/or district technology plans
State reports

E. Results Oriented– Demonstrates the ability to have students achieve at expected levels of performance or beyond. For example:

_____ **Implements a system of performance indicators which guide the school staff in benchmarking performance against similar institutions on a local, state, and national scale (SBE II, V);**

- Studies and communicates the literature of best practices regularly to the school’s professional community.
- Uses interactive meeting time with teachers to discuss the school’s performance indicators against similar institutions with similar demographics.
- Ensures that the School Improvement Plan contains both challenging but reasonable targets for growth.

_____ **Produces student achievement results that are commensurate with basic principles of the state’s accountability system [SBE II];**

- Uses achievement data to illustrate the need for high achievement expectations.
- Recognizes and rewards achievement that reflects exemplary teacher and student performance under unusual circumstances.

_____ **Communicates the results of his/her leadership to appropriate audiences and constituencies [SBE I, V];**

- Uses the influence of the office to enhance the educational program rather than for personal gain.
- Defends principle and conviction in the face of pressure and partisan influence.
- Communicates his/her personal recognition and satisfaction through the accomplishments of others – teachers, students, parents, etc.
- Seeks state and national awards to promote and celebrate the accomplishments of student and staff.
- Communicates school accomplishments through regular newsletters, community presentations, and individual congratulatory notes to school family members.
- Uses effective communication skills.
- Develops and maintains effective media relations.
- Establishes a comprehensive program of community information.

Suggested Artifacts:

Newsletters
Award applications
Samples of correspondence
Public relations brochures
Press releases
Budget documents
Facility plans
Enrollment projections
School level and/or district technology plans
Letters and memoranda
PowerPoint presentations
State and local accountability reports

F. Locally Identified Instructional Leadership Standards.

II. ORGANIZATIONAL LEADERSHIP – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations.

A. Climate – Communicates a commitment to high expectations for student and teacher performance.
For example:

_____ **Provides and promotes a climate for learning that is safe and orderly [SBE III];**

- Regularly monitors and modifies organizational systems as needed.
- Includes a safe school plan that addresses the rules, desired behaviors, teachers' guidelines, and other responsibilities for developing the behavior management program of the school.
- Expects teachers to use effective lesson plans and classroom management techniques to minimize classroom disruptions and promote a challenging and motivating learning environment.
- Collects data regarding faculty-student interaction and uses the data to diagnose potential areas of concern.
- Uses appropriate data in giving evaluative feedback to faculty.
- Conducts a regular school safety audit.
- Assures the implementation and use of a comprehensive school-counseling program.
- Provides access to employee assistance counseling when appropriate and possible.

_____ **Creates an organizational climate that provides rewards and incentives for accomplishment [SBE IV, V];**

- Acknowledges both individual and collective acts of achievement to parents and students.
- Provides opportunities and encourages participation by each faculty member and student to gain individual and/or group recognition through their participation in curricular, co-curricular, and extra-curricular activities.
- Celebrates accomplishments through recognition banquets and school assemblies, appropriately placing primary emphasis on strengthening the instructional program of the school.

_____ **Monitors student performance on a continuous basis [SBE II, III];**

- Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen collaborative programs that support school goals.
- Organizes and aligns the school for success.
- Maintains student and faculty performance records in an electronic form that allows detailed analysis of progress over time.
- Leads in establishing detailed classroom goals in relation to projected school growth goals using the state's accountability software.
- Uses this data to set and redirect instructional activities
- Assures that program changes are designed to address the schools need to improve certain aspects of instructional performance.

_____ **Communicates a commitment to the dignity and a contribution of all cultures [SBE III];**

- Assures that all groups of students have equal access to all parts of the curricular, co-curricular, and extra-curricular programs of the school.
- Involves parents and the community in activities that provide the positive aspects of the diverse population groups of the school.
- Celebrates the school's diversity through recognition programs and school activities that help students and their parents relate to the differing culture with in the school family.
- Involves parents who are traditionally uninvolved in their children's education, especially where the parent is a reluctant participant in school-centered events.
- Gives respectful credence to individuals and groups whose values and opinions may conflict.

Uses professional meeting times in the school to reinforce commitments to high performance standards [SBE II];

- Sets required time aside at each faculty meeting, PTA meeting, and at other community presentation events to talk about the school's commitment to high student achievement.
- Engages members of the community in dialog to promote the high achievement of all students within the school family.
- Provides regular feedback to the faculty and the community on the achievement goals of the school and its success in reaching those goals.
- Uses professional development opportunities to bridge the differences between cultures.

Suggested Artifacts

Climate studies
School improvement plan
Professional development plan
Survey documents and reports
Evidence of business relationships
Faculty and PTA agendas and minutes
School-level achievement reports
Agendas from recognition ceremonies
Board policies
Brochures, letters, and memoranda
Faculty handbook
Letters of commendation to students and faculty
News articles and press releases

B. Empowerment – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. For example:

Involves stakeholders in decisions affecting schools [SBE IV];

- Requires that each faculty member participate in at least one school level work group that is engaged in setting school goals for high expectations of faculty and students, developing quality solutions to instructional problems and/or resolving issues related to problems in the school's administrative management activities.
- Includes appropriate faculty in the school's recruiting and hiring new staff members.

Shares responsibility to maximize ownership and accountability.

- Provides high-level leadership opportunities to any faculty member who desires to participate.
- Provides leadership training as a part of the faculty's professional development program.

Suggested Artifacts

Climate studies
School improvement plan
Professional development plan and reports
Survey documents and reports
School improvement meetings' minutes

C. Communications – Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. For example:

Keeps appropriate audiences and constituencies informed about the school and its functions [SBE V];

- Uses in-house newsletters, small and large group meetings, and email to inform faculty of school news and event opportunities.
- Uses newsletters, special news articles in local newspapers, email and Web sites, and other media to inform parents of school events and to encourage their participation in school leadership activities.
- Is involved in discussions with various groups within the school culture to assure their involvement and representation in school functions and events.
- Establishes informal and formal networks among the faculty to involve students and parents in the planning and leadership of school activities.
- Speaks well in front of both large and small groups.
- Demonstrates effective use of language in dealing with staff, board of education, and members of the public.

Stays well informed about professional issues and shares this information with appropriate groups [SBE IV];

- Is conscientious regarding personal professional development and shares the results of training and discussions with faculty and others not privileged to such information.
- Maintains professional development by reading, coursework, conference attendance, professional committee, work, and visiting model educational sites.
- Translates the results of personal knowledge of professional issues into school improvements.
- Earns respect and standing among colleagues.

Suggested Artifacts

Minutes from meetings
Notes from speeches
Personal professional development activities
PowerPoint presentations
Professional development calendars
Feedback from faculty and the community

D. Continuous improvement – Creates an environment where students, teachers, and parents understand and accept the “doctrine” of continuous improvement. For example:

Uses TQM/TQE or other similar data driven theories of management to benchmark the school’s performance indicators against exemplary practices outside the school [SBE V];

- Shares the precepts of the continuous improvement initiative adopted by the school with teachers, parents, and other stakeholders and enlist their assistance to assure that impact of the school’s efforts results in higher student achievement.
- Designs performance indicators to measure the effectiveness of school activities that are not easily benchmarked.
- Uses data to effect changes in the school programs and the attitudes of the school family about the need for making the changes.

Acts in an entrepreneurial manner to support continuous improvement.

Suggested Artifacts

Baldrige Criteria studies
School public relation’s documents and brochures
Parent newsletters
Instructional improvement reports to the public
Parent, faculty, student, and community surveys
Letters and memoranda to staff and public
Awards structure developed by the school

E. Other Locally Identified Organizational Leadership Standards.

III. MORAL/ETHICAL LEADERSHIP – Principals, as well as those they serve, constantly face situations and circumstances that might require them to make a difficult decision. Moral/ethical leadership is about making appropriate choices for the right reasons. For example:

A. Commitment to others – Ensures that the purposes of schooling and the people in the school are working in harmony. For example:

_____ **Creates and sustains a nurturing and caring environment [SBE III];**

- Assures that students and staff feel valued and important.
- Assures that the school faculty and staff have the safety and well being of students as their primary concern.
- Assures that students are respected as individuals.
- Employs teachers who enjoy working with young people and are committed to making each student as successful as possible.
- Uses effective group-process and consensus-building skills.
- Assesses the school culture and climate on a regular basis.

_____ **Maintains a learning environment designed to help others be as successful as they choose to be [SBE II, V];**

- Expects teachers and other administrators to “go the extra mile” to assure that students are successful.
- Removes barriers to student learning and faculty performance.
- Assures that teachers and administrators maintain records that provide them with tools to determine what works best with students and continuously use these tools to help students.

Suggested Artifacts

Disaggregated reports of student progress
Faculty meeting agendas
Instructional improvement reports to the public
Letters and memoranda to staff and public
Longitudinal studies of student achievement
Parent newsletters
Parent, faculty, student, and community surveys
Records of parent and community meetings
School survey reports

B. Professional Ethics – Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others. For example:

_____ **Demonstrates an adherence to a personal and professional code of ethics;**

- Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Demonstrates loyalty to the organization and colleagues.
- Protects the rights and confidentiality of students and staff.
- Serves as a role model for students, faculty, and the community the school serves.

_____ **Accepts responsibility for school outcomes.**

- Considers the impact of his/her administrative practices on others.
- Assures that those within the school responsible for fiscal and resource management are adequately trained to manage their areas of responsibility.
- Incorporates ethical behavior throughout the instructional and behavioral management program of the school.
- Assures equitable distribution of resources among the various programs throughout the school.

Suggested Artifacts

Board policies
Letters and Memoranda
Faculty meeting agenda and minutes
Climate surveys
Annual reports
Relevant external reviews of the school program (curriculum and financial audits)

C. Respect for Diversity – Accepts as value all of the people and cultures represented in the school and by the community at large. For example:

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- Uses a wide range of opportunities to celebrate the diverse cultures, both those are included among the school community and those outside the school [SBE II, III];**
- Assures that all students have equal access to all parts of the curricular, co-curricular, and extra-curricular program of the school.
 - Provides orientation programs for new students and faculty members to assure that their transition into the school program is as comfortable as possible.
 - Facilitates an understanding of the role of diversity and equity in a global, democratic society.
 - Uses professional development opportunities to bridge differences between cultures.

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- Ensures that established policies and procedures are in place and enforced equitably for all participants in the school [SBE V];**
- Assures that school rules regarding misconduct are consistent with the safe school plan of the school.
 - Keeps detailed records to determine the effectiveness of school rules and the need for changes.
 - Within the bounds of legal appropriateness, assures that hiring and recruiting processes consider the representative levels of student and faculty diversity of the community the school serves.

Suggested Artifacts

Professional development calendars
Hiring and employment records
Letters and memoranda
Agendas of student and faculty orientation sessions
Press releases
Job descriptions

D. Responsibility – Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions. For example:

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- Opens the school to public scrutiny [SBE IV];**
- Models strategies of change and conflict resolution in the larger context of schooling and society.
 - Considers the impact of one’s administrative practices on others.

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- Devotes time and energy to the position.**
- Possesses and maintains the health and energy necessary to meet the responsibilities of the position.

Suggested Artifacts

Board policies
Budget documents
Planning documents
Climate studies
Annual reports
External reviews (audits)
Letters and memoranda
Personal work attendance records

E. Other Locally Identified Moral/Ethical Leadership Standards.

IV. MANAGERIAL LEADERSHIP – Effective schools require good management as well as good leadership. Effective management ensures that the operational processes in the school are effective and efficient. For example:

A. Law and Policy – Understands and enforces both law and policy consistently. For example:

_____ **Develops and distributes student and faculty handbooks that are consistent with the school’s vision and goals, local school board policy, and state law and policy [SBE III, V];**

- Provides regular professional development activities associated with new laws and interpretations of existing laws that affect classroom instruction.
- Fulfills legal and contractual obligations.

_____ **Applies laws and procedures fairly, wisely, and considerately.**

- Works within the framework of policies, laws, and regulations enacted by local, state and federal authorities.
- Shapes school policy to provide quality education for students.
- Develops effective lines of communications with decision-makers outside the school community.

Suggested Artifacts

Board policy manual
Faculty and student handbooks
Professional development calendar
Letters and memoranda
Surveys of teachers, parents, and students
Compliance documents
Budget documents
External reviews (financial and curriculum audits)

B. Resource Management -- Understands the resources available to the school and uses them wisely. For example:

_____ **Uses fiscal resources efficiently and effectively to provide the materials and people needed to help the school be effective [SBE V];**

- Assures that public resources and funds are used appropriately and wisely.
- Obtains resources to support the implementation of the school’s mission and goals.
- Uses existing resources in support of the school’s vision and goals.
- Identifies potential problems and opportunities.
- Confronts and resolves resource allocation problems in a timely manner.
- Aligns financial, human, and material resources to help achieve the goals of the school.
- Establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs that support achieving school goals.
- Assures that the school and community serve one another as resources.
- Uses effective problem framing and problem-solving skills.
- Uses effective conflict resolution skills.
- Uses effective group-process and consensus-building skills.
- Assures that school priorities are reflected in the budget of the school.
- Develops and opens the school budget for public scrutiny.

_____ **Uses space effectively to support both the instructional program and the ancillary functions of the school [SBE V];**

- Creates and maintains a safe, clean, and aesthetically pleasing school environment.
- Assures that the school plant, equipment, and support system operate safely, efficiently, and effectively.
- Assures that the school plant and facilities are arranged and space is assigned with priority given to supporting the instructional program.

Has an effective staffing plan, where people contribute their best efforts to the school's success [SBE V];

- Uses human resource functions to support the attainment of school goals.
- Acknowledges the responsibilities and contributions of each individual.
- Recognizes and celebrates student and staff accomplishments.
- Makes an effective decision regarding the retention or dismissal of personnel.
- Develops and administers an effective system to evaluate classified staff.
- Assigns faculty to drive the school's commitment to high student achievement.
- Demonstrates care and concern for the well being of all students, faculty, and staff.

Provides for effective supervision of school support services and classified staff [SBE V];

- Works with all staff to assure maximum opportunities for success.
- Assures that support operations support the instructional program.
- Demonstrates skill in hiring new staff members.
- Uses the expertise of existing faculty to assist in the selection and evaluation of new support staff members.
- Treats all individuals with fairness, dignity, and respect.
- Reflects the beliefs and principles found in the vision of the school for high student achievement in the staff selection processes.

Uses time resources well to facilitate high student and teacher performance [SBE V];

- Manages time to maximize attainment of organizational goals.
- Minimizes interruptions to instructional time.
- Collaboratively develops master schedules and individual class schedules and uses the talents of the school staff effectively.
- Assures that community youth family services are appropriately integrated with school programs.
- Effectively manages an efficient office and record keeping system.
- Takes time to "sharpen the saw".

Suggested Artifacts

Financial, management, and curriculum audits
Grant applications
Budget documents
Letters and memoranda
School master schedule
Hiring records
School board minutes
Professional development calendars

C. Personnel Management – Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission. For example:

Uses sound and effective principles for selecting new staff, both professional and classified [SBE IV];

- Demonstrates skill in hiring new staff members.
- Uses expertise of existing faculty to assist in the selection of new faculty members.
- Makes the staff selection processes reflect the beliefs and principles found in the vision of the school for high student achievement.
- Assures that faculty members considered for employment reflect the school's vision and commitment to high student achievement and continuous improvement.
- Works with all staff to assure maximum opportunities for success.
- Maintains confidentiality and privacy of school records.

Spends time ensuring that new hires are properly brought into the school's culture successfully [SBE IV];

- Is an advocate for the new teacher.
- Personally meets with new teachers individually to discuss professional issues.
- Assigns a "buddy" teacher and/or a mentor teacher who has specific skills in the new teacher's area of concern.
- Provides professional development activities that are relevant to the teacher's instructional interests and includes opportunities to reflect and develop new approaches to solving instructional problems.
- Provides frequent opportunities for new teachers to observe and interact one-on-one with "master teachers".

Provides specific guidance for teachers trying to solve instructional problems [SBE IV];

- Uses effective problem framing and problem-solving skills.
- Identifies potential problems and opportunities.
- Confronts and resolves problems in a timely manner.
- Helps the teacher identify resources that address specific problems.
- Provides and sustains a resource library for professional growth.
- Assures faculty access to resource persons with experience in solving various instructional problems.
- Allocates resources in a fair and equitable manner.
- Solicits input for and plans special seminars related to topics of interest and needed to faculty.

Helps new teachers gain expertise and confidence in their teaching [SBE IV];

- Is an advocate for the new teacher.
- Is an effective evaluator of instruction.
- Provides guidance and mentoring to new teachers and others having trouble with specific situations.
- Personally meets with new teachers individually to discuss professional issues.
- Assigns a "buddy" teacher and/or a mentor teacher who has specific skills in the new teacher's area of concern.
- Provides professional development activities that are relevant to the teacher's instructional interests and includes opportunities to reflect and develop new approaches to solving instructional problems.
- Provides frequent opportunities for new teachers to observe and interact one-on-one with "master teachers".
- Provide frequent formative feedback with concrete suggestions for improvement.
- Assigns fair and reasonable duties to new teachers.
- Monitors the progress of the mentor-new teacher relationship and intervenes as necessary.
- Plans special seminars and workshops of interest to the new teacher.
- Collects and uses feedback from new teachers regarding the effectiveness of new teacher preparation programs.

Works with experienced teachers to help them continue to grow and develop as accomplished professionals [SBE IV];

- Provides opportunities for problem analysis and professional reflection.
- Seeks opportunities to involve experienced teachers in challenging yet professionally motivating professional experiences that enrich their professional skill level.
- Provides leadership opportunities in areas of interest to the experienced teacher.
- Encourages teachers to be innovative in the delivery of instruction.
- Demands high levels of professionalism with regard to student behavior management, interaction with parents and community members, instructional program quality, and moral and ethical behavior.

Uses performance as a means to help others improve continuously [SBE II, IV];

- Uses knowledge of learning, teaching, and student development to guide professional development decisions.
- Reviews the effectiveness of mentor assignments to assure that the team assignments are achieving the school's vision of high student achievement.
- Assures that human resource functions support the attainment of school goals.

Properly differentiates the standards of performance evaluation for different ranges of experience and expertise [SBE IV];

- Takes into account the formative needs of new staff members in developing a strategy for personnel evaluation.
- Allows more experienced teachers to use personnel evaluation approaches, which challenge their professional goals for continuous improvement.
- Provides opportunities for staff to develop collaborative skills.
- Provides opportunities for staff to develop skilled-based and project-based personnel appraisals.

Actively creates or develops programs that enable the school to support and retain the teachers who should be retained [SBE IV, V];

- Uses data collected from resigning and transferring teachers to improve the functions of the human relations program of the school.
- Benchmarks school data regarding personnel turnover with other data such as student achievement, faculty absenteeism, parent involvement, etc. to continuously improve the school human relations program.
- Treats people fairly, equitably, and with dignity and respect.
- Protects the rights and confidentiality of students and staff.

Suggested Artifacts

School curriculum and financial audits
Hiring records
School board minutes
Letters and memoranda
Mentor records
Professional development calendar
Personnel evaluations
Recruiting literature
Personnel exit interviews
Schedule of staff development activities
School budget
School disciplinary records
School improvement plans
School master schedule
School and community survey data
Teacher evaluation documentation and surveys

D. Information Management – Ensures that another’s need to have information is their personal assurance that others will receive the information they need. For example:

Provides appropriate and timely feedback to all affected constituencies and clients [SBE IV];

- Uses assessment data related to student learning to develop the school’s vision and goals.
- Uses relevant demographic data pertaining to students and their families in developing the school’s mission and goals.
- Sends reports to parents regarding student progress that are timely, easy to understand, and accurately convey student progress towards mastery of the curriculum.
- Uses technology to facilitate more effective access to school generated data.

Ensures that people who require information to perform effectively receive it in a timely manner [SBE V];

- Provides detailed reports prepared from disaggregated instructional and testing data assist faculty to better focus instruction on the required curriculum.
- Monitors instruction frequently so that adjustments can be made to increase the effectiveness of classroom instruction.
- Uses information about family and community concerns, expectations, and needs regularly.

Uses appropriate technological tools to manage and manipulate instructional information [SBE II, V];

- Implements a management system to manage and monitor classroom and individual student performance data.
- Uses spreadsheets, state testing tools, and other technological media to organize and report progress of various subgroups of students and to illustrate the need to change instruction.
- Creates feedback systems to report progress and refocus the school on achievement of goals for all students.

Submits accurate records and reports on time [SBE V];

- Provides reports to parents in a timely and informative manner.
- Submits required reports to supervisors accurately and in a timely manner.
- Assures a timely distribution of information about event announcements to faculty.

Suggested Artifacts

PTA minutes

School board minutes

Anecdotal records

Various disaggregated testing and school improvement reports

Letters to parents

Copies of submitted reports

E. Student Behavior Management – Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high student performance. For example:

Develops procedures for dealing with student misconduct that are prompt, fair, and reasonable [SBE III];

- Treats all individuals with fairness, dignity, and respect.
- Categorizes student misconduct and assigns consequences for misconduct according to the impact on safety issues and the school learning environment.
- Develops, publishes, and widely distributes booklets or other publications which classify and clarify the school's rules and consequences for misconduct.
- Offers professional development for faculty and staff to assist them in better understanding the relationship of positive school climate to higher student achievement.
- Offers training for students to enlist their assistance in creating a more positive school environment.
- Works with individual families regarding their child(ren)'s safety violations in a positive manner to eliminate long-term problem areas.
- Appropriately involves school safety officers to assure a safe school campus.
- Uses effective conflict resolution skills.
- Provides training for students and faculty to assure a comprehensive understanding of the rules of the school and their consequences.

Develops and enforces a code of student conduct in a firm, fair, and consistent manner [SBE II, III];

- Develops and distributes student and faculty handbooks that are consistent with the school's vision and goals, local school board policy, and state policy and law.
- Deals with misconduct promptly and fairly in a manner designed to address the underlying causes of the misconduct.
- Treats all individuals with fairness, dignity, and respect.
- Assures that all staff approach matters related to student behavior with professionalism, dignity, and respect.
- Develops, publishes, and widely distributes booklets or other publications which classify and clarify the school's rules and penalties for misconduct.

Handles student discipline problems with a level of responsiveness appropriate to the severity of the problem [SBE III];

- Categorizes student misconduct into classifications and assigns penalties for misconduct according to its impact on safety issues and the school-learning environment.
- Investigates incidents thoroughly to assure that sufficient information is available for a fair and informed decision.

Develops and monitors a safe school plan, anticipating potential trouble spots and dealing with them in advance [SBE III];

- Assures that the school strategic plan includes a safe schools component that addresses the rules, desired behaviors, teachers' guidelines, and other responsibilities for developing the behavior management program of the school.
- Makes recommendations and adjustments to school functions and facilities as needed to assure a safe environment.

Suggested Artifacts

Code of conduct brochures
Drop out data
Letters and memoranda
Safe schools reports
School strategic (safety) plan
Student and faculty handbooks
Suspension and other disciplinary reports
Schedules of training activities
Student discipline records and reports

F. Other Locally Identified Instructional Leadership Standards.
