COMPONENT 1: LEADERSHIP FOR PURPOSE AND IMPROVEMENT

Mission, Vision, and Core Values (PSEL 1) - Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Operations and Management related to PSEL 1 (PSEL 9: A,L)
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Developing	Emerging	Accomplished	Distinguished
• Reviewing and considering the existence or non-existence and/or the current application of mission, vision, core values. • Planning, developing, and/or refining is initiated for a department/ building/district mission, vision and core values.	And… • Collaborating with school and community stakeholders, relevant data is used to create and/or refine and implement a vision for the department/ building/district. • Aligning is underway to ensure instructional and organizational practices reflect department/ building/district mission, vision and core values.	And… • Collaborating to monitor and evaluate the department/ building/district mission and vision to advance or adjust if necessary for changing expectations and opportunities for the school, and/or changing needs and situations of students. • Building the capacity of others to strategically align their work to pursue the department/building/ district mission, vision and core values.	And… • Ensuring that all established systems are routinized, interacting efficiently, and are aligned with a department/ building/district mission, vision and core values.

Evidence Examples:
- Visible written mission, vision, and core values for a department/school/district
- A communication plan that articulates the ongoing dissemination of the mission, vision, and core values (presentations, meetings, forums, trainings, written communications, social media, newsletters)
- Relevant student data used to develop, evaluate, and or modify the mission, vision, and core values
- Instructional framework clearly aligned with mission, vision and core values

- Professional development plans articulate alignment to mission, vision and core values
- Department/school/district improvement plans articulate alignment to mission, vision and core values
- Stakeholders can describe their individual roles and how their work supports the mission, vision, and core values
- Department/school/district budget shows alignment to support the mission, vision, and core values
- Documented community partnerships that align to mission, vision and core values
- Documented cycle of data collection and review with a process for continuous refinement of the vision and core values of the school (e.g. Data and root cause analysis documents; Success Plans)
- Systems (operational, curricular, procedural) all support the mission, vision and core values
- Advocacy of the mission, vision, and core values through stakeholder meetings and communications, leadership team meetings, etc.

Look for the following attributes of the leader within the evidence:

- Ability to articulate, advocate and/or cultivate mission, vision, and core values that promote inclusiveness, equity, social justice, openness, a student-focus, trust, high expectations, continuous improvement
- Modeling actions for others to pursue the mission, vision, and core values

School Improvement (PSEL 10) - Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Operations and Management related to PSEL 10 (PSEL 9: G)
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Developing	Emerging	Accomplished	Distinguished
• Reviewing and considering the existence or non-existence of a department/school/ district success plan and a continuous improvement process. • Planning, developing, and/or refining is initiated for a department/building/district success plan and a continuous improvement process.	And… • Collaborating with school and community stakeholders, relevant data is used to create and/or refine and implement a department/school/ district success plan and a continuous improvement process. • Reflecting upon individual aspects of a department/ school/district success plan and a continuous improvement process.	And… • Collaborating to monitor and evaluate with an evidence-based focus the department/school/district success plan and a continuous improvement process. • Building the capacity of all staff to promote coherence among improvement efforts.	And… • Ensuring that all established systems are routinized, interacting coherently, and are aligned to the department/ school/district success plan and a continuous improvement process.

Evidence Examples:
- Evidence of collaborative stakeholder engagement in the process
- Documentation of changes to the district and/or school plan based on current trends and research
- Professional development plans that builds the capacity of others around continuous improvement
- Professional development plans align to the goals within the success plan
- Success plans articulate implementation, monitoring, feedback, evaluation, and revision
- Evaluation data (administrator/teacher/specialist data) includes feedback that is targeted and aligned to success plan goals
- Success plans include an alignment to the mission, vision, and core values of the department/school/district
- Data collection systems articulate an alignment to monitoring the measurable goals in the success plan

- A department/school/district success plan that is part of an articulated continuous improvement process
- Communication of initiatives and how they support the district and/or school plan for continuous improvement.
- Promoting inquiry, experimentation, and innovation among teachers and staff to initiate and implement continuous improvement

Look for the following attributes of the leader within the evidence:
- Perseveres by providing support and encouragement while openly communication the need for, the process for, and outcomes of improvement efforts.
- Builds relationships and trust that enable the continuous improvement process to move forward.

COMPONENT 2: LEADERSHIP FOR SELF AND OTHERS

Ethics and Professional Norms (PSEL 2) - Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Operations and Management related to PSEL 2 (PSEL 9: D)
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Developing	Emerging	Accomplished	Distinguished
• Adhering to ethical and legal principles, based on state code/regulations and district policies, and collective bargaining agreements. • Demonstrating respect for others, engaging in honest interactions, and honoring confidentiality that reflects ethical principles.	And... • Implementing systems to support the collective responsibility of others to adhere to professional norms and ethical and legal principles. • Reflecting with others the professional norms that promote democracy, equity, social justice, and diversity.	And... • Monitoring and evaluating systems to ensure the collective responsibility of others to adhere to professional norms and ethical and legal principles. • Building the capacity of others to employ professional norms to promote democracy, equity, social justice, and diversity.	And... • Ensuring that all established systems are routinized, interacting efficiently, and are aligned with professional norms and ethical and legal principles resulting in democracy, equity, social justice, and diversity.

Evidence Examples:
• Professional development plans for self and other include topics around equity, social justice, and diversity.
• Reports from staff that the leader maintains confidentiality, including but not limited to personnel issues and student discipline
• Documented meetings with all new staff hires to review policies, procedures and expectations
• All meeting agendas address expected professional norms
• Climate surveys include questions related to student success and well-being; interaction with staff; cultural responsiveness
• Observed administrator interaction with students reflect expected professional norms and promote equity, social justice, and diversity
• Code of Conducts/Student Success Guides for students and employee handbooks reflect professional norms and promote equity, social justice, and diversity.

- Written documents align to policies and procedures for addressing issues related to ethics/professional norms (e.g., onboarding new hires, addressing staff misconduct, addressing student misconduct, social media, hiring processes, dress codes, communication).
- Written policies and procedures articulate an alignment to the mission, vision, and core values of the department/school/district

Look for the following attributes of the leader within the evidence:
- Demonstrates interpersonal skills and social-emotional insight related to understanding of all students' and staff members' backgrounds and cultures.
- Models and promotes integrity, fairness, and transparency to be build trusting relationships
- Creates collaborative opportunities for diverse groups of stakeholders around issues of equity, social justice, and diversity.

Equity and Cultural Responsiveness (PSEL 3) - Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Operations and Management related to PSEL 3 (PSEL 9: K)
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Developing	Emerging	Accomplished	Distinguished
• Reviewing and considering the existence or non-existence and/or the current application of policies that address equity of educational opportunity and culturally responsive practices. • Planning, developing, and/or refining is initiated for a department/building/district policy that addresses equity of educational opportunity and culturally responsive practices.	And... • Collaborating with school and/or community stakeholders, relevant data is used to create and/or refine and implement policies and practices that address equity of educational opportunity and culturally responsive practices. • Aligning is underway to ensure instructional and organizational practices reflect equity of educational opportunity and cultural responsiveness.	And... • Monitoring and evaluating systems to ensure the collective responsibility of others to adhere to policies and practices that address equity of educational opportunity and culturally responsive practices. • Building the capacity of others to strategically align their work to address equity of educational opportunity and culturally responsive practices.	And... • Ensuring that all established systems are routinized, interacting efficiently, and are aligned with policies and practices that address equity of educational opportunity and culturally responsive practices.

Evidence Examples:
- Feedback on instruction that incorporates student strengths, diversity, and culture
- Student/staff celebration selection criteria reflect culturally responsive practices
- Mission, vision, core values address equity and cultural responsiveness
- Professional development for self and others includes equity and cultural responsiveness
- Student and organizational policies and procedures are written to address misconduct in a positive, fair, and unbiased manner
- Analysis of a subgroup achievement and growth data and a plan to address gaps in achievement
- Analysis of disaggregated student discipline data and a plan to address data trends
- Student handbooks reflect equitable access to clubs, activities, sporting events, and resources
- Staff handbooks reflect policies and procedures that are culturally responsive
- Analysis of equity audit data and a plan to address gaps

- Success plans explicitly include action equity and cultural responsiveness
- Analysis of educator equity data for department/school/district and a plan to address gaps
- Written systems reflect fair and equitable management of conflict among students, staff, families, and community

Look for the following attributes of the leader within the evidence:
- Ensures that each student/staff member is treated fairly, respectfully, and with an understanding of culture and context
- Ensures that each student has equitable access to effective teachers, learning, opportunities, academic and social support, and other resources necessary for success
- Confronts and alters biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation/identification, and disability or special status.
- Acts with cultural competence and responsiveness in interactions, decision making, and practices

COMPONENT 3: LEADERSHIP FOR STUDENT SUCCESS

Curriculum, Instruction, and Assessment (PSEL 4) - Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Operations and Management related to PSEL 4 (PSEL 9: C, F, I)
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Developing	Emerging	Accomplished	Distinguished
• Broadening the awareness of the curriculum materials and instructional and assessment techniques used in the building/district • Connecting curriculum, instruction, and assessments to student achievement	And… • Collaborating with school and community stakeholders to review and refine curricular materials, instructional practices, and assessment techniques based on student achievement • Reviewing the flow of curriculum alignment, both vertically and horizontally, as related to student development, effective pedagogy, and the needs of each student	And… • Extending stakeholders' understanding and effective use of curriculum materials, instructional practices and assessments through monitoring, evaluation, and feedback. • Integrating systems to support student achievement through the ongoing development of the curriculum, instruction, and assessment	And… • Entrusting stakeholders to function optimally within established routines and systems to be responsive to the academic needs of each student with curriculum, instruction, assessment.

Evidence Examples:
- Completed curriculum, instruction, and/or assessment audit to guarantee alignment with standards and identified student achievement needs
- Department, team, grade level committees explicitly aligned to curriculum and assessment needs and goals to include (examples):
  - Unpack and link standards to instructional practice and both formative and summative assessments
  - Vertical and horizontal articulation of curriculum
  - Data review and action planning

- o High-yield instructional strategies
- Quality, actionable feedback through frequent observations and evaluations (state and local) that reflects alignment to quality teaching and learning
- Link authentic, actionable feedback to professional development, identified growth needs, and instructional improvement
- Success plans that connect student outcomes to curriculum and instructional strategies
- Budget that is prioritized to meet the financial, material, time, and human resources to support curriculum, instruction and assessment
- The effective use of technology and vetted, research-based resources that support teaching and learning. (e.g. Technology use plan for students/staff/department/district)
- Defined systems for curriculum, instruction, assessment - observation schedules, curriculum review, assessment schedules, proven instructional strategies and expectations, differentiated professional development plans, quarterly data review cycles

Look for the following attributes of the leader within the evidence:

- Promoting equitable instructional practices that are consistent with knowledge of diverse student learning and development, effective pedagogy, and the needs of each student.
- Ensuring instructional practices that are intellectually challenging, authentic to student experiences, recognizes student strengths, and are differentiated and personalized.
- Promote and support the use of technology in the service of teaching and learning.

Community of Care and Support for Students (PSEL 5) - Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Operations and Management related to PSEL 5 (PSEL 9: E)
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Developing	Emerging	Accomplished	Distinguished
• Gathering an awareness of the social, emotional, and physical needs of each student. • Planning, developing, and/or refining is initiated for providing social and emotional development for students in consideration of the cultures and languages of the school's community.	And… • Collaborating with school and community stakeholders, relevant data is used to build and maintain a safe, caring, and healthy school environment that meets the social, emotional, and physical needs of each student. • Alignment is underway to ensure social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student	And… • Collaborating to monitor and evaluate the school environment to ensure each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community. • Building the capacity of others to promote adult-student, student-peer, and school community relationships that value and support positive social and emotional development.	And… • Ensuring that all established support systems are routinized, interacting efficiently, and are immersed within the school so that all stakeholders are advocates to meet the social, emotional, and physical needs of each student.

Evidence Examples:
• Effective use of data to guide decision-making
  ○ School Climate
    ▪ School climate data - infractions, chronic absenteeism, on-track to graduation, graduation data
    ▪ Perception data - staff, parent, student surveys
    ▪ Alcohol, Tobacco, Other Drug data

- o Enrichment
    - Extracurricular activity data
    - Other participatory engagement data
  - o Student Achievement
    - Academic performance
    - Accountability performance
- Alignment of and involvement of outside agencies to support students and staff
- High-quality professional learning opportunities and resources that promote positive climate and social and emotional learning
- Defined systems for community of care and support for students (examples) - evidence-based social-emotional curriculum, restorative practices, trauma-informed care, extracurricular schedules to support student engagement and school involvement

Look for the following attributes of the leader within the evidence:

- Creating and sustaining an environment where students and staff are known, accepted and valued, trusted and respected, cared for, and encouraged to be active and responsible members of the learning community.
- Infusing the school's learning environment with the cultures and languages of the school's/district's community.

COMPONENT 4: LEADERSHIP FOR THE LEARNING COMMUNITY

Professional Capacity of School Personnel (PSEL 6) - Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Operations and Management related to PSEL 6 (PSEL 9:B,K)
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Developing	Emerging	Accomplished	Distinguished
• Gathering information to assess the current professional capacity and practices of school personnel in relation to student needs • Connecting professional capacity and practices of school personnel to student needs through planning, developing and/or refining hiring and professional learning priorities	And... • Collaborating with school staff to review, refine, and implement practices for hiring and professional learning • Expanding the professional opportunities for learning, growth, and reflection that includes differentiation to meet adult learner needs	And... • Monitoring and evaluating, with school staff input, hiring practices, assignments, and professional learning that increases professional capacity in relation to student need • Integrating systems (recruitment, hiring, retention, development, succession) through building the leadership capacity of personnel	And... • Empowering and entrusting professional staff to utilize routinized systems to ensure sustainability of professional capacity and practice of school personnel

Evidence Examples:
- Documented professional growth plans aligned to staff needs based on the identified needs throughout the school
- Well-developed mentoring and induction programs to support the growth and development of new administrators
- Establish organizational norms and behaviors
- Establish and evaluate the process to recruit, hire, and retain highly effective staff
- Professional growth plan for continuous learning and improvement for self and others aligned to the vision and mission of the school
- Walkthrough and formal evaluation data with actionable feedback aligned to identified priorities

- Documented plans for systems - recruitment, hiring, professional development, succession

Look for the following attributes of the leader within the evidence:
- Promoting the personal and professional health, well-being, and work-life balance of faculty and staff.
- Empowering and motivating teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- Delivering actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

Professional Community for Teachers and Staff (PSEL 7) - Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Operations and Management related to PSEL 7 (PSEL 9: B, K)
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Developing	Emerging	Accomplished	Distinguished
• Reviewing opportunities for the collaborative examination of practices, workplace conditions, and professional relationships among leaders, faculty and staff. • Setting expectations for professional relationships and conflict resolution through trust, open communication, collaboration, and continuous individual and organizational learning and improvement.	And... • Collaborating with school staff to provide engaging opportunities for collaborative job-embedded professional learning for faculty and staff • Actualizing a professional culture of engagement and commitment aligned to a shared vision, mission, and core values.	And... • Sustaining and evaluating open, productive, caring and trusting relationships among leaders, faculty and staff to promote professional capacity, conflict resolution, and improvement of practice • Building the capacity of others to foster faculty-initiated improvements of practice that develop and support open, productive, caring, and trusting working relationships	And... • Empowering and entrusting teachers and staff to use routinized systems to ensure the collective responsibility for meeting the academic, social, emotional, and physical needs of students pursuant to the mission, vision, and core values of the school

Evidence Examples:
- Schedule reflects opportunities for meaningful collaboration
- Defined expectations, norms, behaviors, and agenda for collaborative meetings (grade level/team)
- Identify designating times for professional learning among colleagues
- Create a culture that supports faculty/staff suggestions for program improvements
- Leverage internal expertise to support the overall development of school personnel
- Implement and utilize survey results- professional learning (quality/implementation), needs, etc.
- Create and utilize a living staff handbook that outlines professional expectations and avenues of support

- Peer observations and calibration walks to identify instructional best practices for all students
- School, team, or individual goals and how they align to collective mission, vision, core values

Look for the following attributes of the leader within the evidence:

- Establishing and sustaining a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.
- Modeling high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

Meaningful Engagement of Families and Community (PSEL 8) - Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Operations and Management related to PSEL 8 (PSEL 9:H)
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Developing	Emerging	Accomplished	Distinguished
• Seeking an awareness of the community's cultural, social, intellectual, and political resources • Planning and developing is initiated based on the current needs for creating positive, collaborative, and productive relationships with families and the community	And... • Collaborating with school and community stakeholders to develop productive community partnerships, family relationships, and two-way communication. • Alignment is underway to ensure that resources meet the prioritized needs of the students.	And... • Monitoring, sustaining, and evaluating current systems related to community partnerships, family relationships, and two-way communication. • Building the capacity of others to create and promote family relationships and community partnerships that advocate for the needs of students	And... • Ensuring that all established support systems are routinized, and mutually beneficial with regard to meeting family, community, and student needs.

Evidence Examples:
- Opportunities to engage and partner with the community and family members through open houses, parent/community forums, parent conferences, volunteer programs, activities and meetings
- Social media used to provide opportunities that will inform the community and promote the school
- Documentation of targeted students and families receiving additional support from community programs
- Service learning for students and/or staff to connect with and build relationships such as daycare visits, adult learning courses, community center activities
- Community day, celebrations, family-school picnic

Look for the following attributes of the leader within the evidence:
- Engaging in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

- Maintaining a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- Advocating for the school/district, and for the importance of education and student needs and priorities to families and the community.