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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Tara Gard, Chief Talent Officer
Allison Henkel, Sr. Director, Strategic Projects

Meeting Date December 1, 2021

Subject Presentation - Leadership Growth and Development System for School Leaders - 2021-2022 School Year - Talent/Human Resources Department

Ask of the Board Presentation by the Chief of Talent to, and solicitation of feedback and/or questions from, the Board of Education on Talent’s 2021-2022 Leadership Growth and Development System for School Leader and the plan to support the retention and succession planning of our schools’ leaders.

Background OUSD strives to find, keep and grow transformational school leaders. Over the past decade, we’ve developed a multi-pronged strategy to recruit, retain and develop principals and are dedicated to continually refining our processes so as to ensure a robust pipeline of future leaders.

Discussion The foundation of our recruitment and development of our leaders is the Leadership Growth and Development System, or LGDS. LGDS informs every component of our pipeline strategy, specifically: Talent Reviews, Principal Recruitment & Selection, and Leadership Development. Acknowledging that any pipeline strategy is comprised of numerous components, we’ve assessed areas of strength and areas of development, and are seeking to further build a comprehensive recruitment strategy, intentional methods of succession planning and development opportunities for AP’s.

Notes:

Developed in 2011 through a community-based process, LGDS consists of six leadership dimensions that inform everything from the selection process to Talent Reviews to development and promotion plans. The dimensions are:

- *Leadership for Equity*
- *Leadership for Visionary Change*
- *Leadership for Healthy Relationships and Culture*
- *Leadership for Community & Family Partnerships*
- *Leadership for Effective Operations & Organization*

- *Leadership for Instruction & Learning*
These dimensions root our work at every stage of the development process. Using LGDS as a foundation, our district leadership engages in annual actions to support the key elements of a healthy principal pipeline.

- **Talent Reviews:**

- *Supports the monitoring of supply & demand*

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- *(Narrative) A key component of how we manage our principal pipeline. It allows leadership to monitor supply & demand, and prepare accordingly. Talent Reviews also support the work of differentiated development by surfacing the strengths and needs of leaders. An outcome of the Talent Review is an individualized plan for each leader that acknowledges strengths and addresses next steps to develop areas of need)*

- *Principal Selection Process:*

-

- *Narrative: (A multi-step approach to hiring & selection, the Principal Selection process)*

- *Principal Training:*

- *hold*

- *Narrative:*

Areas of focus:

- *Succession Planning*
- *Comprehensive Recruitment Strategy*
- *Development of Assistant Principals*

Fiscal Impact

To consider:

- Funding for any pre-service partnerships (i.e. LMU or contributing to the costs of school or credentialing for future leaders)
- Funding for AP development and positions

[This is a critical part as it explains the possible fiscal impact (positive or negative) of the item. It should contain the actual (if known) or estimated fiscal impact and the fund(s) that are impacted. If a fiscal impact is possible but not assured, that should be explained as well. If there is truly no fiscal impact (this is a rare occurrence), then "N/A" may be entered in response.]

Attachment(s)

- Presentation
- LGDS Principal Handbook

PRINCIPAL FRAMEWORK



LEADERSHIP GROWTH AND DEVELOPMENT SYSTEM



LGDS Handbook Table of Contents

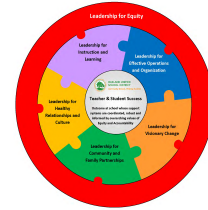
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All Dimension Resources Linked [HERE](#). Individual Dimension and Element resources are also linked on the dimension overview page and on the element tile on each element page.



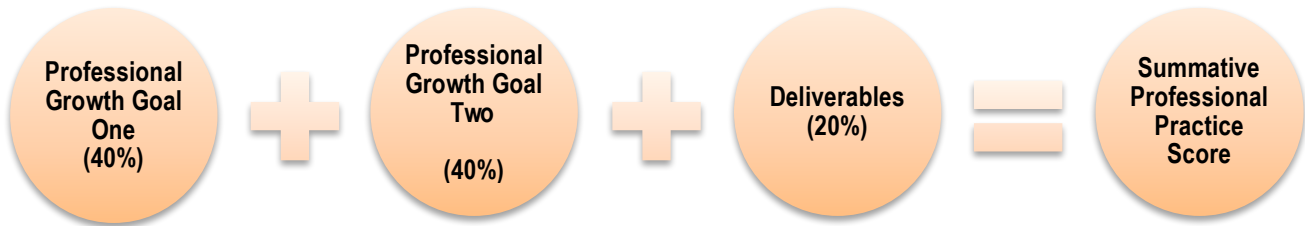
LGDS Evaluation Cycle

Month and Due Date	Evaluation Component	Description
2 nd Friday in September	Principal Notification	<ul style="list-style-type: none"> The principal will be notified in writing by the Human Resources Department and/or his/her supervisor.
3 rd Friday in October	Professional Growth Goals and Action Plan	<ul style="list-style-type: none"> Includes Pre-goal setting conference that includes review of current school/department context, data, leader's assets and areas of growth, site plan, and goal possibilities. Based on the context and data review meeting, establish two Professional Growth Goals: <ul style="list-style-type: none"> <u>Goal One</u>: Determined by principal in collaboration with supervisor based on any element in the OUSD Leadership Framework. <u>Goal Two</u>: Recommended by supervisor in collaboration with principal based on LGDS Focus Elements. Both goals must be currently rated as "basic" or "developing" within a step. A leader can remain on the same step within the same element for a maximum of two years.
3 rd Friday in December	2 Observations	<ul style="list-style-type: none"> Includes: observation and debrief. Observations are connected to goals and can include and are not limited to: leader-led walk-throughs, data reviews, meeting facilitation. Supervisor and leader collect evidence and upload to data platform as part of this process. Extra Observations determined by supervisor if more evidence is needed to assess growth and provide feedback and support.
4 th Friday in January	Mid-Year Review	<ul style="list-style-type: none"> Leader provides reflection and formative self-ratings based on evidence on the established Professional Growth Goals. Supervisor provides feedback and formative ratings based on evidence on the established Professional Growth Goals and deliverables. Mid-Year Review and action plan for winter are completed at conference and signed by both leader and supervisor.
3 rd Friday in May	2 Observations	<ul style="list-style-type: none"> Same as 1st Observation.
3 rd Friday in June OR Final work day of leader	Summative Review	<ul style="list-style-type: none"> provides reflection and self-ratings based on evidence on the established Professional Growth Goals. Supervisor provides feedback and final ratings based on evidence on the established Professional Growth Goals and deliverables. Summative Review is completed at conference and signed by both principal and supervisor.



LGDS Evaluation Overview of Ratings

LGDS ratings are based on growth on two professional growth goals and completion of a standard set of deliverables. The evaluation process will focus on supporting leaders' professional growth and leadership practices and helping leaders develop skills to identify evidence that can be used to transparently measure effectiveness.

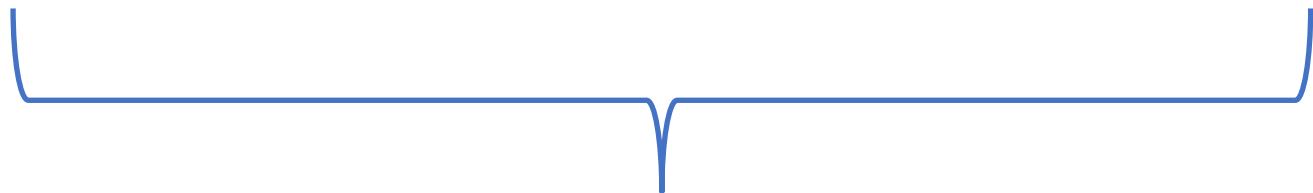
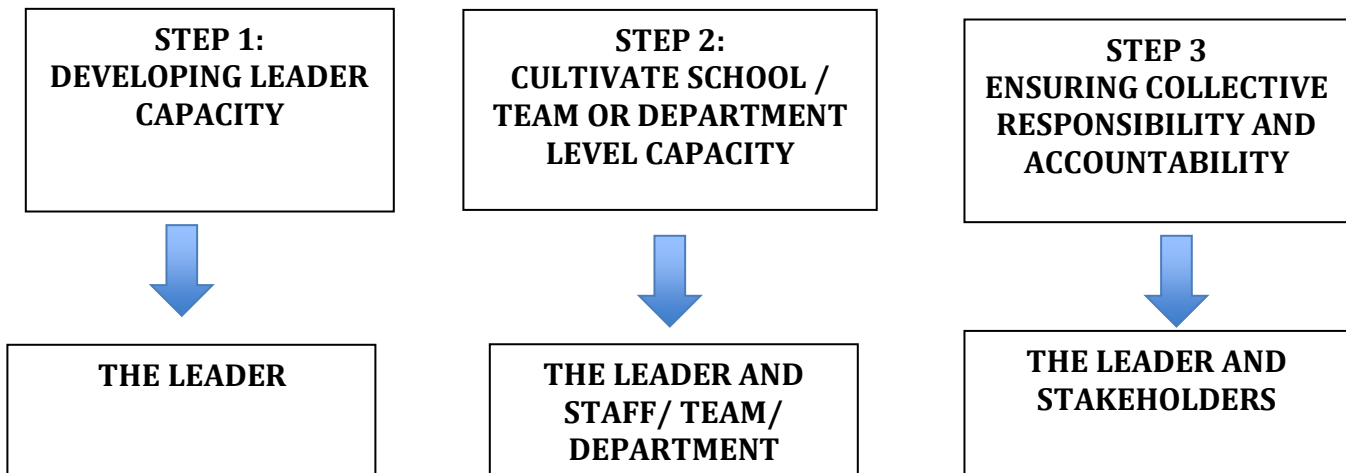


Evaluation Component	Description
Professional Growth Goal One (40% of summative professional practice score)	<ul style="list-style-type: none"> Based on an element within the full OUSD Principal Framework currently rated basic or developing. Principal develops goal and an action plan collaboratively with supervisor. If principal and supervisor cannot agree on goal, the principal can determine goal number one. Principal creates action plan that includes monthly leadership actions and outcomes, and support needed. Observations of this goal by supervisor are meant to gather evidence and to provide opportunity for evidence-based reflection, feedback, and revision of action plan.
Professional Growth Goal Two – Focus Element (40% of summative professional practice score)	<ul style="list-style-type: none"> Based on an element from the LGDS Focus Elements within the full OUSD Principal Framework currently rated basic or developing. Goal is to be recommended by supervisor in collaboration with principal. If principal and supervisor cannot agree on goal, the supervisor can determine goal number two using the Focus Elements. Once a principal has reached exemplary in all six elements, supervisor and principal can agree on an alternate element from the OUSD Principal Framework. Principal creates action plan that includes monthly leadership actions and outcomes, and support needed. Observations of this goal by supervisor are meant to gather evidence and to provide opportunity for evidence-based reflection, feedback, and revision of action plan.
Deliverables (20% of summative professional practice score)	<ul style="list-style-type: none"> Principal will receive a rating for on-time completion of a standard set of deliverables based on state, federal and district mandates. This set of deliverables is intentional around ensuring effective use of budget, a healthy climate and culture, and adherence to guidelines for federal and state requirements. Completion of deliverables will be noted as follows: <ul style="list-style-type: none"> Completes 90-100% of deliverables on time. Completes 75-89% of deliverable on time, with few reminders. Completes 50-75% of deliverables on time and needs reminders. Completes below 50% of deliverables on time and needs many reminders.



LGDS Rating Rubric

To rate a leader's growth on any element, we will use the scale below. A leader is rated using practice and results evidence demonstrating the leadership indicators for each element, described in the OUSD Leader Frameworks. The Frameworks are written by role for the Principal, Assistant Principal, and UAOS Certified Central Leader. The performance range in the scale should be read as an overall descriptor of practice. This scale is in our evaluation platform (TeachBoost) so that both leader and supervisor can easily rate a goal.



1: BASIC	2: DEVELOPING	3: PROFICIENT	4: EXEMPLARY
Demonstrate(s) the element by: setting a goal based on current assessment of the element, developing personal or collective skill set to meet goal, and determining a plan prior to implementation.	Demonstrate(s) the element by communicating the goal and implementing and completing some individual or collective action steps towards goal.	Demonstrate(s) the element by implementing and analyzing evidence of and feedback on work towards goal and adapting action plans to improve practice and results. (Cycle of Inquiry)	Demonstrate(s) the element by continuously analyzing evidence of and feedback on work towards goal, adapting and innovating plans, and ensuring collective responsibility/ownership of practice and results. (Continuous Cycles of Inquiry)

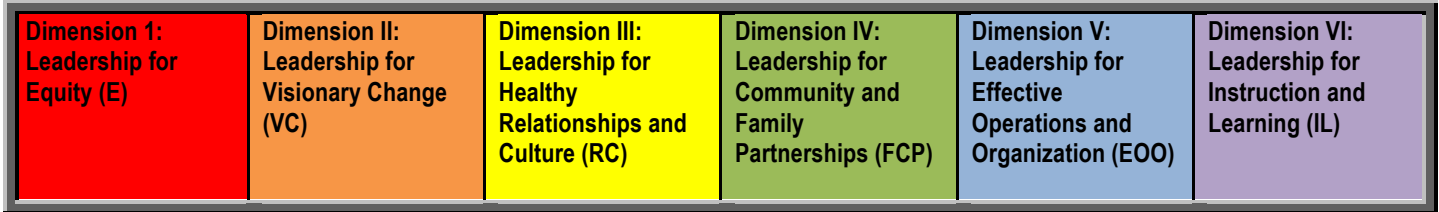


OUSD Principal Framework Dimensions and Element Overview

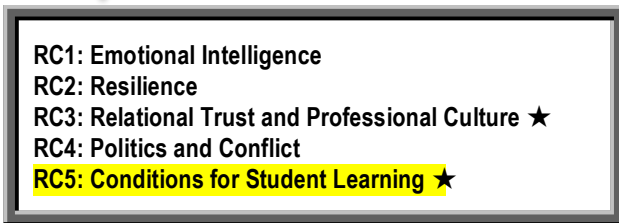
6 Dimensions	22 Elements (★ = Focus Element)
Dimension I: Leadership for Equity (E)	<ol style="list-style-type: none"> 1. Equity Framework 2. Equity Goals
Dimension II: Leadership for Visionary Change (VC)	<ol style="list-style-type: none"> 1. Shared Vision 2. Vision Actualization ★
Dimension III: Leadership for Healthy Relationships and Culture (RC)	<ol style="list-style-type: none"> 1. Emotional Intelligence 2. Resilience 3. Relational Trust and Professional Culture 4. Politics and Conflict 5. Conditions for Student Learning ★
Dimension IV: Leadership for Community and Family Partnerships (FCP)	<ol style="list-style-type: none"> 1. Family Partnership 2. Community Partnership (<i>Community, District, and Business</i>) 3. School Governance
Dimension V: Leadership for Effective Operations and Organization (EOO)	<ol style="list-style-type: none"> 1. Organizational Systems ★ 2. Policy 3. Equitable Resource Allocation 4. Distributed Leadership and Effective Teams 5. Talent Management
Dimension VI: Leadership for Instruction and Learning (IL)	<ol style="list-style-type: none"> 1. Holistic Curriculum and Content ★ 2. Pedagogy 3. Data Driven Instruction ★ 4. Observation, Evidence, and Feedback: Instructional Core ★ 5. Conditions for Adult Learning ★

OUSD Leadership Framework Layout

1. The Dimension Level: There are six Dimensions of Leadership in the OUSD Principal Framework. As an example, Dimension III is Leadership for Healthy Relationships and Culture.



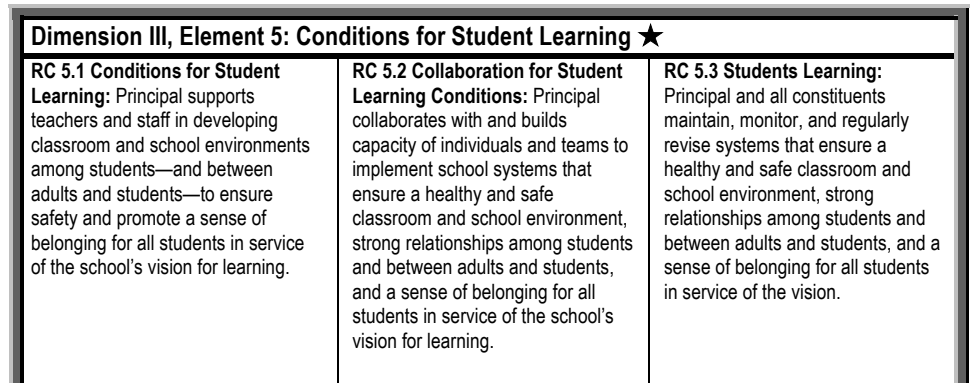
2. The Element Level: Each Dimension has 2-5 Elements. Dimension III (RC), for example, has 5 Elements.



3. The Step Level: All Dimensions develop across the same three Steps:

- Step 1: Developing Leader Capacity
- Step 2: Cultivating School Level Capacity
- Step 3: Ensuring Collective Responsibility and Accountability.

Each Element also has three Steps. The example to the right shows the corresponding Steps for Element 5 within Dimension III (RC 5.1, RC 5.2, and RC 5.3).



4. The Leader Indicator

Level: Each element has 3-6 leadership indicators. These indicators are “look fors” and strategies. The following are the Leader Indicators for RC 5.3.

- Monitors and supports all constituents to nurture an inclusive, welcoming, and caring community that values students' individual/cultural differences and fosters communication among students and between adults and students.
- Participates with constituents in collecting and utilizing multiple forms of evidence to regularly engage in cycles of continuous improvement to maintain positive culture in classrooms and school.
- Tracks and tunes all constituents' focus on sustaining student behavioral expectations and upholding norms that continually cultivate a positive school culture.
- Reinforces practices that collectively ensure all adults demonstrate connectedness to students.

5. The School Behavior Level:

Each Element also has examples of school level behaviors. These are potential “look fors” at the site. The following are the School Level Behaviors for RC 5.3.

- Staff regularly revises, aligns, and consistently uses behavioral systems, norms, and consequences.
- Students can explain the school norms and how their behavior is connected to their school experience, culture, and learning.
- Students report that teachers genuinely care about their well-being and school achievement.
- Students understand the value of communication and freely and appropriately interact with adults at the school.
- School celebrations mark student achievements in various areas.
- Students attempt to resolve conflicts at the lowest level and do not escalate issues without attempting to resolve them first.

6. The Evidence Level:

Each Element also includes a list of possible pieces of evidence that can show a principal's growth in their goal area. The following are examples of Evidence for RC 5.3.

- Data showing increase in attendance
- Principal use of staff/student surveys to establish a culture where students feel safe and motivated
- Visual representations of the cultures of the school community
- Posted visible codes of student norms/behavior focused on respect, responsibility, and positive culture
- Improvement in culture, behavior, and SEL data
- School Culture Plan
- Agendas of meetings about school culture plan
- Agendas on peer mediation meetings



**OUSD Principal Professional Learning and Evaluation Framework:
Overview of Steps and Elements
Resources linked [HERE](#)**

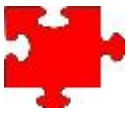
Dimension I: Leadership for Equity		
<p><i>Key Questions:</i></p> <ul style="list-style-type: none"> • How does the leader hold an equity/social justice lens? • How does the leader inspire awareness, action, and collective responsibility towards equity? 		
<p align="center">Step 1. Developing Leader Capacity</p> <p>An OUSD Principal develops and acts on an equity framework and plan, utilizing evidence to determine equity goals.</p>	<p align="center">Step 2. Cultivating School Level Capacity</p> <p>An OUSD Principal purposefully engages stakeholders to facilitate the development of a school culture that builds individual and collective advocacy for historically underserved and/or under-resourced student and family groups.</p>	<p align="center">Step 3. Ensuring Collective Responsibility & Accountability</p> <p>An OUSD Principal systematically reinforces an equitable school culture that develops the civic capacity of all stakeholders, fosters collective responsibility for equity outcomes, and regularly revises equity systems to meet equity goals.</p>
<p>Equity (E) Element 1: Equity Framework</p>		
<p>E 1.1 Equity Framework: Personal Commitment and Communication: Principal develops personal commitment to, and communicates and acts on, a framework that interrupts inequity and advocates for an equitable learning environment.</p>	<p>E 1.2 Equity Framework: Building Capacity for Dialogue and Action: Principal engages with and builds the capacity of staff and students to dialogue about equity issues and to take actionable steps to interrupt inequity.</p>	<p>E 1.3 Equity Framework: Collaborative Engagement: Principal involves and coordinates the actions of all stakeholders (staff, students, families, partners, and community), ensuring collective responsibility for ongoing engagement with equity outcomes.</p>
<p>Equity (E) Element 2: Equity Goals</p>		
<p>E 2.1 Equity Goals and Plan: Principal analyzes and uses multiple forms of data to determine specific equity goals and create and act on a comprehensive plan.</p>	<p>E 2.2 Collaborative Equity Goals: Principal engages with others to implement and assess the school's action plan towards achieving equity goals.</p>	<p>E 2.3 Monitoring Equity Goals: Principal regularly and collaboratively monitors, adjusts and revises plans for meeting equity goals and outcomes.</p>



Dimension I: Leadership for Equity

An OUSD Principal creates and sustains equitable conditions for learning, interrupts inequitable patterns, and advocates for just and inclusive schools.

Equity (E) Element 1: Equity Framework		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
<p>E 1.1 Equity Framework: Personal Commitment and Communication: Principal develops personal commitment to, and communicates and acts on, a framework that interrupts inequity and advocates for an equitable learning environment.</p>	<p>E 1.2 Equity Framework: Building Capacity for Dialogue and Action: Principal engages with and builds the capacity of staff and students to dialogue about equity issues and to take actionable steps to interrupt inequity.</p>	<p>E 1.3 Equity Framework: Collaborative Engagement: Principal involves and coordinates the actions of all stakeholders (staff, students, families, partners, and community), ensuring collective responsibility for ongoing engagement with equity outcomes.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates an understanding of personal and professional identity and relative power and privilege: race, class, culture, age, able-ness, and gender (SEL 1). <input type="checkbox"/> Articulates and connects small “micro” fairness issues to “macro” context, framing equity within larger institutional inequities. <input type="checkbox"/> Develops strategic coalitions that fully represent the diversity of the school. <input type="checkbox"/> Uses explicit language about equitable outcomes in conversations and actions. <input type="checkbox"/> Communicates the why and how interrupting inequities develops persistence and optimism. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages all stakeholders in examining their individual and collective sense of belonging in the school community, one that fully represents diversity of culture and language, ethnicity, race, gender, sexual orientation, able-ness, and varied perspectives/experiences. <input type="checkbox"/> Builds capacity for strategic coalitions/ leadership teams to: <ul style="list-style-type: none"> <input type="checkbox"/> use data to engage stakeholders in hard conversations about equity challenges that determine actionable steps in the classroom and school. <input type="checkbox"/> articulate and connect small “micro” fairness issues to “macro” context, framing equity within larger institutional inequities. <input type="checkbox"/> Provides feedback in informal and formal conversations to build capacity of stakeholders to interrupt inequity and advocate for equity. <input type="checkbox"/> Collaboratively determines actionable steps to address equity issues in classrooms and school based on shared understanding of challenges and equity framework. 	<ul style="list-style-type: none"> <input type="checkbox"/> Calibrates and tunes stakeholders’ responsibility for maintaining a sense of belonging, which fully represents diversity of culture and language, ethnicity, race, gender, sexual orientation, able-ness, and varied perspectives/experiences. <input type="checkbox"/> Maintains and supports structures for strategic coalitions to engage in data based conversations about current challenges and determine actionable steps toward meeting equity goals <input type="checkbox"/> Continually provides feedback in informal and formal conversations to build capacity of stakeholders to interrupt inequity and advocate for equity. <input type="checkbox"/> Systematically empowers stakeholders to intentionally use inclusive language in all conversations <input type="checkbox"/> Sustains and re-aligns the conditions and structures that support stakeholders to be mutually accountable for equity outcomes.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Staff members see principal as an equity leader who can explain the school’s equity data and vision, and connection to national equity challenges. <input type="checkbox"/> Building displays visuals and artifacts that portray diverse gender, race/ethnic, disability, class, and language groups. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers have professional development opportunities to explore and share their personal and professional identity and relative power and privilege. <input type="checkbox"/> Students have opportunities to learn about differences and cultures that exist within their school community. <input type="checkbox"/> Meetings have structures and protocols that support 	<ul style="list-style-type: none"> <input type="checkbox"/> Conversations about the performance of target students/ groups are a regular part of professional work. <input type="checkbox"/> Lead Team uses and develops protocols to promote and grow staff’s ability to unpack data for equity challenges and make action plans. <input type="checkbox"/> Students and stakeholders regularly learn about and



Dimension I: Leadership for Equity

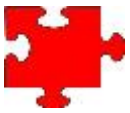
<ul style="list-style-type: none"> <input type="checkbox"/> Principal uses a tool bank of protocols and phrases to interrupt conversations and actions that promote inequitable treatment or belief in students. <input type="checkbox"/> Teachers know principal's story and how s/he came to the equity work, including challenges and success. <input type="checkbox"/> Principal explains how inequitable patterns at school relate to national issues of inequity. 	<p>stakeholders to discuss school equity challenges.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal prepares stakeholders for various roles in school and community equity dialogue. <input type="checkbox"/> Lead Team members discuss ways to support and interrupt peers as needed to promote action for equity. <input type="checkbox"/> Staff uses a tool bank of protocols and phrases to interrupt conversations and actions that perpetuate inequity. 	<p>share how the various differences and cultures that exist within their diverse community create a rich learning environment.</p> <ul style="list-style-type: none"> <input type="checkbox"/> stakeholders regularly engage in hard conversations around equity data and develop and assess action plans. <input type="checkbox"/> stakeholders report a sense of agency in the equity work <input type="checkbox"/> Staff articulates connection of "micro" fairness issues to "macro" context, framing equity within larger institutional inequities. <input type="checkbox"/> Teachers and staff can support and interrupt peers as needed to promote action for equity.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observation/videos that demonstrate principal: <ul style="list-style-type: none"> <input type="checkbox"/> Uses an equity framework to discuss school vision and goals. <input type="checkbox"/> Uses structures that support stakeholders to discuss equity challenges and interrupt peers to promote action for equity. <input type="checkbox"/> Uses an equity inventory/survey to collect current reality data. <input type="checkbox"/> Reflects on hard conversations about race, class, culture, age, gender, sexuality, and able-ness. <input type="checkbox"/> Leads stakeholders to articulate a common language for equity goals. <input type="checkbox"/> Leads programs and structures that promote learning across cultures in the school. <input type="checkbox"/> Data showing improvement in assessment outcomes of students from targeted subgroups. <input type="checkbox"/> Survey data showing an increase in the number of students and parents from targeted subgroups who report feeling welcomed at the school site. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Staff uses an equity framework to discuss school vision and goals. <input type="checkbox"/> Principal builds Lead Team capacity to relate equity challenges at the site with larger institutional inequities. <input type="checkbox"/> Principal builds Lead Team capacity to use structures that support stakeholders to discuss equity challenges and interrupt peers to promote action for equity. <input type="checkbox"/> Staff uses an equity inventory/survey and other evidence to analyze current reality data and develop an action plan. <input type="checkbox"/> Staff leads programs and structures that promote learning across cultures in the school. <input type="checkbox"/> Data showing improvement in assessment outcomes of students from targeted subgroups. <input type="checkbox"/> Survey data showing an increase in the number of students and parents from targeted subgroups who report feeling welcomed at the school site. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observation/videos that demonstrate community and staff: <ul style="list-style-type: none"> <input type="checkbox"/> Use an equity framework to discuss school vision and goals. <input type="checkbox"/> Relate equity challenges at the site with larger institutional inequities. <input type="checkbox"/> Use structures that support stakeholders to discuss equity challenges and interrupt peers to promote action for equity. <input type="checkbox"/> Collect and use equity data regularly. <input type="checkbox"/> Reflect on hard conversations about race, class, culture, age, gender, sexuality, and able-ness. <input type="checkbox"/> Lead programs and structures that promote learning across cultures in the school. <input type="checkbox"/> Minimal to no achievement gap between subgroups. <input type="checkbox"/> Survey data showing that 95% of students and parents from all subgroups report feeling welcomed at the school site.



Dimension I: Leadership for Equity

Equity (E) Element 2: Equity Goals

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
E 2.1 Equity Goals and Plan: Principal analyzes and uses multiple forms of data to determine specific equity goals and create and act on a comprehensive plan.	E 2.2 Collaborative Equity Goals: Principal engages with others to implement and assess the school's action plan towards achieving equity goals.	E 2.3 Monitoring Equity Goals: Principal regularly collaboratively monitors, adjusts and revises plans for meeting equity goals and outcomes.
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Uses equity inventories, data, and evidence to assess levels of equity in classrooms, school, and community to set and implement equity goals and outcomes. <input type="checkbox"/> Develops a lead team to act, reflect on, and communicate equity goals. <input type="checkbox"/> Clearly articulates and acts on next steps that foster equitable outcomes and address inequities. <input type="checkbox"/> Determines measurements for equity goals and plans and uses them to assess growth and adjust plan. <input type="checkbox"/> Inventories resources and explains how tangible and intangible resources (time, materials, people) are aligned to the school's vision of equity and excellence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively sets equity goals, outcomes, and measurements based on evidence analyses <input type="checkbox"/> Collaboratively develops and implements approaches for classroom and school that interrupt current inequities. <input type="checkbox"/> Regularly collects and collaboratively analyzes evidence on equity goals and next steps and adjusts steps to achieve goals. <input type="checkbox"/> Builds the capacity of Lead Team members and others to act, reflect on, and communicate equity goals and outcomes. <input type="checkbox"/> Aligns self and team resources tangible and intangible resources (time, materials, people) to meet equity goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses data to continuously re-align strategies and structures to ensure equity goals result in improving equitable conditions for learning and full participation of all stakeholders. <input type="checkbox"/> Supports and monitors leadership teams' and stakeholders' use of data to recognize the results of equity work and engage in continuous improvement cycles. <input type="checkbox"/> Engages stakeholders in assessing, monitoring, and reporting the levels of equity results and ensures community celebrates successes. <input type="checkbox"/> Engages teams in monitoring and modifying tangible and intangible resources allocation (time, materials, people) to meet equity goals.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Principal has data and evidence for levels of equity in classrooms, school, and community. <input type="checkbox"/> Principal formally and informally communicates equity data of school within larger context of system inequalities. <input type="checkbox"/> Teachers can explain action plan and next steps to address inequities. <input type="checkbox"/> Lead Team members can explain school equity data and equity goals. <input type="checkbox"/> School celebrations mark individual, team, and school achievements. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal and Lead Team regularly access equity data to determine effectiveness of equity action plan and revise as needed. <input type="checkbox"/> Teacher leaders support teachers to discuss equity gaps for various groups of students and to develop and implement plan to address these gaps in classrooms. <input type="checkbox"/> Principal and Lead Team facilitate professional learning to support an action plan that addresses equity goals. <input type="checkbox"/> Teachers can name action steps in classroom and the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers regularly discuss equity gaps for various groups of students and have specific efforts in place individually and in teams to address these gaps in classrooms. <input type="checkbox"/> Teachers and community can report on status of equity goals. <input type="checkbox"/> Staff regularly access and analyze equity data and revise next steps. <input type="checkbox"/> Staff and community can name equity action steps in the school.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Use of data and evidence to determine and implement a cycle of inquiry for equity goals; led by principal. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Use of data and evidence to determine and implement cycles of inquiry for equity goals; led by principal and Lead Team. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Use of data and evidence to determine and implement continuous cycles of inquiry for equity goals; led by staff and community.



Dimension I: Leadership for Equity

<ul style="list-style-type: none"> ○ Principal leads meetings to discuss an equity action plan with goals, roles, next steps, and measurement. ○ Principal leads stakeholders to articulate a common language for equity goals. ○ Principal reflections on hard conversations about race, class, culture, age, gender, sexuality, and able-ness. ○ Uses structures that promote learning across cultures in the school. ○ Reflects and identifies implicit bias and address the impact on systems, policies and teacher practice □ Use of and results from climate survey data with questions around equity, as well as a plan to incorporate the data into equity action plan. □ Data showing an increase in student formative assessments data across all sub groups. □ MS/HS data showing an increase in High School/College readiness. □ HS analysis show all high school students are in enrolled in A-G requirements □ MS and HS data analysis show Advanced Placement courses, class lists, and Pathways have equitable representation from all school sub-groups. □ Data showing improvement on graduation rates. □ Data showing improvement on retention/promotion rates. □ Survey data showing an increase in the number of students and parents from targeted subgroups who report feeling welcomed at the school site. 	<ul style="list-style-type: none"> ○ Teachers lead the discussion and planning of action steps for equity goals. ○ Principal builds the capacity of Lead Team to articulate a common language for equity goals among stakeholders. ○ Staff reflections on hard conversations about race, class, culture, age, gender, sexuality, and able-ness. ○ Uses protocols to support staff identification of implicit bias and ways to address the impact systems, policies and teacher practice □ Data showing that all students are eligible for A-G courses and may be eligible for Advanced Placement courses. □ Data showing improvement on graduation rates. □ Data showing improvement on retention/promotion rates. □ Description and observation of anti-bullying programs and results. □ Survey data showing an increase in the number of students and parents from targeted subgroups who report feeling welcomed at the school site. 	<ul style="list-style-type: none"> ○ Ensure Staff and community lead meetings to discuss and plan action steps for equity goals connected to the school vision. ○ Ensure Staff and community articulate a common language when discussing equity goals. ○ Support community with hard conversations about race, class, culture, age, gender, sexuality, and able-ness. ○ Plans and results involving partnerships with district and community organizations around equity initiatives □ Data showing student equitable enrollment in A-G and Advanced Placement courses. □ Data showing improvement on graduation rates. □ Data showing improvement on retention/promotion rates. □ Description and observation of student-led anti-bullying programs and results. □ Survey data showing that 95% of students and parents from all subgroups report feeling welcomed at the school site. □ System documentation that shows equity challenges are addressed
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**OUSD Principal Professional Learning and Evaluation Framework:
Overview of Steps and Elements (★ = Focus Element)**

Dimension II: Leadership for Visionary Change		
<p><i>Key Questions:</i></p> <ul style="list-style-type: none"> • How does the leader hold a compelling, clear vision? • How does the leader hold the vision and support people through improvement and change? 		
<p align="center">Step 1. Developing Leader Capacity</p> <p>An OUSD Principal develops and acts on a clear, compelling vision for school change in service of equity and academic excellence.</p>	<p align="center">Step 2. Cultivating School Level Capacity</p> <p>An OUSD Principal purposefully engages stakeholders, communicates the shared vision, and provides direction for collaboratively implementing and sustaining equitable change towards school improvement.</p>	<p align="center">Step 3. Ensuring Collective Responsibility & Accountability</p> <p>An OUSD Principal systematically reinforces the community’s capacity to align itself in service of its collective ownership of the vision.</p>
<p>Visionary Change (VC) Element 1: Shared Vision</p>		
<p>VC 1.1 Vision Articulation: Principal exhibits intentionality in developing, articulating, and sharing a compelling vision by conveying core beliefs through an inspirational and professional demeanor.</p>	<p>VC 1.2 Shared Vision, Collaborative Dialogue, and Development: Principal purposefully engages stakeholders in productive dialogue to develop and create ownership of a shared mission and vision that addresses equitable student academic, civic, and social and emotional outcomes.</p>	<p>VC 1.3 Shared Vision, Collective Communication, and Ownership: Principal and community engage and communicate in ways that advance the vision by demonstrating a consistent equity focus to ensure ongoing progress in student learning outcomes.</p>
<p>Visionary Change (VC) Element 2: Vision Actualization ★</p>		
<p>VC 2.1 Vision Launch: Principal purposefully plans and implements activities to support understanding of and change toward the vision.</p>	<p>VC 2.2 Shared Vision Implementation: Principal and staff collaborate to develop and build stakeholders’ capacity to implement actions that align to shared goals, mission, and vision.</p>	<p>VC 2.3 Shared Vision Sustainment: Principal and community regularly refine goals, actions, and systems with a shared commitment to the vision.</p>

Dimension II: Leadership for Visionary Change

An OUSD Principal promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a collaborative vision for continuous change, student and adult learning, and equitable outcomes that is shared and supported by the school community.

Visionary Change (VC) Element 1: Shared Vision		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
<p>VC 1.1 Vision Articulation: Principal exhibits intentionality in developing, articulating, and sharing a compelling vision by conveying core beliefs through an inspirational and professional demeanor.</p>	<p>VC 1.2 Shared Vision, Collaborative Dialogue, and Development: Principal purposefully engages stakeholders in productive dialogue to develop and create ownership of a shared mission and vision that addresses equitable student academic, civic, and social and emotional outcomes.z</p>	<p>VC 1.3 Shared Vision, Collective Communication, and Ownership: Principal and community engage and communicate in ways that advance the vision by demonstrating a consistent equity focus and ensure ongoing progress in student learning outcomes.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Articulates and acts on a personal set of core beliefs that are grounded in knowledge about how children learn best. <input type="checkbox"/> Continuously communicates an equity vision for the school and community. <input type="checkbox"/> Models and encourages learning from and about diverse perspectives with emphasis on cultural context of the school and community that informs development of a shared vision. <input type="checkbox"/> Maintains visibility and frequently communicates vision for the school to endow the community with a belief in the power of the possible. <input type="checkbox"/> Engages stakeholders in conversations about core beliefs, equity, and vision that are grounded in knowledge about how students learn best. <input type="checkbox"/> Calibrates vision with administrative team 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates individual and collaborative conversations about core beliefs to collaboratively develop and/or revise a shared school vision that supports rigorous and equitable student learning. <input type="checkbox"/> Engages staff and school community to collaboratively develop and/or revise the school's mission and goals aligned to the shared vision. <input type="checkbox"/> Creates a climate of trust and critical reflection in order to engage colleagues and students in challenging conversations that lead to solutions-oriented approaches and actions towards the vision. <input type="checkbox"/> Builds the capacity of Lead Team to communicate the vision by using a variety of forms in multiple settings to multiple audiences to ensure all stakeholders understand the vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Re-engages stakeholders in revising the shared vision for rigorous and equitable student learning. <input type="checkbox"/> Regularly calibrates core beliefs, equity, and vision about how children learn best with all current and new community stakeholders. <input type="checkbox"/> Continuously assesses and adjusts strategies to ensure all stakeholders communicate and connect actions that support the shared vision.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Teachers can explain principal's core beliefs and can articulate how s/he formed knowledge and beliefs about equity and student learning. <input type="checkbox"/> Teachers/staff can articulate their core beliefs about equity and student learning and how they connect to rigorous student learning and equitable outcomes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff can explain the vision and the process they used to develop it. <input type="checkbox"/> School vision includes a focus on student academic achievement and social and emotional development. <input type="checkbox"/> School mission and vision are visible in the school and are present in school-level conversations that include staff, students, and community members. <input type="checkbox"/> Principal consistently uses school mission and vision to frame all decisions and initiatives. 	<ul style="list-style-type: none"> <input type="checkbox"/> School committees guide the core work of the school and ensuring that the mission, vision, and school goals are reflected in the school plan. <input type="checkbox"/> stakeholders report that new knowledge and adaptation are necessary components of their work in fully achieving a vision of equitable and rigorous student outcomes. <input type="checkbox"/> stakeholders talk about the vision and mission of the school and hold a sense of ownership and accountability in achieving the goals and

Dimension II: Leadership for Visionary Change

		implementing the strategies identified in the site plan.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate principal: <ul style="list-style-type: none"> <input type="checkbox"/> Discusses the goals and vision of the school and the desired experiences and outcomes for students, based on review of student data and needs assessments. <input type="checkbox"/> Expresses high expectations for students and staff, as well as commitment to continuous school improvement. <input type="checkbox"/> Connects core beliefs to data at the site. <input type="checkbox"/> Uses an equity lens to analyze results from surveying stakeholders around their perceived needs of the school. <input type="checkbox"/> Incorporates survey results into the school vision. <input type="checkbox"/> Communications (e.g. emails, newsletters, posters) initiated by principal where the vision is used to frame particular school initiatives and projects. <input type="checkbox"/> Shared vision statement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Staff collaboratively uses data to develop site goals and objectives based on shared vision. <input type="checkbox"/> ILT/staff expresses commitment to promote high expectations for students and staff, as well as continuous school improvement. <input type="checkbox"/> Principal builds capacity to connect the vision to all decisions. <input type="checkbox"/> Staff collaboration and discourse aligned with the school's goals and instructional focus. <input type="checkbox"/> Evaluation goals of teachers are aligned with the school priorities for student outcomes. <input type="checkbox"/> Communication of lead team work (e.g. emails, newsletters, posters) explicitly shows connection to vision <input type="checkbox"/> Shared vision statement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Community articulates the goals and vision of the school and the desired experiences and outcomes for students, as well as the district's direction and focus. <input type="checkbox"/> Staff/community expresses commitment to sustain high expectations and results for students and staff. <input type="checkbox"/> Decision-making processes include connection to site vision. <input type="checkbox"/> Evaluation goals of teachers are aligned with the school priorities for student outcomes. <input type="checkbox"/> External Communications (e.g. newspapers, radio, web) where the vision of the school is clearly articulated <input type="checkbox"/> Shared vision statement.

Dimension II: Leadership for Visionary Change

Visionary Change (VC) Element 2 Vision Actualization★		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
VC 2.1 Vision Launch: Principal purposefully plans and implements activities to support understanding of and change toward the vision.	VC 2.2 Shared Vision Implementation: Principal and staff collaborate to develop and build stakeholders' capacity to implement action plan aligned to shared goals, mission, and vision.	VC 2.3 Shared Vision Sustainment: Principal and community regularly refine goals, actions, and systems with a shared commitment to the vision.
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Articulates change as an ongoing process so that the school community can respond thoughtfully to new information, policies, and contexts. <input type="checkbox"/> Assesses current capacity for change toward vision and determines and implements plan to engage staff in change process. <input type="checkbox"/> Takes deliberate actions connected to core beliefs and vision and models productive contributions to the workplace, school, and community (SEL 3B). <input type="checkbox"/> Demonstrates culturally appropriate and responsive choices in advancing the vision. <input type="checkbox"/> Engages stakeholders in conversations about core beliefs, equity, and vision that are grounded in knowledge about how students learn best. <input type="checkbox"/> Calibrates vision with administrative or lead team 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively develops and implements an action plan based on the vision that includes actionable and measurable goals. <input type="checkbox"/> Builds capacity of adults and students to act toward shared vision by endowing the community with the power of the possible. <input type="checkbox"/> Develops systems and allocates resources in support of the school's vision (eg time, people, money) <input type="checkbox"/> Provides support for others' change efforts and persistence toward the shared vision. <input type="checkbox"/> Builds the capacity of Lead Team to support and respond to change to ensure all stakeholders engage with and make decisions based on the vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Coordinates staff and school community to implement the action plan and strategies for change that result in improved achievement for all students in line with the vision. <input type="checkbox"/> Acknowledges and consistently encourages innovative thought, supports persistence that contributes to commitment to the vision, and encourages ongoing revision and recommitment. <input type="checkbox"/> Assesses, monitors, and adjusts how self and stakeholders are developing a sense of efficacy in moving towards the vision, even in the face of persistent inequities. <input type="checkbox"/> Adjusts systems and resource allocation to match ongoing needs that support the shared vision. <input type="checkbox"/> Assesses, monitors, and adjusts organizational goals and equitable outcomes based on evidence.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Staff can explain the vision and the process they used to co-develop it. <input type="checkbox"/> School vision includes aspirations for student academic achievement, equitable outcomes, civic engagement, and social and emotional development. <input type="checkbox"/> School mission and vision are visible in the school and present in school-level conversations that include staff and community members. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers can explain the vision and action plans and can articulate and implement their roles in implementation. <input type="checkbox"/> Staff can articulate how change is an opportunity to create a context of excellence. <input type="checkbox"/> Evidence about how teachers and staff experience change processes is regularly collected and analyzed. <input type="checkbox"/> Staff can explain how site plan and budget are connected to vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> stakeholders use the site plan as a guide for goal setting and action planning and school committees. <input type="checkbox"/> All stakeholders state understanding of change as an opportunity to create a context of excellence. <input type="checkbox"/> stakeholders are able to incorporate new strategies in their individual and collective spheres of influence in the school and community. <input type="checkbox"/> stakeholders state commitment to vision on surveys, interviews, and informal conversations.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> The site plan and budget are connected to vision. <input type="checkbox"/> Decision-making processes include connection to site vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> ILT collaborates on developing initiatives aligned with the school vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or videos demonstrating that: <ul style="list-style-type: none"> <input type="checkbox"/> Staff implements and innovates on initiatives aligned with the school vision.

Dimension II: Leadership for Visionary Change

<ul style="list-style-type: none"> ○ Communication of a timeline for a vision implementation that includes feedback from stakeholders on proposal. ○ Professional learning sessions for ILT focused on change management. ○ Principal articulates why and how change must occur. ○ Principal engages staff/ILT in the vision and in determining action steps. ○ A recent policy change and how the change is aligned with the school vision. ○ Staff and students participating in rituals and routines that connect to the vision and mission <input type="checkbox"/> Communications (e.g. emails, newsletters, posters) initiated by principal where the vision is used to frame particular school initiatives and projects. <input type="checkbox"/> Shared vision statement. 	<ul style="list-style-type: none"> ○ ILT calibrates ideas around the meaning of the school vision and how it shows up in school initiatives. ○ Outreach to local community/service organizations about vision for learning. ○ Professional learning sessions/staff meetings that build capacity of staff to manage change. ○ Principal/ILT engages staff in the vision and in collaboratively determining action steps. ○ Evaluation goals of teachers are aligned with the school priorities for student outcomes. ○ Staff and students participating in rituals and routines that reinforce the vision and mission <input type="checkbox"/> Communications (e.g. emails, newsletters, posters) initiated by staff/ILT where the vision is used to frame particular school initiatives and projects. <input type="checkbox"/> Shared vision statement. 	<ul style="list-style-type: none"> ○ School community acknowledges and clarifies circumstances that do not align with the school vision. ○ stakeholders use “we” and “our” language. <input type="checkbox"/> Survey/interview data showing that community understands the school vision. <input type="checkbox"/> Communications (e.g. emails, newsletters, posters) initiated by staff/ILT where the vision is used to frame particular school initiatives and projects. <input type="checkbox"/> Staff, Community, and/or Student led rituals and routines that reinforce the vision and mission <input type="checkbox"/> Revision of vision statement.
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**OUSD Principal Professional Learning and Evaluation Framework:
Overview of Steps and Elements (★ = Focus Element)**

Dimension III: Leadership for Healthy Relationships and Culture		
<p><i>Key Questions:</i></p> <ul style="list-style-type: none"> • How does the leader create a climate of trust and promote healthy risk-taking and learning? • How does the leader communicate and relate with integrity with all stakeholders? 		
<p align="center">Step 1. Developing Leader Capacity</p> <p>An OUSD Principal uses effective interpersonal skills to demonstrate a positive professional stance, cultivate emotional intelligence, and address micro-political complexities.</p>	<p align="center">Step 2. Cultivating School Level Capacity</p> <p>An OUSD Principal effectively engages all stakeholders in developing interdependent, trusting relationships as a resource for school change efforts and for productively addressing conflict.</p>	<p align="center">Step 3. Ensuring Collective Responsibility & Accountability</p> <p>An OUSD Principal monitors and regularly revises systems that support reciprocal responsibility, shared culture, and the ability of all stakeholders to address conflicts in the service of collective responsibility for outcomes.</p>
<p>Relationships and Culture (RC) Element 1: Emotional Intelligence</p>		
<p>RC 1.1 Principal Emotional Intelligence: Principal uses self and social awareness to cultivate constructive relationships with individuals and groups of diverse backgrounds, abilities, languages, and lifestyles and to contribute to building a healthy school and district culture (SEL 4B).</p>	<p>RC 1.2 Staff Emotional Intelligence Capacity: Principal cultivates individual and collective relationships and emotional awareness as a foundation for achieving equity and excellence.</p>	<p>RC 1.3 Shared Emotional Intelligence: Principal and community sustain healthy individual and collective relationships and social awareness as norms that guide thinking and behavior towards achieving equity and excellence (SEL 3).</p>
<p>Relationships and Culture (RC) Element 2: Resilience</p>		
<p>RC 2.1 Principal Resilience: Principal develops skills to sustain self, individuals, and the organization in persevering and fostering collective resolve for equitable outcomes.</p>	<p>RC 2.2 Staff Resilience: Principal collaboratively develops systems for and builds capacity of staff to sustain selves, teams, and the organization in persevering, assuming mutual responsibility, and fostering collective resolve for equitable outcomes.</p>	<p>RC 2.3 Organizational Resilience and Efficacy: Principal maintains, monitors, and regularly revises systems that foster resilience and persistence and serve as strengths toward actualizing the school vision of excellence and equity.</p>

Relationships and Culture (RC) Element 3: Relational Trust and Professional Culture		
<p>RC 3.1 Relational Trust and Professional Culture Development: Principal uses words and demeanor that are characterized by respectful exchanges, personal regard (i.e. openness to others, willingness to reach out to parents, teachers, and students), role competence (i.e. skill in instructional leadership and school management), and personal integrity (demonstrated commitment to student, family, and teacher welfare and follow-through on one’s word).¹</p>	<p>RC 3.2 Staff Relational Trust and Professional Culture: Principal collaboratively develops systems and builds the capacity of others to create and maintain relational trust between and among staff, fostering a healthy professional culture where members work in service of the school vision.</p>	<p>RC 3.3 Mutual Accountability for Relational Trust and Professional Culture: Principal and staff monitor for and maintain high levels of relational trust and mutual accountability for sustaining a healthy professional culture in service of the school vision.</p>
Relationships and Culture (RC) Element 4: Politics and Conflict		
<p>RC 4.1 Politics and Conflict Navigation: Principal leans into conflict, demonstrates courageous decision-making, and creates space for productive dissent and risk taking as a source for transformation.</p>	<p>RC 4.2 Politics and Conflict: Opportunity: Principal builds the capacity of stakeholders to manage micro-political dynamics, view conflict as opportunity, and create space for productive dissent and risk taking as a source for transformation.</p>	<p>RC 4.3 Politics and Conflict: Organizational Dynamics and Influence: Principal monitors and revises strategies to support stakeholders to manage micro-political dynamics, view conflict as opportunity, and hold a solution-oriented stance to achieve a mutually respectful organizational culture.</p>
Relationships and Culture (RC) Element 5: Conditions for Student Learning ★		
<p>RC 5.1 Conditions for Student Learning: Principal supports teachers and staff in developing classroom and school environments that foster strong relationships among students—and between adults and students—to ensure safety and promote a sense of belonging for all students in service of the school’s vision for learning.</p>	<p>RC 5.2 Collaboration for Student Learning Conditions: Principal collaborates with and builds capacity of individuals and teams to implement school systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school’s vision for learning.</p>	<p>RC 5.3 Collective Responsibility for Conditions for Student Learning: Principal and all stakeholders maintain, monitor, and regularly revise systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the vision.</p>

¹ Bryk, A. and Schneider, B. (2003), *Trust in Schools: A Core Resource for School Reform*, March 2003 | Volume 60 | Number 6 Creating Caring Schools, Pages 40-45.



Dimension III: Leadership for Healthy Relationships and Culture

An OUSD Principal relates to stakeholders with integrity, creates a climate of trust, and promotes healthy risk-taking and learning for students, staff, and all stakeholders as a foundation for achieving equity and excellence.

Relationships and Culture (RC) Element 1: Emotional Intelligence		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
<p>RC 1.1 Principal Emotional Intelligence: Principal uses self and social awareness to cultivate constructive relationships with individuals and groups of diverse backgrounds, abilities, languages, and lifestyles and to contribute to a healthy school and district culture (SEL 4B).</p>	<p>RC 1.2 Staff Emotional Intelligence Capacity: Principal cultivates the capacities of individuals and the team to build trusting relationships and emotional awareness as a foundation for achieving equity and excellence.</p>	<p>RC 1.3 Shared Emotional Intelligence: Principal and community sustain healthy individual and collective relationships and social awareness as norms that guide thinking and behavior towards achieving equity and excellence (SEL 3).</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Develops and demonstrates self-awareness skills to identify personal assets and biases and understand the connections between one’s emotions, social contexts, and identity (SEL 1). <input type="checkbox"/> Exhibits a high degree of emotional acuity: managing emotions, thoughts, impulses, and stress (SEL 1A/2A). <input type="checkbox"/> Responds empathetically to other people’s emotions, perspectives, cultures, languages, and histories so that stakeholders feel heard and understood (SEL 3A). <input type="checkbox"/> Communicates a positive self-concept and promotes a sense of optimism, belonging, and emotional safety as a foundation for all individuals and groups to contribute productively to workplace, school, district, and community (SEL 1D/3B). <input type="checkbox"/> Ensures that all new staff, district, and community stakeholders are welcomed and supported. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages all stakeholders in developing emotional intelligence with regard to self-awareness of assets and biases and understanding the connections between one’s emotions, social contexts, and identity (SEL 1A). <input type="checkbox"/> Coaches individuals and groups as necessary to cultivate emotional acuity and empathy: managing emotions, thoughts, impulses, and stress as norms for school well-being (SEL 1A/2A). <input type="checkbox"/> Recognizes and promotes emotional intelligence leadership capacity in others (SEL 3D). <input type="checkbox"/> Collectively cultivates and reinforces a sense of optimism, belonging, and emotional safety as foundational for all individuals and groups, including new community members and the site and district level. <input type="checkbox"/> Works with district leaders to create conditions and processes for the development and use of emotional intelligence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly assesses and determines strategies to strengthen all stakeholders’ communication skills, self-management, emotional acuity and empathy for self and others. <input type="checkbox"/> Adjusts policies and practices to support and increase open and productive emotional relationships among all stakeholders. <input type="checkbox"/> Monitors the conditions for, and makes adjustments to, school structures related to emotional intelligence among all stakeholders. <input type="checkbox"/> Regularly assesses perceptions and experiences of all stakeholders’ sense of belonging and emotional safety in school, including new community members. <input type="checkbox"/> Coaches peers as to cultivate emotional acuity (SEL 1A/2A). <input type="checkbox"/> Collaborates with district leaders to cultivate and reinforce a sense of optimism, belonging, and emotional safety.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Principal seeks out professional learning and support for developing emotional intelligence. <input type="checkbox"/> Feedback surveys on principal state stakeholders feel understood and heard. <input type="checkbox"/> Meetings include norms that grow emotional acceptance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers receive feedback as needed on their ability to self-manage emotions. <input type="checkbox"/> Time is devoted to developing group norms of interaction. <input type="checkbox"/> Teacher leaders lead protocols for developing adult SEL skills and explain how that impacts classroom outcomes. <input type="checkbox"/> A buddy system for new staff is in place. <input type="checkbox"/> Principal supports stakeholders in interpersonal conflict resolution. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers give each other feedback as needed on their ability to relate and to self-manage emotions. <input type="checkbox"/> Staff members can interrupt each other appropriately when a norm is not being followed. <input type="checkbox"/> Teachers discuss biases and how they impact teaching, learning, and relationships. <input type="checkbox"/> Staff engages in solution-oriented discussions where different opinions are heard and valued.



Dimension III: Leadership for Healthy Relationships and Culture

Evidence

<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Principal's use of feedback to inform his/her communication skills in order to change behavior. <input type="checkbox"/> Principal's leadership in uncomfortable or challenging conversations. <input type="checkbox"/> Meeting norms developed and used by principal. <input type="checkbox"/> Principal-led strategies to increase participation and equity of voice. <input type="checkbox"/> Principal reflections or journal entries showing principal is aware of how his/her emotions come across in interactions with members of the school community. <input type="checkbox"/> Principal self-assessment results that lead principal to acknowledge strengths (and plans on how to leverage them) and weaknesses (and plans on how to address them). <input type="checkbox"/> Description and results of mentoring program for new staff. <input type="checkbox"/> Grievance records showing that principal has taken appropriate steps to achieve resolution. <input type="checkbox"/> Survey results stating principal has strong communication skills. <input type="checkbox"/> Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> The use of feedback to inform teachers' communication skills in order to change systems of behavior. <input type="checkbox"/> Principal building capacity of staff (group or individual) to have productive conversations. <input type="checkbox"/> Principal building capacity of staff members' emotional intelligence (group, team, or individual). <input type="checkbox"/> Professional development centered on social and emotional learning for adults and students. <input type="checkbox"/> Staff reflections showing self awareness of how emotions come across in interactions with members of the school community. <input type="checkbox"/> Meeting norms developed/ revised in collaboration with staff. <input type="checkbox"/> Documentation of feedback to teachers around developing and maintaining positive student relationships. <input type="checkbox"/> Documentation of feedback to teachers on their communication skills and resulting improvement on those skills. <input type="checkbox"/> Survey results that demonstrate stakeholders' positive regard for the school. <input type="checkbox"/> Description and results of mentoring program for new staff. <input type="checkbox"/> Data showing a decrease in formal grievances from staff/parents. <input type="checkbox"/> Data showing an increase in staff participation and equity of voice in staff meetings. <input type="checkbox"/> Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> The use of feedback to inform stakeholders' communication skills in order to change systems of behavior. <input type="checkbox"/> Staff leadership in uncomfortable or challenging conversations. <input type="checkbox"/> Professional development centered on social and emotional learning for adults and students. <input type="checkbox"/> Meeting norms led and used by school and community members. <input type="checkbox"/> Community's ownership of school environment in terms of how to promote emotional safety. <input type="checkbox"/> Records of revisions of policies and/or structures to promote open and productive relationships across school. <input type="checkbox"/> Description and results of mentoring program for new staff. <input type="checkbox"/> Data showing few or no formal grievances from staff/parents. <input type="checkbox"/> Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.
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Dimension III: Leadership for Healthy Relationships and Culture

Relationships and Culture (RC) Element 2: Resilience		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
<p>RC 2.1 Principal Resilience: Principal develops skills to sustain self, individuals, and the organization in persevering and fostering collective resolve for equitable outcomes.</p>	<p>RC 2.2 Staff Resilience: Principal collaboratively develops systems for and builds capacity of staff to sustain selves, teams, and the organization in persevering, assuming mutual responsibility, and fostering collective resolve for equitable outcomes.</p>	<p>RC 2.3 Organizational Resilience and Efficacy: Principal maintains, monitors, and regularly revises systems that foster resilience and persistence and serve as strengths toward actualizing the school vision of excellence and equity.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Maintains ongoing personal commitment by engaging in professional learning, seeking out inspiration and support from trusted colleagues (SEL 1E) and networks, and establishing healthy routines that support wellness and persistence. <input type="checkbox"/> Personally recognizes own efforts and accomplishments and specifically praises and endorses those of others. <input type="checkbox"/> Reframes issues for self and others as dilemmas on which reflection and action can have an impact. <input type="checkbox"/> Determines level of individual and collective persistence and efficacy toward the vision. <input type="checkbox"/> Inventories and communicates vulnerability factors in school and community. <input type="checkbox"/> Models perseverance and equanimity through change and in adverse situations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Co-creates systems for staff health and wellness, as well as professional networks that provide inspiration and support. <input type="checkbox"/> Collaboratively recognizes and utilizes common individual and team assets as a foundation for persistence. <input type="checkbox"/> Models and promotes innovative thought and supports efforts that contribute to renewed commitments towards the school's shared vision. <input type="checkbox"/> Builds capacity for and supports staff efforts to create emotionally safe spaces to address dilemmas, engage in productive problem solving, and take responsibility for decisions and outcomes. <input type="checkbox"/> Builds capacity of staff to acknowledge effort, give feedback and affirmations, and utilize reflective practice as key elements of organizational validation and persistence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tunes the professional learning and wellness systems for self and staff to meet organizational persistence and efficacy outcomes. <input type="checkbox"/> Acknowledges and continuously encourages use of innovative thought and builds upon the community's common assets to sustain persistence. <input type="checkbox"/> Monitors and adjusts systems and structures for addressing dilemmas, engaging in productive problem solving, and taking responsibility for decisions and outcomes. <input type="checkbox"/> Maintains and supports stakeholders' coordination of rituals to celebrate the successes of individuals, teams, and the community's collective efficacy and resilience. <input type="checkbox"/> Collaborates with district leaders to create wellness systems and structures for problem solving.
School Level Behaviors / Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Principal maintains appropriate distance from distractions and remains calm and flexible in the face of complexities. <input type="checkbox"/> Principal returns to normal schedule after "putting out a fire." <input type="checkbox"/> Principal remains solution-oriented during challenges. <input type="checkbox"/> Principal has professional network s/he connects with on a regular basis. <input type="checkbox"/> Teachers are praised for their efforts. <input type="checkbox"/> Teachers know principal's stories and how s/he came to the work, including challenges and success. <input type="checkbox"/> Principal reflections on challenges and next steps. <input type="checkbox"/> Principal schedule shows effective work/life balance. <input type="checkbox"/> Principal maintains a growth mindset when using self-assessments and/or receiving feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use protocols to engage in productive problem solving when innovative solutions are sought. <input type="checkbox"/> Teacher reflection is included in professional learning. <input type="checkbox"/> Teacher leaders and teams remain solution-oriented when faced with a challenge. <input type="checkbox"/> Teachers have a "go to" person on staff for support. <input type="checkbox"/> Regular group health and wellness activities. <input type="checkbox"/> Meeting structures that promote staff feedback and praise to each other. <input type="checkbox"/> Documentation of professional development that gives staff the opportunity to reflect on: challenges and how to overcome them, accomplishments, and work/life balance. <input type="checkbox"/> Documentation of principal building capacity of teams and individuals to give and receive feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> Innovative ideas are tried and assessed for effectiveness. <input type="checkbox"/> School community members understand that individual contributions will lead to the collective success of the school. <input type="checkbox"/> Staff members organize and regularly participate in wellness activities that promote renewal. <input type="checkbox"/> Staff and community remain solution-oriented and on track when faced with a challenge. <input type="checkbox"/> Staff and community hold celebration events. <input type="checkbox"/> Survey data indicate increasing levels of persistence, efficacy, and resilience. <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate principal regularly monitors and supports teams and individuals to maintain a growth mindset.



Dimension III: Leadership for Healthy Relationships and Culture

Relationships and Culture (RC) Element 3: Relational Trust and Professional Culture		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
<p>RC 3.1 Relational Trust and Professional Culture Development: Principal uses words and demeanor that are characterized by respectful exchanges, personal regard (i.e. openness to others, willingness to reach out to parents, teachers, and students), role competence (i.e. skill in instructional leadership and school management), and personal integrity (demonstrated commitment to student, family, and teacher welfare and follow-through on one's word).¹</p>	<p>RC 3.2 Staff Relational Trust and Professional Culture: Principal collaboratively develops systems and builds the capacity of others to create and maintain relational trust between and among staff, fostering a healthy professional culture where members work in service of the school vision.</p>	<p>RC 3.3 Mutual Accountability for Relational Trust and Professional Culture: Principal and staff monitor for and maintain high levels of relational trust and mutual accountability for sustaining a healthy professional culture in service of the school vision.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Uses a range of communication skills and develops multiple communication systems to interact effectively with, and encourage full participation of, individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A). <input type="checkbox"/> Develops and practices skills in having hard conversations and acting as a warm demander, i.e. displaying positive regard coupled with active insistence on meeting expectations. <input type="checkbox"/> Demonstrates ethics and integrity by communicating with appropriate transparency and following through on commitments (SEL 2B). <input type="checkbox"/> Communicates stance and actions that focus on how the organizational systems will and can meet current and emerging challenges of school improvement. <input type="checkbox"/> Determines, models, and communicates professional expectations, a learner stance, and emphasis on professional growth. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds the capacity of individuals and teams to use a range of communication skills and systems to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A). <input type="checkbox"/> Implements and promotes systems and protocols for collective transparency and follow-through on commitments. <input type="checkbox"/> Builds the capacity of others to have courageous conversations and to be warm demanders of each other. <input type="checkbox"/> Co-develops/refines professional expectations, norms, and systems for feedback loops. <input type="checkbox"/> Builds capacity for staff to take ownership for organizational systems/structures to meet current and emerging challenges of school improvement in service of learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly assesses and revises strategies to ensure that all stakeholders uphold high standards of ethics, communicate with transparency and integrity, and follow through on commitments. <input type="checkbox"/> Monitors the extent to which the community productively communicates and interacts towards continuous improvement. <input type="checkbox"/> Regularly assesses and adjusts the level to which the use of processes and protocols, including for courageous conversations, allow all stakeholders to hold each other mutually accountable for outcomes. <input type="checkbox"/> Collaboratively uses data to adjust professional expectations and maintain mutual accountability to sustain an effective professional culture. <input type="checkbox"/> Tracks and revises structures to promote collective accountability for organizational systems to meet current and emerging challenges.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Structures and protocols that promote healthy risk-taking engagement and possibility are evident. <input type="checkbox"/> Action plans from site plan are created and followed through. <input type="checkbox"/> Principal acknowledges personal mistakes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Relational trust building is part of school activities and meetings. <input type="checkbox"/> Teachers receive feedback on their communication skills. <input type="checkbox"/> Structures and protocols are used to support hard conversations between staff members. 	<ul style="list-style-type: none"> <input type="checkbox"/> Innovative ideas are tried and assessed for effectiveness. <input type="checkbox"/> School community members can articulate how individual contributions will lead to the collective success of the school. <input type="checkbox"/> Staff members organize wellness activities and regularly participate in activities that promote renewal.

¹ Bryk, A. and Schneider, B. (2003), *Trust in Schools: A Core Resource for School Reform*, March 2003 | Volume 60 | Number 6 Creating Caring Schools Pages 40-45.



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<ul style="list-style-type: none"> <input type="checkbox"/> Staff members can articulate the principal's strengths and areas of growth and focus. <input type="checkbox"/> Staff can explain school professional expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Structures are in place for accountability of staff-made agreements. <input type="checkbox"/> Staff members know their roles and responsibilities for the implementation of the site plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff and community remain solution-oriented and on track when faced with a challenge. <input type="checkbox"/> Staff and community hold celebration events. <input type="checkbox"/> Stakeholders give feedback and know how that feedback is used.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate principal: <ul style="list-style-type: none"> <input type="checkbox"/> Uses/models consensus/problem-solving processes. <input type="checkbox"/> Leads and models reflections on hard conversations. <input type="checkbox"/> Regularly shares how feedback has been incorporated into systems and structures. <input type="checkbox"/> Regularly shares progress on agreements with staff. <input type="checkbox"/> Leads strategies to increase participation and equity of voice. <input type="checkbox"/> Explains current status on School Site Plan and how current systems are designed to meet those goals. <input type="checkbox"/> Models being a "warm demander." <input type="checkbox"/> Models a learner stance <input type="checkbox"/> Uses and analyzes relational trust survey/data. <input type="checkbox"/> Communications from principal that demonstrate a respectful, professional tone. <input type="checkbox"/> Principal reflections on trust and professionalism at the school site. <input type="checkbox"/> Documentation of teacher observations that show follow-through of agreements from professional learning/staff meetings. <input type="checkbox"/> Grievance records that show that principal has taken appropriate steps to achieve resolution. <input type="checkbox"/> Data showing improvement in school climate and culture (eg CHKS). <input type="checkbox"/> Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/ or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Consensus/problem-solving processes used at meetings led by staff/ILT/principal. <input type="checkbox"/> Principal builds ILT capacity to have and reflect on hard conversations. <input type="checkbox"/> ILT/principal regularly shares progress on agreements with staff. <input type="checkbox"/> Staff input is gathered to develop/revise systems and structures to meet school goals. <input type="checkbox"/> Staff is encouraged to take risks. <input type="checkbox"/> New ideas are sought and tried. <input type="checkbox"/> An increase in staff participation and equity of voice during staff meetings. <input type="checkbox"/> Teacher use of data to reflect on School Site Plan and how current systems are designed to meet those goals. <input type="checkbox"/> Staff/ILT members being "warm demanders" of each other. <input type="checkbox"/> Staff's and/or ILT's use and analysis of relational trust survey/data. <input type="checkbox"/> Documentation of teacher observations that show follow-through of agreements from professional learning/staff meetings. <input type="checkbox"/> Data showing a decrease in formal grievances from staff/parents. <input type="checkbox"/> Data showing improvement in school climate and culture. <input type="checkbox"/> Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Consensus/problem-solving processes used at meetings led by teams/staff/community. <input type="checkbox"/> Staff/community leads and reflects on hard conversations. <input type="checkbox"/> School teams seek and try community ideas. <input type="checkbox"/> Staff/community-led implementation and revision of communication and follow-through systems. <input type="checkbox"/> Community use of data to reflect on School Site Plan plans and how current systems are designed to meet those goals. <input type="checkbox"/> Staff/ILT/community being "warm demanders" of each other. <input type="checkbox"/> The staff's and/or community's use and analysis of relational trust survey/data. <input type="checkbox"/> School-community team protocols and norms developed and implemented with input from the community. <input type="checkbox"/> Documentation of principal and peer observations that show follow-through of agreements from professional learning/staff meetings. <input type="checkbox"/> Data showing few or no formal grievances from staff/parents. <input type="checkbox"/> CHKS data showing 95% of staff members acknowledge a positive school climate and professional culture. <input type="checkbox"/> Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.



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Relationships and Culture (RC) Element 4: Politics and Conflict		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
<p>RC 4.1 Politics and Conflict Navigation: Principal leans into conflict, demonstrates courageous decision-making, and creates space for productive dissent and risk taking as a source for transformation.</p>	<p>RC 4.2 Politics and Conflict: Opportunity: Principal builds the capacity of stakeholders to manage micro-political dynamics, view conflict as opportunity, and create space for productive dissent and risk taking as a source for transformation.</p>	<p>RC 4.3 Politics and Conflict: Organizational Dynamics and Influence: Principal monitors and revises strategies to support stakeholders to manage micro-political dynamics, view conflict as opportunity, and hold a solution-oriented stance to achieve a mutually respectful organizational culture.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Assesses political and micro-political dynamics of individual and organizational context (SEL 5C) and continuously improves ability to read situations and determine effective responses. <input type="checkbox"/> Engages in micro-political conversations as needed to build organizational coherence and ensure school goals and outcomes manifest. <input type="checkbox"/> Uses conflict as opportunity to support stakeholders to “move through” complexities. <input type="checkbox"/> Recognizes and respects one’s similarities and differences with others (SEL 3A/ 3D) and authorizes productive conflict as essential to change. <input type="checkbox"/> Sets context for productive problem-posing (SEL 5) and engages in courageous conversations (about race, gender, power) with trusted individuals and groups in the service of collective outcomes. <input type="checkbox"/> Brokers and buffers policy decisions by determining when and how to communicate, prioritize, and integrate critical policies into school-level decisions and plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds the capacity of individuals and teams to productively manage political and micro-political dynamics. <input type="checkbox"/> Builds collaboration and coherence from analyzing micro-political conversations that surface evidence about inequities and policies that are affecting school outcomes. <input type="checkbox"/> Uses and prepares all stakeholders to use protocols to engage in complex conversations. <input type="checkbox"/> Builds capacity of others to recognize and respect similarities and differences (SEL 3D) and view productive conflict as essential to change. <input type="checkbox"/> Engages in and builds capacity of others to resolve interpersonal conflicts with the goal of healthy and effective outcomes for all (SEL 4C). <input type="checkbox"/> Builds and uses collaborative structures to gather information on and analyze how new policies affect the school and co-determines effective actions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly assesses the degree to which micro-political climate builds school coherence and collectively adjusts strategies as needed to achieve a mutually respectful organizational culture. <input type="checkbox"/> Assesses and continuously deepens stakeholders’ ability to leverage similarities and differences and hold complex conversations that result in collective solution-oriented dialogue and action to better meet school goals. <input type="checkbox"/> Assesses, monitors, and mediates interpersonal interactions within the school community to support dynamic conflict resolution, resulting in healthy and effective outcomes for all (SEL 4C). <input type="checkbox"/> Continuously updates stakeholders on new policies and supports teams to assess and track the effectiveness of how new policies are incorporated into school systems and strategies.
School Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Staff meetings include time to discuss areas of conflict to determine solutions. <input type="checkbox"/> Principal has multiple conversations individually and in small groups to connect stakeholders with the goals and vision. <input type="checkbox"/> Principal leads Lead Team in conversations about how race, gender, and power impact school and classroom culture. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead Team determines how to respond to current micro-political climate to move towards the school vision. <input type="checkbox"/> Staff uses protocols to discuss conflicts and challenges impeding the ability to meet the school goals. <input type="checkbox"/> Staff uses differences of opinion to develop new solutions. <input type="checkbox"/> Principal supports stakeholders in interpersonal conflict resolution. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal maintains a pulse on how different community members understand and own policies in the school. <input type="checkbox"/> Staff engages in solution-oriented discussions where different opinions are heard and valued. <input type="checkbox"/> Community, staff, and students attempt to resolve conflicts at the lowest level and do not escalate issues without attempting to resolve them first.
Evidence		



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<ul style="list-style-type: none"><input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate principal:<ul style="list-style-type: none">o Leads conflict resolution/problem-solving processes.o Frames conflict as opportunity.o Models and shares conflict resolution wins.o Leads clear decision-making processes and/or agreements involving stakeholders who may disagree.o Leads in uncomfortable or challenging conversations.o Meets with appropriate stakeholders to build relationships, shared understanding, and buy-in for changes at site.<input type="checkbox"/> Principal journal entries demonstrating:<ul style="list-style-type: none">o Principal's understanding of and movement through micro and macro dynamics.o Principal reflection on hard conversations.<input type="checkbox"/> Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.<input type="checkbox"/> Grievance records that show that principal has taken appropriate steps to achieve resolution.	<ul style="list-style-type: none"><input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate:<ul style="list-style-type: none">o Principal builds capacity of others to use conflict resolution/problem-solving processes.o Principal builds capacity of staff members to lead clear decision-making process and/or agreements involving stakeholders who may disagree.o Principal regularly checks in with various stakeholders, including new members to school, to build relations and create buy-in.o Teachers and staff frame conflict as opportunity.o Staff uses differences of opinion to develop new solutions.o Staff is encouraged to take risks and that new ideas are sought and tried.o Professional learning includes training on understanding and valuing differences.<input type="checkbox"/> Differentiated communications (small/ large meetings; newsletters; visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.<input type="checkbox"/> Data showing a decrease in formal grievances from staff/parents.	<ul style="list-style-type: none"><input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate:<ul style="list-style-type: none">o Conflict resolution/problem-solving processes used at meetings led by ILT.o stakeholders frame conflict as opportunity.o stakeholders use differences of opinion to develop new solutions.o Principal regularly checks in with various stakeholders, including new members to school and community, to build relations and create buy-in.o Principal monitors communication to ensure it supports the creation of a shared understanding of issues and concerns.<input type="checkbox"/> Differentiated communications (small/ large meetings; newsletters; visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.<input type="checkbox"/> Data showing a decrease in formal grievances from staff/parents.
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Relationships and Culture (RC) Element 5:

Conditions for Student Learning ★

(Note: Discipline Systems are also in Effective Operations and Organization.)

Relationships and Culture (RC) Element 5: Conditions for Student Learning ★		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
<p>RC 5.1 Conditions for Student Learning: Principal supports teachers and staff in developing classroom and school environments that foster strong relationships among students—and between adults and students—to ensure safety and promote a sense of belonging for all students in service of the school’s vision for learning.</p>	<p>RC 5.2 Collaboration for Student Learning Conditions: Principal collaborates with and builds capacity of individuals and teams to implement school systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school’s vision for learning.</p>	<p>RC 5.3 Collective Responsibility for Conditions for Student Learning: Principal and all stakeholders maintain, monitor, and regularly revise systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the vision.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Creates an inclusive, welcoming, and caring community that values students’ individual/cultural differences and fosters communication among students and between adults and students. <input type="checkbox"/> Uses culture inventories and multiple sources of evidence to assess levels of positive culture in school and classrooms for the purpose of setting positive and equitable culture goals and implementing an action plan. <input type="checkbox"/> Systematically holds self, staff, and students, staff accountable to a clear and equitable set of student expectations and norms, as well as school and classroom routines, that support a positive school culture that promotes college and career readiness <input type="checkbox"/> Models personalized student relationships that demonstrate the importance of teacher connectedness to students. <input type="checkbox"/> Develops self and staff’s awareness of trauma informed practices <input type="checkbox"/> Ensures that youth culture is reflected in the school’s environment in order to foster a bridge to rigorous learning, academic, and school culture expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds capacity of stakeholders to create an inclusive, welcoming, and caring community that values students’ individual/cultural differences and fosters communication among students and between adults and students. <input type="checkbox"/> Builds capacity of staff to engage in cycles of continuous improvement for developing and maintaining positive culture. <input type="checkbox"/> Collaboratively implements systematic student behavioral expectations and norms that build a positive school culture that promotes college and career readiness. <input type="checkbox"/> Collaboratively develops and aligns teacher and staff practices that build connectedness to students. <input type="checkbox"/> Provides feedback to staff on practices that build connections and relationships. <input type="checkbox"/> Collaborates with team members to develop staff’s awareness and use of trauma informed practices <input type="checkbox"/> Collaborates with students and staff to appropriately incorporate youth culture in the school’s environment and systems in order to foster a bridge to rigorous learning, academic, and school culture expectations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors and supports all stakeholders to nurture an inclusive, welcoming, and caring community that values students’ individual/cultural differences and fosters communication among students and between adults and students. <input type="checkbox"/> Participates with stakeholders in collecting and utilizing multiple forms of evidence to regularly engage in cycles of continuous improvement to maintain positive culture in classrooms and school. <input type="checkbox"/> Tracks and tunes all stakeholders’ focus on sustaining student behavioral expectations and on upholding norms that continuously cultivate a positive school culture. <input type="checkbox"/> Monitors and sustains effective use of trauma informed school wide practices <input type="checkbox"/> Reinforces practices that collectively ensure all adults demonstrate connectedness to students.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Principal knows student and staff names and greets them regularly. <input type="checkbox"/> Physical environment of classrooms and the school campus supports teaching and learning, as well as a college-going culture. <input type="checkbox"/> School rules are explicit, leaving minimal opportunities for misinterpretations or misunderstandings. <input type="checkbox"/> Routines are in place for all areas of the school campus. 	<ul style="list-style-type: none"> <input type="checkbox"/> Visuals and artifacts portray diversity of student population, college-going culture, youth culture, and school’s cultural values. <input type="checkbox"/> Teachers check in with individual students. <input type="checkbox"/> Students can explain the school behavioral systems <input type="checkbox"/> Aligned behavioral systems and norms are used across classrooms. <input type="checkbox"/> Campus routines and procedures support school vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff regularly revises, aligns, and consistently uses behavioral systems, norms, and consequences. <input type="checkbox"/> Students can explain the school norms and how their behavior is connected to their school experience, culture, and learning. <input type="checkbox"/> Students report that teachers genuinely care about their well-being and school achievement. <input type="checkbox"/> Celebrations mark student achievements in various areas.



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<ul style="list-style-type: none"> <input type="checkbox"/> Principal documents communication with teachers regarding student referrals and suspensions. <input type="checkbox"/> Students from diverse backgrounds feel that their opinions are welcomed and heard. <input type="checkbox"/> Staff models behavior they expect of students and one another. 	<ul style="list-style-type: none"> <input type="checkbox"/> Systems are in place for students to resolve conflicts independently and with staff support. <input type="checkbox"/> Students understand that college is an option and when asked can discuss it as an option. <input type="checkbox"/> Interactions among students across multiple diversity groups are in evidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students understand the value of communication and freely and appropriately interact with adults at the school. <input type="checkbox"/> Students attempt to resolve conflicts at the lowest level and do not escalate issues without attempting to resolve them first.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Six-week positive culture plan. <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Implementation of systems for Positive Behavioral Interventions and Support. <input type="checkbox"/> Professional learning and principal feedback to teachers on teaching social and emotional learning skills. <input type="checkbox"/> Professional learning and feedback to teachers on building relationships with and between students. <input type="checkbox"/> Peer mediation program that promotes a safe environment for all students. <input type="checkbox"/> Anti-bullying programs and results that show a decrease in reports of bullying incidents. <input type="checkbox"/> Student clubs and activity groups promote student inclusion and positive relationships. <input type="checkbox"/> Principal interactions with students that model and promote a growth mindset and high academic and professional expectations. <input type="checkbox"/> Celebrations, rituals, traditions, and other events that help to build an inclusive school culture. <input type="checkbox"/> Data of students participating in peer mediation programs and Positive Behavioral Intervention and Support systems; results show a decrease in suspensions, office referrals, and in-class discipline actions, as well as an increase in time in class. <input type="checkbox"/> Data showing increase in attendance. <input type="checkbox"/> Improvement in school climate, culture, and SEL data. <input type="checkbox"/> Principal use of staff/student surveys to establish a culture where students feel safe and motivated. <input type="checkbox"/> Visual representation of the culture of school community. <input type="checkbox"/> Posted visible codes of student norms/ behavior focused on respect, responsibility, and positive relationships. 	<ul style="list-style-type: none"> <input type="checkbox"/> Six-week positive culture plan <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Staff interactions with students that promote a growth mindset and high academic and professional expectations. <input type="checkbox"/> Staff-run assembly programs that promote a positive and inclusive culture. <input type="checkbox"/> Systems are in place to support new student transitions into the school. <input type="checkbox"/> Teacher-led professional learning and feedback to teachers on how to build cultural competency and relationships with and between students. <input type="checkbox"/> Teacher-led professional learning and feedback to teachers on how to integrate social and emotional skills. <input type="checkbox"/> Staff-led peer mediation programs that promote a safe environment for all students. <input type="checkbox"/> Student-run clubs and activity groups promote student inclusion and positive relationships. <input type="checkbox"/> Data of students participating in peer mediation programs showing a decrease in suspensions, office referrals, in-class discipline actions, as well as an increase in time in class. <input type="checkbox"/> Data showing increase in attendance and decrease in chronic absence across all subgroups. <input type="checkbox"/> Improvement in school climate, culture, and SEL data. <input type="checkbox"/> Description and observation of staff-run anti-bullying programs and results that show a decrease in reports of bullying incidents. <input type="checkbox"/> Data showing improved graduation rates. <input type="checkbox"/> Posted visible codes of student focused on respect, responsibility, and positive relationships. 	<ul style="list-style-type: none"> <input type="checkbox"/> Six-week positive culture plan. <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Collaborative revision of systems for Positive Behavioral Interventions and Support using data. <input type="checkbox"/> Student to student interactions that promote a growth mindset and high academic achievement. <input type="checkbox"/> School- and student-run assembly programs that promote a positive and inclusive culture. <input type="checkbox"/> Teacher-led professional learning and feedback to teachers on how to remove barriers between and among students related to race, culture, language, family structure, sexuality, and able-ness in order to build relationships with and between students. <input type="checkbox"/> Peer mediation program to promote a safe environment for all students is continuously modified. <input type="checkbox"/> Positive results from anti-bullying education initiatives led in collaboration with the community. <input type="checkbox"/> Results of student-run clubs and activity groups that promote student inclusion and positive relationships. <input type="checkbox"/> Celebration showing students, staff, and community involved in activities related to a shared vision. <input type="checkbox"/> Data from implementation of differentiated supports for students who do not feel connected to school. <input type="checkbox"/> Data showing limited suspensions, referrals, and time out of class. <input type="checkbox"/> Data showing increase in attendance and decrease in chronic absence across all subgroups. <input type="checkbox"/> School climate and culture data and SEL data showing 95% of stakeholders rate the school positively. <input type="checkbox"/> Description and observation of staff- and student-run anti-bullying programs and results that show a decrease in reports of bullying incidents <input type="checkbox"/> Data showing improved graduation rates. <input type="checkbox"/> Posted visible codes of student focused on respect, responsibility, and positive relationships.



**OUSD Principal Professional Learning and Evaluation Framework:
Overview of Steps and Elements**

Dimension IV: Leadership for Community and Family Partnerships

Key Questions:

- How does the leader intentionally create reciprocal partnerships with community and families in support of the school?
- How does the leader work in service of the community?

<p>Step 1. Developing Leader Capacity</p> <p>An OUSD Principal inventories, develops, and implements systems for effective partnerships and school governance teams that support the district and site vision of equity and students’ academic, civic, and social and emotional success.</p>	<p>Step 2. Cultivating School Level Capacity</p> <p>An OUSD Principal collaborates with partners and builds capacity of stakeholders to develop and implement systems for effective partnerships and school governance teams that support the district and site vision of equity and students’ academic, civic, and social and emotional success.</p>	<p>Step 3. Ensuring Collective Responsibility & Accountability</p> <p>An OUSD Principal monitors and revises strategies to build collective ownership and sustain effective partnerships and school governance teams that support the district and site vision of equity and students’ academic, civic, and social and emotional success.</p>
<p align="center">Family and Community Partnerships (FCP) Element 1: Family Partnership</p>		
<p>FCP 1.1 Family Partnership Formation: Principal inventories, develops, and implements systems for building effective family partnerships by using principles of student and family engagement that support the site vision and student outcomes.</p>	<p>FCP 1.2 Capacity Building for Family Engagement: Principal collaborates with and builds capacity of individuals and teams to develop and/or revise and implement systems to ensure authentic and useful school family partnerships in service of the school vision for equity student success.</p>	<p>FCP 1.3 Collective Responsibility of Family Engagement: Principal monitors and collaboratively revises systems that foster mutual accountability for sustaining authentic and useful family partnerships in service of the school vision for student success.</p>
<p align="center">Family and Community Partnerships (FCP) Element 2: Community* Partnership (*Community includes district, local community, and business)</p>		
<p>FCP 2.1 Community Partnership Formation: Principal inventories, develops, and implements systems for building effective district, community, non-profit, and business partnerships by using principles of community engagement in support of the site’s vision and student outcomes.</p>	<p>FCP 2.2 Community Partnership Collaboration: Principal collaboratively determines district, community, non-profit, and business partnership goals and processes and builds capacity at site to achieve and measure partnership goals in the service of the site’s vision for student success.</p>	<p>FCP 2.3 Community Partnership Sustainment: Collaboratively engages district, community, non-profit, and business partnerships in a continuous cycle of improvement to maximize partnership effectiveness at achieving goals towards the school vision for student success.</p>

**Family and Community Partnerships (FCP) Element 3:
School Governance**

<p>FCP 3.1 School Governance Formation: Principal establishes and leads school governance teams that support school vision for equity and student success, and comply with policies, regulations, and laws.</p>	<p>FCP 3.2 School Governance Collaboration: Principal builds collaborative capacity of school governance teams to use data, information, and stakeholder input to determine and communicate school priorities that serve the school vision for equity and student success.</p>	<p>FCP 3.3 Collective Responsibility for School Governance: Principal regularly monitors and collaboratively revises structures of school governance teams to effectively communicate informed shared decisions that serve the school's vision for equity and student success.</p>
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Note: 2016 School Governance Teams include participation by family and community members who may serve on one or more of these committees: School Site Committee (SSC), EL Parent Sub-Committee, Community Advisory Committee for Special Education (CAC), LCAP Parent and Student Advisory committee (LCAP PAC), and LCAP EL Parent Sub-Committee.



Dimension IV: Leadership for Family and Community Partnerships

An OUSD Principal forms, integrates, and sustains effective partnerships in service of robust student academic, civic, and social and emotional outcomes.

Family and Community Partnership (FCP) Element 1: Family Partnerships		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
<p>FCP 1.1 Family Partnership Formation: Principal inventories, develops, and implements systems for building effective family partnerships by using principles of student and family engagement that support the site vision and student outcomes.</p>	<p>FCP 1.2 Capacity Building for Family Engagement: Principal collaborates with and builds capacity of individuals and teams to develop/revise and implement systems to ensure authentic and useful school family partnerships in service of the school vision for equity and student success.</p>	<p>FCP 1.3 Collective Responsibility for Family Engagement: Principal monitors and collaboratively revises systems that foster mutual accountability for sustaining authentic and useful family partnerships in service of the school vision for equity and student success.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Assesses current perception of family engagement from staff and family perspectives and implements feedback system. <input type="checkbox"/> Establishes and upholds family and staff expectations for family engagement, participation, and decision making. <input type="checkbox"/> Engages family and teacher leaders in understanding OUSD Family Engagement standards to create a family engagement vision and determine goals and action plan. <input type="checkbox"/> Assesses current environment and determines and implements plan to create an inclusive, supportive, and welcoming environment for all families. <input type="checkbox"/> Builds family support systems for student academic, social and emotional, health and wellness, and college and career readiness outcomes. <input type="checkbox"/> Provides opportunities for families to engage with and understand what their children are learning, why they're learning it, and what it looks like to perform well. <input type="checkbox"/> Creates communication systems so families can access school information easily. <input type="checkbox"/> Develops public relation plan to recruit families and communicate a positive presence in the community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds capacity of stakeholders to use feedback to: <ul style="list-style-type: none"> <input type="checkbox"/> improve family-teacher relations and appropriately address family concerns at the classroom and school level. <input type="checkbox"/> collaboratively develop and implement strategies to ensure the school and classroom environments are inclusive, supportive, and welcoming. <input type="checkbox"/> Builds capacity of family and teacher leaders to develop family engagement systems and implement an action plan in service of the school vision of equity and student success. <input type="checkbox"/> Develops capacity of staff to deepen and differentiate approaches to engage all families in supporting student academic, social emotional learning, health and wellness, and college and career readiness. <input type="checkbox"/> Collaboratively modifies communication systems so families can access school information easily and in a timely manner. <input type="checkbox"/> Institutes systems to report and discuss assessments, student progress, and participation patterns with students, families, and community. <input type="checkbox"/> Works with family and teacher leaders to create family resource center that meets the needs of families. <input type="checkbox"/> Collaboratively staff and families in implementing and modifying public relation plan to recruit families and communicate a positive presence in the community 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors and supports systems for constituents to use feedback to: <ul style="list-style-type: none"> <input type="checkbox"/> continually deepen family-staff relationships and address family concerns. <input type="checkbox"/> maintain and revise family engagement system, structures, and activities in service of the school vision of equity and student success. <input type="checkbox"/> revise and maintain strategies to ensure the school and classroom environments are inclusive, supportive, and welcoming. <input type="checkbox"/> Supports staff and family to continually improve quality and quantity of communication in supporting student academic, social emotional learning, health and wellness, and college and career readiness. <input type="checkbox"/> Modifies systems to effectively report and discuss assessments, student progress, and participation patterns with students, families, and community. <input type="checkbox"/> Ensures family resource center is maintained and meets the needs of all families. <input type="checkbox"/> Collaboratively monitors and revises public relation plan to recruit families and maintain a positive presence in the community



Dimension IV: Leadership for Family and Community Partnerships

School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Principal/staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes. <input type="checkbox"/> Principal uses data from mapping, CHK, parent, and staff surveys to create “action team” for family engagement that includes three academic workshops per year. <input type="checkbox"/> All family surveys, information, and materials are in parent-friendly language and translated in home languages of school families. <input type="checkbox"/> Families and teachers meet regularly to support student performance. <input type="checkbox"/> Family diversity is recognized through school-wide events linked to learning and celebrating culture. <input type="checkbox"/> School calendar includes ongoing teacher/staff professional development on family engagement. <input type="checkbox"/> Information for families is easily accessible. <input type="checkbox"/> Family outreach plan. <input type="checkbox"/> Progress reports and report cards are received by families in a timely manner <input type="checkbox"/> Students can explain their academic and social emotional learning progress to families 	<ul style="list-style-type: none"> <input type="checkbox"/> Front office staff is friendly, attentive, and responsive to connecting parent/visitor to appropriate resources. <input type="checkbox"/> Staff participates in professional learning about cultural competence and family partnerships. <input type="checkbox"/> Family-teacher conferences meet the needs of families, including translation; strategic outreach ensures attendance. <input type="checkbox"/> School offers volunteer and leadership opportunities that empower families as decision-makers in school community. <input type="checkbox"/> Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process. <input type="checkbox"/> Three academic workshops for families are well-attended and linked to school report card periods. <input type="checkbox"/> Families understand how to obtain information, have access through their home language when possible, and feel comfortable using the communication structures. <input type="checkbox"/> School has a dedicated Parent/Family room or center. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff takes responsibility to identify and remove barriers to family engagement related to race, ethnicity, language, culture, socio-economic status, family structure, religion, and families with special needs. <input type="checkbox"/> Almost all families attend parent/teacher conferences. <input type="checkbox"/> Schools hold at least three academic workshops for families that are co-facilitated by families and students and are well-attended and linked to school report card periods. <input type="checkbox"/> Parents proactively communicate the attributes of the school to new families and community members, and can articulate the values, goals, and mission of the school. <input type="checkbox"/> New students to the school are often as a result of recruitment by currently enrolled families. <input type="checkbox"/> Family resource center is actively used. <input type="checkbox"/> All stakeholders can explain school policies
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Use of family engagement surveys/data to develop plans. <input type="checkbox"/> Use of data from principal-led focus groups on family engagement/perceived needs of the school. <input type="checkbox"/> Increase in attendance at family workshops. <input type="checkbox"/> Professional learning on cultural competence, family partnership, and engagement. <input type="checkbox"/> Principal training and feedback on how to identify and remove barriers to family engagement related to race, ethnicity, language, culture, socioeconomic status, family structure, religion, and special needs. <input type="checkbox"/> Clear front office procedures are family friendly and welcoming. <input type="checkbox"/> Family-teacher conference schedules, protocols, sign-ins, and follow up notes, including translation. <input type="checkbox"/> Data showing increase in student attendance. <input type="checkbox"/> Documentation showing improvement in CHKS parent 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Teachers collaboratively analyze family engagement surveys/data to develop/revise plans. <input type="checkbox"/> Use of data from staff-led focus/feedback groups on family engagement/perceived needs of the school. <input type="checkbox"/> Staff leads workshops to educate families on how to support student performance. <input type="checkbox"/> Increase in attendance at family workshops, as well as feedback from families stating that workshops supported them to help their child in school. <input type="checkbox"/> Staff leads and participates in professional learning on cultural competence and family partnerships. <input type="checkbox"/> Staff training and regular feedback on how to identify and remove barriers to family engagement related to race, ethnicity, language, culture, socioeconomic status, family structure, religion, and special needs. <input type="checkbox"/> Training, feedback, and implementation of school procedures for front office staff to ensure 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Regular use of a variety of data on family engagement to modify plans and systems. <input type="checkbox"/> Staff and parents lead workshops to educate families on how to support student performance. <input type="checkbox"/> Consistently strong attendance at family workshops, as well as feedback from families stating that workshops supported them to help their child in school. <input type="checkbox"/> Calibration of systems of supporting staff to identify and remove barriers to family engagement related to race, ethnicity, language, culture, socioeconomic status, family structure, religion, and special needs. <input type="checkbox"/> Parent/family room and center are in use daily to build families’ capacity to support students. <input type="checkbox"/> Family-teacher conference structures make use of stakeholder feedback to improve systems. <input type="checkbox"/> stakeholder use of “we” and “our” language.



Dimension IV: Leadership for Family and Community Partnerships

<p>data.</p> <ul style="list-style-type: none"><input type="checkbox"/> Visual representations of the culture of students and school community.<input type="checkbox"/> School Public Relations Plan	<p>attentiveness and responsiveness to families and visitors.</p> <ul style="list-style-type: none"><input type="checkbox"/> Documentation showing 90% attendance at family-teacher conferences.<input type="checkbox"/> Data showing increase in student attendance and a decrease in chronic absence across all subgroups.<input type="checkbox"/> Documentation showing improvement in CHKS parent data.<input type="checkbox"/> Listings of family workshops content connected to family input and school data.<input type="checkbox"/> Staff actively implementing School Public Relations	<ul style="list-style-type: none"><input type="checkbox"/> Documents showing 100% attendance at family-teacher conferences.<input type="checkbox"/> Data showing increase in student attendance and a decrease in chronic absence across all subgroups.<input type="checkbox"/> Data from staff- and family-led focus/feedback groups on family engagement/perceived needs of the school.<input type="checkbox"/> Surveys/feedback from families from diverse backgrounds who report that opinions are welcomed, heard, and included in decision-making processes.<input type="checkbox"/> CHKS data showing that 95% of parents rate the school positively.<input type="checkbox"/> Listings of family workshops content connected to family input and school data.
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Dimension IV: Leadership for Family and Community Partnerships

Family and Community Partnership (FCP) Element 2: Community* Partnerships (*Community includes district, local community, non-profit, and business.)		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
FCP 2.1 Community Partnership Formation: Principal inventories, develops, and implements systems for building effective district, community, nonprofit, and business partnerships by using principles of community engagement in support of the site's vision and student outcomes.	FCP 2.2 Community Partnership Collaboration: Principal collaboratively determines district, community, nonprofit, and business partnership goals and action plans in the service of the site's vision for student success.	FCP 2.3 Community Partnership Sustainment: Collaboratively engages district, community, non-profit, and business partnerships in a continuous cycle of improvement to maximize partnership effectiveness at achieving goals towards the school vision for student success.
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Articulates role of district, community, nonprofit, and business in partnering with the school to support the district and site vision and goals for student success. <input type="checkbox"/> Articulates leadership roles, responsibilities, and lines of communication with all community agencies or district partners who are regularly on school campus. <input type="checkbox"/> Inventories the readiness of, and develops and implements plan to support, stakeholders to engage in partnership relationships with organizations that support the site and district vision. <input type="checkbox"/> Assess current partnerships to determine appropriateness and consistency with the school and community vision and goals and re-aligns current partners to the site vision. <input type="checkbox"/> Recruits additional partners to support site vision for student success vision and outcomes. <input type="checkbox"/> Inventories, determines, and implements systems for partnership oversight and evaluation. <input type="checkbox"/> Develops a public relations plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Co-develops/revises vision, goals, expectations, and measures for partnership effectiveness to align with School Site Plan. <input type="checkbox"/> Co-develops and implements partnership agreements, collaborative structures, personnel roles and responsibilities, and coordinates implementation of partnership plan. <input type="checkbox"/> Aligns resources and builds capacity of staff to engage with and achieve partnership goals. <input type="checkbox"/> Co-develops systems and processes for appropriate oversight and evaluation of partnerships. <input type="checkbox"/> Builds capacity of all staff and partners to cultivate a positive presence in the community by communicating the assets and successes of the school and partnerships. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively assesses and revises partnership agreements, structures, and personnel roles and responsibilities in service of partnership goals. <input type="checkbox"/> Collaboratively assesses partner and school resource allocation and capacity to fulfill agreements and determines plan to maintain/adjust these resources. <input type="checkbox"/> Monitors and exercises systematic oversight and evaluation of partnerships to ensure all partners and staff are working collaboratively to achieve collective goals and outcomes. <input type="checkbox"/> Partners with stakeholders to consistently communicate the assets and successes of the school and partnerships to maintain a positive presence in the community.
School Level Behaviors		



Dimension IV: Leadership for Family and Community Partnerships

<ul style="list-style-type: none"> <input type="checkbox"/> Partners can explain oversight procedures. <input type="checkbox"/> Partners can explain school vision and organizational role in supporting school vision and goals. <input type="checkbox"/> After-school partnerships have clear expectations connected to student academic, civic, social and emotional, and health and wellness outcomes. <input type="checkbox"/> Principal or designee meets regularly with each partner to establish expectations. <input type="checkbox"/> Community liaison can articulate roles and responsibilities and relationship to school vision and goals and principal leadership. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partnership meetings include goal and action plan development. <input type="checkbox"/> Partnership agreements are documented. <input type="checkbox"/> Partners attend staff/leadership meetings that are aligned to partnership goals. <input type="checkbox"/> Teachers can explain district, community, non-profit, and business partners' roles and benefits in supporting school vision and goals. <input type="checkbox"/> District partners'/coaches' schedules allow for time with teachers and/or stakeholders. 	<ul style="list-style-type: none"> <input type="checkbox"/> Partnerships between the school and community demonstrate reciprocal benefits. <input type="checkbox"/> Community reports and media include stories of positive school community partnerships. <input type="checkbox"/> Partners and school staff co-facilitate professional learning or data review meetings with teachers. <input type="checkbox"/> All partnership evaluation and oversight documents are completed regularly.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Family-teacher organization meetings determine team goals that support the school vision and mission. <input type="checkbox"/> Community and school organization meetings determine partnership goals that match the school vision and mission. <input type="checkbox"/> Memoranda of Understanding or strategic plans with community organizations or other partnerships. <input type="checkbox"/> Description and observation of after-school programs open to all students. <input type="checkbox"/> Communication with local community/service organizations about the school's vision for learning. <input type="checkbox"/> Communications to and between school community members outlining plans to engage with community organizations and other partners. <input type="checkbox"/> Recruitment and outreach documents from meetings with potential district and community partners around equity initiatives, including African American Male Achievement, Newcomer Program, and OUT for Safe schools. <input type="checkbox"/> Documentation showing improvement data on focus goals (e.g. attendance) and student and/or other program outcomes. <input type="checkbox"/> Public Relations plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Partners and school collaboratively revise goals to meet school vision. <input type="checkbox"/> District personnel work with teachers to support site and classroom student equity goals. <input type="checkbox"/> Increase in number of school-community partnerships. <input type="checkbox"/> Memoranda of Understanding or strategic plans with community organizations or other partnerships. <input type="checkbox"/> Documents and results involving partnerships with district and community organizations around equity initiatives, including African American Male Achievement, Newcomer Program, and OUT for Safe schools. <input type="checkbox"/> Analysis of partnership evaluation documents to improve partnership goals and outcomes. <input type="checkbox"/> Documentation showing improvement data on focus goals (e.g. attendance) and student and/or other program outcomes. <input type="checkbox"/> Public Relations plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Accounts of school accomplishment in various forms of public media. <input type="checkbox"/> Revision of Memoranda of Understanding or strategic plans with community organizations or other partnerships. <input type="checkbox"/> Documents showing an increase in the number of long-term school-community partnerships. <input type="checkbox"/> Staff surveys data showing partnerships (district and community) are very useful in supporting their classroom goals. <input type="checkbox"/> Partnerships with district and community organizations around equity initiatives show increased academic, social and emotional, and attendance outcomes for students. <input type="checkbox"/> Use of partnership evaluation results to modify partnership strategies to better meet school equity goals. <input type="checkbox"/> Documentation showing improvement data on focus goals (e.g. attendance) and student and/or other program outcomes. <input type="checkbox"/> Public Relations plan



Dimension IV: Leadership for Family and Community Partnerships

Family and Community Partnership (FCP) Element 3: School Governance¹		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
<p>FCP 3.1 School Governance Formation: Principal establishes and leads school governance teams that support school vision for equity and student success and comply with policies, regulations, and laws.</p>	<p>FCP 3.2 School Governance Collaboration: Principal builds collective capacity of school governance teams to use data, information, and stakeholder input to determine and communicate school priorities that serve the school vision for equity and student success.</p>	<p>FCP 3.3 Collective Responsibility for School Governance: Principal regularly monitors and collaboratively modifies structures of school governance teams to make informed shared decisions that serve the school's vision for equity and student success.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Articulates purpose of, and is compliant with, the policies and legal requirements of school governance. <input type="checkbox"/> Creates environment and uses processes that make parents feel comfortable to participate fully on school governance teams. <input type="checkbox"/> Systematically gathers input from stakeholders to determine school priorities for development and implementation of the site plan. <input type="checkbox"/> Documents and reports school governance team decisions and actions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds capacity school governance team members' to articulate and act on school site plan and comply with, policies and legal requirements. <input type="checkbox"/> Co-develops team agreements and norms to ensure full participation and follow-through of team members. <input type="checkbox"/> Builds capacity of school governance members to use data, explain school budget, and make informed, shared decisions that foster equitable outcomes. <input type="checkbox"/> Co-develops systems to gather input from all stakeholders (including students) on site plan, analyze and report on feedback, and use results to inform school priorities. <input type="checkbox"/> Supports school governance members to participate in ongoing district and site training that develops expertise in leadership, data analysis, budget analysis, and decision-making. 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains structures for school governance team(s) to engage in regular assessment of operations in accordance with bylaws and to regularly review and revise bylaws and team norms as necessary. <input type="checkbox"/> Monitors, participates in, and supports school governance teams to make informed shared decisions that are connected to site vision for equity and student success. <input type="checkbox"/> Monitors and supports school governance teams to regularly report progress in meeting site plan goals to all stakeholders. <input type="checkbox"/> Partners with governance team members to maintain and modify feedback systems about school priorities and site plan implementation.
School Level Behaviors / Evidence		

¹ **2015 School Governance Teams** include participation by family and community members who may serve on one or more of these committees: School Site Committee (SSC), EL Parent Sub-Committee, Community Advisory Committee for Special Education (CAC), LCAP Parent and Student Advisory committee (LCAP PAC), and LCAP EL Parent Sub-Committee.



Dimension IV: Leadership for Family and Community Partnerships

<ul style="list-style-type: none"><input type="checkbox"/> School uses OUSD site and SSC self-assessment.<input type="checkbox"/> Principal participates in SSC training.<input type="checkbox"/> SSC notes and attendance document compliance.<input type="checkbox"/> Families that fully represent all the school communities are systematically recruited to participate on school governance teams.<input type="checkbox"/> For secondary schools, students sit on the school governance teams.<input type="checkbox"/> Principal uses school data (e.g. SPF) to make decisions.<input type="checkbox"/> Communications show principal's efforts to build buy-in for initiatives/decisions.	<ul style="list-style-type: none"><input type="checkbox"/> Families can explain the budget and how it connects to the priorities determined by stakeholder input and the site plan.<input type="checkbox"/> School teams participate in district conferences and team professional development.<input type="checkbox"/> Teachers facilitate student leadership classes to build capacity in leadership and decision making.<input type="checkbox"/> Families from all student subgroups participate in teams.<input type="checkbox"/> Use of school data (e.g. SPF) in meetings.<input type="checkbox"/> Two-way communications show school governance team's efforts to build buy-in for initiatives/decisions	<ul style="list-style-type: none"><input type="checkbox"/> Family members can explain the budget and build capacity of new members to understand the budget.<input type="checkbox"/> Families use feedback systems for site plan.<input type="checkbox"/> Governance team members facilitate meetings to gather feedback for site plan.<input type="checkbox"/> Governance team members facilitate decision making protocols.<input type="checkbox"/> Families from all student subgroups participate in teams.<input type="checkbox"/> Two-way, multi-approach communication systems with all families in the school show school governance team's efforts to build buy-in for initiatives/decisions.
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**OUSD Principal Professional Learning and Evaluation Framework:
Overview of Steps and Elements (★ = Focus Element)**

Dimension V: Leadership for Effective Operations and Organization		
<p><i>Key Questions:</i></p> <ul style="list-style-type: none"> • How does the leader create and maintain the systems and operations needed for instruction and learning to thrive? • How does the leader ensure the school operations prioritize instructional goals and vision for student outcomes? 		
<p>Step 1. Developing Leader Capacity</p> <p>An OUSD Principal maintains a focus on equitable student learning by ensuring the successful management of the operations, infrastructure, systems, policies, resources, teams, and talent of the school.</p>	<p>Step 2. Cultivating School Level Capacity</p> <p>An OUSD Principal maintains a focus on equitable student learning by cultivating and maintaining collaborative processes to build effective organizational capacity of the operations, infrastructure, systems, policies, resources, teams, and talent of the school.</p>	<p>Step 3. Ensuring Collective Responsibility & Accountability</p> <p>An OUSD Principal monitors, assesses, and regularly revises systems for organizational balance, policy alignment, and collective management for ensuring the impact of resources, levels of distributed leadership, and talent of the school is achieving excellence.</p>
<p>Effective Operations and Organization (EOO) Element 1: Organizational Systems ★</p>		
<p>EOO 1.1 Organizational Systems* Management: Principal inventories and aligns organizational systems, structures and resources, and develops management systems in support of the school’s vision.</p>	<p>EOO 1.2 Capacity Building for Organizational Systems: Principal collaborates with teams to refine and align systems, structures, and resources for operations that foster productivity, collaboration, and a culturally responsive culture.</p>	<p>EOO 1.3 Collective Responsibility for Organizational Systems: Principal has a collaborative system, involving all stakeholders, for evaluating the effectiveness of its organizational and operations systems strategies.</p>
<p>Effective Operations and Organization (EOO) Element 2: Policy</p>		
<p>EOO 2.1 Policy Alignment and Coherence Expectations: Principal learns and makes sense of laws and policies that govern public schools, prioritizes and aligns implementation, and communicates critical requirements to the school community.</p>	<p>EOO 2.2 Policy Alignment and Coherence Collaboration: Principal works in collaboration to continuously assess, analyze, implement, maintain and continuously improve policy structures that support organizational goals and align legal requirements with operations and governance systems.</p>	<p>EOO 2.3 Collective Alignment and Coherence: Principal uses evidence from routine cycles of inquiry (COI) to effectively integrate policies with the school’s equity goals.</p>

Effective Operations and Organization (EOO) Element 3: Equitable Resource Allocation		
EOO 3.1 Equitable Resource Allocation: System Development: Principal inventories current resources and allocations, and develops systems to deploy resources equitably to achieve higher student learning outcomes.	EOO 3.2 Collective Capacity of Equitable Resource Allocation: Principal builds the capacity of teams to ensure that resources are linked to student learning goals and leveraged towards equitable outcomes.	EOO 3.3 Collective Responsibility for Impactful Resources Management: Principal and stakeholders magnify the impact of all tangible (materials and facilities) and intangible (time, talent, culture) resources on student learning outcomes.
Effective Operations and Organization (EOO) Element 4: Distributed Leadership and Effective Teams		
EOO 4.1 Distributed Leadership and Preparation for Effective Teams: Principal fully implements effective shared leadership structures and processes for decision-making and communication.	EOO 4.2 Distributed Leadership and Collaboration: Principal builds the capacity of adults and students to share responsibility for leadership towards the shared vision.	EOO 4.3 Sustaining Distributed Leadership and Effective Teams: Principal mobilizes stakeholders to action, building and drawing upon the distribution of leadership and decision-making.
Effective Operations and Organization (EOO) Element 5: Talent Management		
EOO 5.1 Talent Management System: Principal recruits, orients, recognizes, evaluates, and builds the skills of all classified and certificated staff.	EOO 5.2 Collaboration for Talent Management: Principal collaborates to recruit, orient, recognize, effectively evaluate, and build the skills of all classified and certificated staff.	EOO 5.3 Sustaining Talent Management Systems: Principal collaboratively sustains and revises systems that recruit, orient, recognize, evaluate, and build the skills of all classified and certificated staff to maximize stability and effectiveness of all personnel.

***KEY DEFINITIONS for EFFECTIVE OPERATIONS AND ORGANIZATIONS (EOO)**

SYSTEMS include: legal requirements and district and school level policies for fiscal/budget processes, student discipline, special education, access and equity, testing, ELL services, governance, talent management, facilities, school schedule and calendar, communication, co-curricular programs, roles and responsibilities for staff, culture, and climate.

REQUIRED STRUCTURES include: School Site Committee (SSC); ELAC/EL Parent Sub-Committee, Community Advisory Committee for Special Education (CAC); LCAP Parent and Student Advisory Committee (LCAP PAC); LCAP EL Parent Sub-Committee; other structures include forms of collaboration (Lead Team, Professional Learning Communities – PLC, and Communities of Practice – CoP) protocols, decision-making processes, and alignment of all structures.

TANGIBLE AND INTANGIBLE RESOURCES: tangible resources include fiscal, material (books, furniture, technology, physical plant, etc.), structural (time, schedules, teacher and student assignments, professional learning, curricular coherence, allocation of people to positions and responsibilities) and are magnified by intangible or abstract resources including relational trust levels, parent engagement, high attendance, high engagement, efficacy, stability, etc.



Dimension V: Leadership for Effective Operations and Organization

An OUSD Principal organizes, implements, and monitors flexible and effective operational systems that facilitate learning and productivity and promote collective responsibility for equitable outcomes.

Effective Operations and Organization (EOO) Element 1: Organizational Systems ★		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
<p>EOO 1.1 Organizational Systems Management: Principal inventories and aligns organizational systems, structures, and resources and develops management systems in support of the school's vision.</p>	<p>EOO 1.2 Capacity Building for Organizational Systems: Principal collaborates with teams to refine and align systems, structures, and resources for operations that foster productivity, collaboration, and culturally responsiveness.</p>	<p>EOO 1.3 Collective Responsibility for Organizational Systems: Principal has a collaborative system, involving all stakeholders, to evaluate the effectiveness of its organizational and operational systems.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Inventories, determines, and implements action plan to address the readiness levels of organizational systems/structures to meet current and emerging challenges of school improvement. <input type="checkbox"/> Determines expectations and creates systems for regular communication and feedback on organizational systems/structures. <input type="checkbox"/> Inventories and establishes systems to foster a healthy school climate and culture and maintain regular attendance, a safe environment, and clear and equitable disciplinary policies. <input type="checkbox"/> Develops and implements operational systems for essential school functions, including technology, physical plant, and materials and assessment management. <input type="checkbox"/> Builds skillset to use and integrate technology into school systems. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds Lead Team capacity to analyze evidence routinely to refine organizational and operational systems and structures in service of the school vision and goals. <input type="checkbox"/> Collaboratively refines communication systems and structures. <input type="checkbox"/> Builds stakeholder capacity to use communication structures to access timely and critical information. <input type="checkbox"/> Uses multiple data sources to collaboratively develop structures to address improvements needed in systems for school climate, attendance, and safety, contributing to a positive school culture. <input type="checkbox"/> Builds capacity of Lead Team to develop/revise, use, and maintain shared expectations for equitable disciplinary systems and processes. <input type="checkbox"/> Builds staff capacity to utilize technologies effectively and manage operational systems for essential school functions, including materials and assessment management. 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors and supports stakeholders' regular use of data/evidence and processes to collectively assess, adjust, align, and maintain: <ul style="list-style-type: none"> <input type="checkbox"/> organizational systems, structures, and resources to meet current and emerging challenges of school improvement. <input type="checkbox"/> structures that improve systems for school climate, attendance, and safety, contributing to a positive school culture. <input type="checkbox"/> Uses ongoing feedback to regularly adjust communication systems to ensure that all stakeholders use systems and have timely and critical information. <input type="checkbox"/> Monitors and re-aligns disciplinary systems and practices to collectively meet equity and access goals. <input type="checkbox"/> Continuously assesses and supports teams to improve use of technologies and management of operational systems for essential school functions, including assessment, technology, and materials and assessment management in service of school vision and goals.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Principal seeks out coaching support to effectively complete deliverables. <input type="checkbox"/> Principal analyzes attendance and classroom and school suspension and referral data for inequities and efficacy and communicates data to stakeholders. <input type="checkbox"/> Principal documents and communicates systems for essential school functions, including assessment, 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead Team members analyze tracking systems for student attendance and disciplinary actions to determine and implement strategies for improvement. <input type="checkbox"/> The school environment is viewed as safe, clean, aesthetically pleasing, and representative of the school's vision and mission. 	<ul style="list-style-type: none"> <input type="checkbox"/> stakeholders use multiple measures as sources of data to inform the school community with regard to the system's effectiveness. <input type="checkbox"/> All stakeholders can explain their roles in keeping the school environment safe, clean, aesthetically pleasing, and representative of the school's vision and mission.



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<p>technology, physical plant, and materials and assessment management.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal engages in professional learning to improve technology skills and systems integration. 	<ul style="list-style-type: none"> <input type="checkbox"/> All stakeholders have timely, equal access to information. <input type="checkbox"/> Systems are in place for students to resolve conflicts independently and with staff support. 	<ul style="list-style-type: none"> <input type="checkbox"/> All stakeholders have timely, equal access to information and can use established communication systems to share information. <input type="checkbox"/> stakeholders regularly communicate with school leadership using appropriate systems.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Front office procedures that all stakeholders use. <input type="checkbox"/> Administrative team meetings are held to establish and implement structures for effective management of resources (including time and materials). <input type="checkbox"/> Development, communication, and implementation of safety plans. <input type="checkbox"/> Compliance with requirements for students with disabilities or efforts of coordination to obtain necessary resources to ensure compliance. <input type="checkbox"/> IEP requirements are being met. <input type="checkbox"/> Principal uses technology to improve systems. <input type="checkbox"/> Using data and with input from ILT and SSC to write the school site plan. <input type="checkbox"/> Data-tracking systems and protocols established. <input type="checkbox"/> Document that shows inventory of school systems and procedures, as well as a plan to make improvements. <input type="checkbox"/> Data collection schedule for the year. <input type="checkbox"/> School schedules that maximize instructional time. <input type="checkbox"/> Examples of communications regarding school procedures/systems. <input type="checkbox"/> Master instructional calendar that ensures all students can fulfill A-G requirements. <input type="checkbox"/> School calendar created with key dates for critical school experiences, e.g. interim assessments, topics and dates for professional learning, assemblies, celebrations, etc. <input type="checkbox"/> Tracker showing least 75% of deliverables are in on time <input type="checkbox"/> Data showing increase in student attendance. <input type="checkbox"/> Decrease in suspensions and classroom referrals <input type="checkbox"/> Improvement in CHKS data. <input type="checkbox"/> State summative assessment participation rates are compliant. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Use of stakeholder input to improve front office procedures that lead to efficiency and family-friendly environment. <input type="checkbox"/> Administrative team meetings are held to implement and modify structures for effective management of resources (including time and materials). <input type="checkbox"/> Collaborative development and revision of systems, essential school functions, including assessment, technology, physical plant, and materials management to meet school goals. <input type="checkbox"/> Training staff to use technology to improve systems. <input type="checkbox"/> Staff-led revision, communication, and implementation of safety plans. <input type="checkbox"/> Special Education systems for policy compliance and student success developed, implemented and monitored with input from lead team and families. <input type="checkbox"/> Implementation and results from attendance and disciplinary plans created by Lead Team. <input type="checkbox"/> Principal/ILT engages the staff and family groups to co-construct the school site plan using data <input type="checkbox"/> Revisions to data-tracking systems and protocols. <input type="checkbox"/> Examples of staff using communication systems. <input type="checkbox"/> Master calendar created with input from lead teams that ensures all students can fulfill A-G requirements and meets state and district requirements. <input type="checkbox"/> School calendar collaboratively developed with key dates for critical school experiences that promote positive school climate and college going culture. <input type="checkbox"/> Documents showing IEP requirements being met. <input type="checkbox"/> Data showing increase in student attendance and a decrease in chronic absence across all subgroups. <input type="checkbox"/> Decrease in suspensions and classroom referrals <input type="checkbox"/> Tracker showing at least 90% of deliverables are in on time. <input type="checkbox"/> Improvement in CHKS data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or videos/ observations that demonstrate continuous monitoring of: <ul style="list-style-type: none"> <input type="checkbox"/> Use and collaborative development of front office procedures that are efficient and family/student/ community friendly environment. <input type="checkbox"/> Administrative team meetings are held to continuously monitor structures for effective management of resources (including time and materials). <input type="checkbox"/> Use of data school systems and procedures collaboratively designed to meet school goals <input type="checkbox"/> Communication, use, and revision of safety plans <input type="checkbox"/> Special Educaiton systems for policy compliance and equitable student success collaboratively maintained by staff and families <input type="checkbox"/> Ongoing communication, input, and data with all stakeholders to write/revise school site plan <input type="checkbox"/> Data-tracking systems and protocols <input type="checkbox"/> Examples of staff and community using communication systems <input type="checkbox"/> Collaborative use of innovative structures/ideas for the Master calendar that ensure all students can fulfill A-G requirements and meets state and district requirements <input type="checkbox"/> School calendar created, revised and maintained collaboratively <input type="checkbox"/> Tracker showing 100% of deliverables are in on time <input type="checkbox"/> Observations that show increase of students' use of school wide protocols to resolve their own conflict <input type="checkbox"/> Data showing increase in student attendance and a decrease in chronic absence across all subgroups <input type="checkbox"/> Data shows limited and appropriate use of suspensions and classroom referrals that is equitable distributed in school groups <input type="checkbox"/> Documents showing IEP requirements being met. <input type="checkbox"/> CHKS data showing that 95% of all stakeholders rate school as having a positive culture.



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Effective Operations and Organization (EOO) Element 2: Policy		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
<p>EOO 2.1 Policy Alignment and Coherence Expectations: Principal learns and makes sense of laws and policies that govern public schools, prioritizes and aligns implementation, and communicates critical requirements to the school community.</p>	<p>EOO 2.2 Policy Alignment and Coherence Collaboration: Principal works in collaboration to continuously improve policy structures that support organizational goals and align legal requirements with operations and governance systems.</p>	<p>EOO 2.3 Collective Alignment and Coherence: Principal routinely uses evidence to effectively integrate policies to align with the school's equity goals.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Stays current and regularly informs stakeholders of shifts in district, state, and national policies, and explains how the changes impact the school/ outcomes for students. <input type="checkbox"/> Determining when and how to communicate, prioritize, buffer, and integrate critical policies into school-level decisions and plans. <input type="checkbox"/> Establishes appropriate legal, personnel, and support structures in programs for special education, English Learners, Foster Youth, and socially economically disadvantaged students. <input type="checkbox"/> Inventories current policy and laws, governance structures, and district deliverables to determine how well the school's systems, vision, and goals align, re-aligning policies as needed to meet these requirements. <input type="checkbox"/> Evaluates and communicates the moral and legal consequences of decisions. <input type="checkbox"/> Works with local and district policy makers to influence policies for equitable results. 	<ul style="list-style-type: none"> <input type="checkbox"/> Troubleshoots inconsistencies between district policies and site-based implementation needs and initiates workable alternatives. <input type="checkbox"/> Builds and uses collaborative structures to gather information on and analyze how new policies affect the school and co-determines effective actions. <input type="checkbox"/> Builds capacity of stakeholders to use data to collaboratively implement and revise structures to integrate policies and practices in programs for special education, English Learners, Foster Youth, and socially economically disadvantaged students. <input type="checkbox"/> Collaborately uses data and evidence to implement systems, vision, and goals aligned with federal, state, and district legal and policy requirements <input type="checkbox"/> Builds capacity of stakeholders to evaluate moral and legal consequences of decisions. <input type="checkbox"/> Engage with policymakers and stakeholders to collaborate on educational policies focused on improving education for all students 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors, supports, and reports on levels to which district and site-based policies and implementation are contributing to equitable student outcomes. <input type="checkbox"/> Continuously updates stakeholders on new policies and supports teams to track the effectiveness of how new policies are incorporated into school systems and strategies. <input type="checkbox"/> Monitors and supports teams to revise and maintain structures ensuring legal requirements are purposefully incorporated into maintaining policies and practices in programs for special education, English Learners, Foster Youth, and socially economically disadvantaged students. <input type="checkbox"/> Regularly uses data and evidence with teams to maintain and revise systems, vision, and goals to align with federal, state, and district legal and policy requirements <input type="checkbox"/> Continuously assess and reflects on moral and legal consequences of decisions. <input type="checkbox"/> Uses social, economic, legal and political contexts to shape policies to ensure all students graduate college & career ready <input type="checkbox"/> Collaborate with policymakers and stakeholders on educational policies focused on improving education for all students
School Level Behaviors and Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Inclusionary practices for students with exceptional needs are evident/present. <input type="checkbox"/> Staff can explain new district policies and how they are being implemented at the site level. <input type="checkbox"/> Staff can explain current state policies that affect school operations and instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Inclusionary practices for students with exceptional needs are consistent across classrooms. <input type="checkbox"/> Students receiving specialized instruction and interventions also receive grade-level, core instruction. <input type="checkbox"/> Staff can explain how new policies are integrated into the school and support the vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communication includes updates about policies. <input type="checkbox"/> Special Education families can explain how the school follows policies and legal requirements for their children. <input type="checkbox"/> Lead Team members integrate new policies/ requirements into the school focus areas/ action plans.
<ul style="list-style-type: none"> <input type="checkbox"/> Documents showing compliance with and communication about requirements for Special Education to stakeholders <input type="checkbox"/> Communications outlining grading policy. <input type="checkbox"/> Memos on how policy changes affect school site. <input type="checkbox"/> 75% of deliverables are in on time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agenda, protocols, notes, and/or observations/videos that demonstrate integration of policy changes with site goals and communication of policy decisions. <input type="checkbox"/> Tracker that shows at least 90% of deliverables are in on time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agenda, protocols, notes, and/or observations/videos that demonstrate all stakeholders can: <ul style="list-style-type: none"> <input type="checkbox"/> Explain how school policies support equitable student achievement and site vision. <input type="checkbox"/> Articulate policy changes. <input type="checkbox"/> 100% of deliverables are in on time.



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Effective Operations and Organization (EOO) Element 3: Equitable Resource Allocation		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
<p>EOO 3.1 Equitable Resource Allocation: System Development: Principal inventories current resources and allocations, and develops and implements systems to deploy resources equitably to achieve higher student learning outcomes.</p>	<p>EOO 3.2 Collective Capacity of Equitable Resource Allocation: Principal builds the capacity of teams to ensure that resources are linked to student learning goals and leveraged towards equitable outcomes.</p>	<p>EOO 3.3 Collective Responsibility for Impactful Resources Management: Principal and stakeholders maximize the impact of all resources (time, materials, people) on student learning outcomes.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Inventories all available resources, including tangible (funds, materials, facilities) and intangible (time, talent, culture, relational trust); assesses how tangible and intangible resources are aligned to the school’s vision of equity and excellence. <input type="checkbox"/> Aligns the expenditures of all tangible and intangible resources to priorities and enacts plans that reduce waste and maximize all resources toward equitable outcomes. <input type="checkbox"/> Develops budgets that adhere to district policy and maximize connection to the site’s vision by fully leveraging available resources. <input type="checkbox"/> Communicates the differences among competing priorities, the complexity and ramifications of the resource picture, and articulates how staff and principal time and resources can be organized to focus on the most important priorities. <input type="checkbox"/> Configures all adults’ (including principal) and students’ schedules, personnel assignments, and calendars to focus on priorities and maintain equitable access to high quality and differentiated teaching and learning. <input type="checkbox"/> Adjusts personal schedule so majority of time is spent on school priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds capacity of teams to understand the complexity of the resource picture and to connect site resource allocation to its vision of equitable outcomes and for the purpose of engaging in creative thinking about types and use of resources. <input type="checkbox"/> Engages teams in making fiscal decisions that reduce waste and coordinate expenditures of tangible and intangible resources to amplify the school’s priorities towards achieving equitable outcomes and alignment to school vision. <input type="checkbox"/> Collaboratively engages the staff in decisions about personnel assignments and school schedule (including inclusion, interventions, acceleration) that support equitable access and outcomes for all students. <input type="checkbox"/> Implement district and school budget process in alignment with vision for equitable student success. <input type="checkbox"/> Addresses urgent needs in a timely manner while prioritizing and maintaining a consistent focus and progress on important goals. <input type="checkbox"/> Communicates budget and resource decisions using a variety of modes and differentiating for stakeholders. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses multiple measures to monitor and support Lead Team to assess, maximize, and adjust the allocation of site resources to achieve equitable school and district goals. <input type="checkbox"/> Monitors, assesses, and adjusts all budgetary decisions and allocations, based on evidence and collaborative input, to select and fully resource stated priorities in service of equitable student outcomes and school vision. <input type="checkbox"/> Based on input and evidence, regularly and collaboratively assesses and adjusts school schedule and personnel assignments in service of ensuring equitable access and outcomes. <input type="checkbox"/> Collaboratively Implement district and school budget process in alignment with vision for equitable student success. <input type="checkbox"/> Consistently uses feedback and data to monitor and adjust use of time to maintain consistent progress on important goals. <input type="checkbox"/> Consistently monitors calendar to prioritize and sustain a consistent focus and progress on important goals while urgent needs are met. <input type="checkbox"/> Consistently communicates budget and resource decisions (and how they connect to the school vision) using a variety of modes and differentiating for stakeholders.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Principal analyzes current budget for alignment with resources. <input type="checkbox"/> Principal can explain current resource (tangible and intangible) allocation and how it supports or does not support current vision. <input type="checkbox"/> Principal analyzes time using quadrant of urgent/important and not-important/non-urgent <input type="checkbox"/> Principal’s calendar reflects school priorities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead Team develops plans for strengthening types and use of resources to meet school vision for equitable outcomes. <input type="checkbox"/> Staff helps make decisions about school schedule that maximizes academic learning and instructional time. <input type="checkbox"/> Teacher schedules allow for regular collaboration and planning time that is rarely interrupted. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead Team assesses and revises resource allocation plan to best meet school goals. <input type="checkbox"/> Interruptions to instructional time are infrequent, and teachers and staff are able to focus their planning time and committee work on driving student achievement. <input type="checkbox"/> Principal’s schedule is focused on moving instructional vision of the site.



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<ul style="list-style-type: none"> <input type="checkbox"/> Master Schedule allows for all students to meet A-G requirements. <input type="checkbox"/> Teacher schedules allow for collaboration and planning time. <input type="checkbox"/> Current budget is compliant with state and district policies and aligned to the site vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students receiving specialized instruction and interventions receive grade-level, core instruction. <input type="checkbox"/> Principal's actual schedule is focused on moving school instructional vision. <input type="checkbox"/> Yearly budget decisions are transparent and anchored to student data and achieving equitable student outcomes. <input type="checkbox"/> Current budget is compliant with state and district policies and aligned to the site vision. <input type="checkbox"/> Structures are in place to ensure principal time in classrooms is sheltered. 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff and community can explain how yearly budget decisions are anchored to current needs and student data and achieving equitable outcomes. <input type="checkbox"/> Decision-making is transparent and all stakeholders report that they understand the reasons behind decisions. <input type="checkbox"/> Current budget is compliant with state and district policies and aligned to the site vision.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Administrative team meetings are held to establish and implement structures for effective management of resources (including time and materials). <input type="checkbox"/> Principal's knowledge of fiscal policy and how site budget is compliant with current policy <input type="checkbox"/> Principal's knowledge of how budget is used to meet site's equity goals <input type="checkbox"/> School governance bodies' input to guide use of resources <input type="checkbox"/> Principal working with district support to understand and align budget to school vision of equity <input type="checkbox"/> Principal use of equity framework when making resource decisions. <input type="checkbox"/> Annual calendar with key dates for critical school experiences such as interim assessments; topics and dates for professional learning that reflect strategic use of resources <input type="checkbox"/> School schedule that reflects an intentional use of the resource of time <input type="checkbox"/> Analysis of weekly logs of time spent on particular activities (observation, etc.) <input type="checkbox"/> Records of allocation of FTE and part time staffing positions that match school goals <input type="checkbox"/> Documents show department (grade-level, subject-level) meetings spend majority of meeting time on using data to plan and sharing best practices <input type="checkbox"/> For MS/HS: Increase in student readiness for high school or complete of A-G requirements <input type="checkbox"/> 75% of deliverables are in on time. <input type="checkbox"/> Evaluations and observations are up to date. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Administrative team meetings are held to implement and modify structures for effective management of resources (including time and materials). <input type="checkbox"/> Use of school data by staff and school governance bodies to make budget decisions and allocate resources to impact equitable outcomes. <input type="checkbox"/> Front office structures are in place to ensure effective use of staff/principal time. <input type="checkbox"/> Staff use of equity framework when making resource decisions. <input type="checkbox"/> Material surveys for teachers used to determine resources needed <input type="checkbox"/> Collaboratively-created annual calendar with key dates for critical school experiences such as interim assessments; topics and dates for professional learning that reflect strategic use of resources <input type="checkbox"/> Survey data that principal attends to urgent matters in a timely manner <input type="checkbox"/> Structures are in place to ensure principal time in classrooms is sheltered. <input type="checkbox"/> Records of allocation of FTE and part-time staff positions and district site partners that match school vision and support goals to achieve equitable outcomes for students <input type="checkbox"/> Documents show department (grade-level, subject-level) meetings spend majority of meeting time on using data to plan and sharing best practices <input type="checkbox"/> For MS/HS: Increase in student readiness for high school or complete of A-G requirements <input type="checkbox"/> 90 % of deliverables are in on time. <input type="checkbox"/> Evaluations and observations are up to date. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Administrative team meetings are held to continuously monitor structures for effective management of resources (including time and materials). <input type="checkbox"/> Principal supports principal peers to understand budget <input type="checkbox"/> Front office staff enforces and revises structures to ensure principal time in classrooms is sheltered <input type="checkbox"/> Development of innovative use of resources to meet equity goals for students. <input type="checkbox"/> Collaboratively developed school minutes that maximize instructional learning time and ensure equitable access for core instruction and electives. <input type="checkbox"/> stakeholder use of equity framework when making resource decisions. <input type="checkbox"/> Regular surveys to ensure all teachers have resources needed to meet classroom instructional goals <input type="checkbox"/> Records of allocation of FTE, part time staffing positions, district partners, and volunteers that match school vision and support goals to achieve equitable outcomes for students <input type="checkbox"/> For MS/HS: 95% high school readiness of A-G completion <input type="checkbox"/> Survey data that principal attends to urgent matters timely manner <input type="checkbox"/> Tracker showing 100 % of deliverables are in on time. <input type="checkbox"/> Evaluations and observations are up to date.



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Effective Operations and Organization (EOO) Element 4: Distributed Leadership and Effective Teams		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
EOO 4.1 Distributed Leadership and Preparation for Effective Teams: Principal fully implements effective shared leadership structures and processes for decision-making and communication.	EOO 4.2 Distributed Leadership and Collaboration: Principal builds the capacity of adults and students to share responsibility for leadership toward the shared vision.	EOO 4.3 Sustaining Distributed Leadership and Effective Teams: Principal mobilizes stakeholders to action, building and drawing upon the distribution of leadership and decision-making.
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates belief in, understanding of, and rationale for the tenets of distributed leadership <input type="checkbox"/> Determines and implements Distributed leadership plan to maximize its benefits. <input type="checkbox"/> Inventories/assesses team structures and staff leadership capacity and determines and implements action plan to address needs. <input type="checkbox"/> Implements and models team structures and protocols that promote collaborative work to meet district, school, and team goals. <input type="checkbox"/> Determines and initiates a systematic approach for making and communicating shared decisions (SEL 5B) and clarifies differences between leader decisions and collective decisions. <input type="checkbox"/> Decides on appropriate levels for student voice in decision-making processes and ensures student access to adult decision-making models. <input type="checkbox"/> Uses effective social emotional skills and a range of communication skills to ensure equity of voice and emotional safety of team. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds the capacity of Lead Team members to work collaboratively to fulfill their roles in a distributed leadership framework. <input type="checkbox"/> Co-develops team processes that support continuous and effective team development, engagement, alignment and of teams' work to school focus that address student academic, social, and emotional learning outcomes. <input type="checkbox"/> Collaboratively revises decision-making protocols to ensure differentiation for situations and teams. <input type="checkbox"/> Builds capacity of teams to communicate shared decisions to the school community. <input type="checkbox"/> Engages student voice in school decisions as appropriate to grade level, provides appropriate student-leader access to adult decision-makers, and supports strong student representation. <input type="checkbox"/> Builds capacity of team members to use effective social emotional skills and a range of communication skills to ensure equity of voice and emotional safety, in service of meeting the team's goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Assesses and collaboratively adjusts systems that result in more effective distributed leadership. <input type="checkbox"/> Monitors and supports teams to assess, maintain, and revise structures to engage in effective collaboration toward meeting school goals for student academic, social, and emotional learning. <input type="checkbox"/> Collaboratively revises decision-making protocols and monitors collective action and responsibility for adherence to and outcomes of decisions. <input type="checkbox"/> Monitors, supports, and revises team communication structures. <input type="checkbox"/> Monitors, assesses, and adjusts the types of student voice structures to provide appropriate access to adult decision-making and ensures the use of student voice in school decisions. <input type="checkbox"/> Regularly assesses and determines differentiated strategies to strengthen staff and team's use of social emotional and communication skills for effective team participation in service of meeting the team/ school goals.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Leadership teams meet regularly, facilitated by principal or other school leader as designated or elected. <input type="checkbox"/> School teams have a clear plans connected to vision and goals for their work together. <input type="checkbox"/> Lead Teams are made up of diverse, committed, highly skilled teachers and staff who have complementary and diverse skill sets. <input type="checkbox"/> Professional Learning Community/ Community of Practice structure is used regularly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead Teams have a vision, mission, goals, and benchmarks to meet outcomes toward larger school vision. <input type="checkbox"/> Principal meets with team members individually and as a team to build leadership capacity. <input type="checkbox"/> Lead Team members give feedback to each other and revise team processes to work efficiently. <input type="checkbox"/> Lead Team members share facilitation of meetings, communicate shared decisions, and lead staff in learning about team's focus. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communication regarding decisions is transparent and proactive. <input type="checkbox"/> Staff and community members lead various processes within the school and are empowered to make decisions. <input type="checkbox"/> Team outcomes are met and are connected to forwarding the site vision. <input type="checkbox"/> Team meetings run effectively according to agreed upon norms even if principal is not present. <input type="checkbox"/> Staff and community members can explain purpose of teams and how they work to further the site vision.



Dimension V: Leadership for Effective Operations and Organization

<ul style="list-style-type: none"> <input type="checkbox"/> Principal attends site's Professional Learning Community/ Community of Practice meetings to assess effectiveness documents feedback/learnings. <input type="checkbox"/> School teams use common structures and protocols for meetings and team decisions. <input type="checkbox"/> School communication includes information about decisions. <input type="checkbox"/> Lead team members attend external training to develop leadership skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers lead Professional Learning Community/ Community of Practice. <input type="checkbox"/> Teacher leaders have clearly defined roles for supporting teacher colleagues and systems are in place for teacher leaders to engage in leadership and support activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Protocol for team membership is understood by all and ensures diverse representation. <input type="checkbox"/> Team roles are distributed equitably <input type="checkbox"/> Team member meeting norms, agreements, and next steps are met/completed by all
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/ videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Principal-generated reflections on own leadership style and distributed leadership plan. <input type="checkbox"/> Criteria for professional learning communities: how they are formed, how the success of PLCs is measured and celebrated. <input type="checkbox"/> leadership team meetings that reflect collective and individual thinking for curricular, instructional, and school improvement growth. <input type="checkbox"/> Analysis of department (grade-level, subject-level) meetings that reflect alignment with school vision. <input type="checkbox"/> Decision making protocols are explained explicitly and used. <input type="checkbox"/> Documents that describe teams' roles and responsibilities. <input type="checkbox"/> Increase on data tied to work of lead teams (attendance, student academic and behavioral data, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> The ILT's criteria for professional learning communities: how they are formed, how the success of PLCs is measured and celebrated. <input type="checkbox"/> Principal gives feedback to lead team members on facilitation and other leadership skills. <input type="checkbox"/> Team members are encouraged to take risks, new ideas are sought and tried. <input type="checkbox"/> Cross-departmental collaboration in service of the school vision and the academic needs of students. <input type="checkbox"/> Teacher teams' use of multiple forms of student data to plan instruction. <input type="checkbox"/> Decision making protocols are regularly explained explicitly and used. <input type="checkbox"/> Increase on data tied to work of site teams' goals (PLC, SSC, department, lead teams, etc.). 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Community involvement in decision-making at the school. <input type="checkbox"/> Staff/community is encouraged to take risks, new ideas are sought and tried. <input type="checkbox"/> Team members give feedback to each other to improve team capacity to meet goals. <input type="checkbox"/> Calibration of best instructional practice across departments. <input type="checkbox"/> Teams goals, roles and responsibilities are designed to meet school equity goals. <input type="checkbox"/> Communication of decisions in multiple ways and venues. <input type="checkbox"/> Increase on data tied to work of site teams' goals (PLC, SSC, department, lead teams, etc.).



Dimension V: Leadership for Effective Operations and Organization

Effective Operations and Organization (EOO) Element 5: Talent Management		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
EOO 5.1 Talent Management System: Principal recruits, orients, recognizes, evaluates, and builds the skills of all classified and certificated staff.	EOO 5.2 Collaboration for Talent Management: Principal collaborates to recruit, orient, recognize, effectively evaluate, and build the skills of all classified and certificated staff.	EOO 5.3 Sustaining Talent Management Systems: Principal collaboratively sustains and revises systems that recruit, orient, recognize, evaluate, and build the skills of classified and certificated staff to maximize stability and effectiveness of all personnel.
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates teacher and staff evaluation systems and expectations to all staff; normalizes the importance of evaluation practices as a key lever in improving teacher practice and student outcomes. <input type="checkbox"/> Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers, APs/TSAs, and classified staff. <input type="checkbox"/> Assesses the effectiveness of evaluations to ensure demonstrable connection between staff performance and student learning/social development and to guide professional learning decisions. <input type="checkbox"/> Inventories and determines an on-boarding (site orientation) system and site recruitment plan. <input type="checkbox"/> Sets up systems for recognizing, building, and promoting talent and hard work. <input type="checkbox"/> Establishes a "Talent Management Team" to develop recruitment, hiring, on boarding, and recognition structures 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses feedback from staff and evaluation evidence analysis to improve evaluation system and process (systems, communication, and documentation). <input type="checkbox"/> Appropriately uses assessment results to analyze performance, predict student learning, guide staffing, refine roles and responsibilities to match school vision, and inform professional learning decisions. <input type="checkbox"/> Builds capacity of "Talent Management Team" to use feedback to revise and operationalize the on-boarding (site orientation) system and site recruitment plan. <input type="checkbox"/> Uses feedback to design and implement structures for ongoing recognizing, building, and promoting talent and effort. 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly assesses the effectiveness of evaluation systems and feedback in meeting goals of collective responsibility for outcomes and ensuring that evaluation processes have a demonstrable impact on teacher performance and student learning/social development. <input type="checkbox"/> Monitors and assesses the effectiveness of principal processes and evaluation practices in supporting changed teacher practice and improved student outcomes. <input type="checkbox"/> Supports "Talent Management Team" to collaboratively assess, maintain, and adjust on-boarding system and site recruitment plan and processes. <input type="checkbox"/> Regularly assesses and sustains structures for ongoing recognition, building, and promoting talent and effort. <input type="checkbox"/> Appropriately use anonymous, aggregated, specific elements of evaluation results to collaboratively analyze performance, predict student learning and guide professional learning decisions.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Principal reviews evaluation system and meets time-lines for observations and evaluation feedback. <input type="checkbox"/> Principal troubleshoots possible barriers and challenges to completing formal observation cycles and addresses those with supervisor and/or appropriate teachers. <input type="checkbox"/> Principal connects teachers to resources and opportunities for further development. <input type="checkbox"/> Principal collects and documents evidence of low performance, and sets improvement expectations. <input type="checkbox"/> Staff members can connect the school-wide area of focus in evaluation SMARTe goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal pushes high-performing staff to develop skills to allow them "stretch" career opportunities. <input type="checkbox"/> High-performing teachers are encouraged to try new and innovative instructional practices. <input type="checkbox"/> Teachers who are experiencing difficulty with instruction receive timely support and clear next steps for improvement. <input type="checkbox"/> Principal discusses other career opportunities with staff members who do not receive satisfactory ratings. <input type="checkbox"/> Selection and equitable assignment processes match staff to specific positions based on skill and evaluation. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers who have strong performance are committed to and remain at the school over time. <input type="checkbox"/> Teachers are able to openly reflect on their areas of strength and for growth and share with principal and one another what support they need to grow professionally. <input type="checkbox"/> Teachers and other staff members who are not performing well are immediately held accountable through thoughtful, fair, and transparent processes for support and evaluation. <input type="checkbox"/> Principal encourages strong performers to continue professional learning and connects them to well-suited opportunities.



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<ul style="list-style-type: none"> <input type="checkbox"/> Principal recognizes teachers' achievements publicly and individually. <input type="checkbox"/> Principal uses observation data to inform professional learning plan. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional learning plans systematically include instruction focus based on patterns of teacher evaluations. <input type="checkbox"/> Each staff position has roles and responsibilities aligned to the school vision. 	<ul style="list-style-type: none"> <input type="checkbox"/> Selection and equitable assignment processes match staff to specific positions based on skill and evaluation. <input type="checkbox"/> Teachers have a role in staffing. <input type="checkbox"/> Hiring process includes multiple performance-based activities.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Celebrations, traditions, and other events that help to perpetuate positive professional culture. <input type="checkbox"/> Use of the principal's strategy for differentiated support for new teachers. <input type="checkbox"/> The principal's strategy for supporting teachers based on evidence of practices an instructional framework. <input type="checkbox"/> Principal schedule showing frequent teacher observations and feedback sessions. <input type="checkbox"/> Evaluations that up to date. <input type="checkbox"/> Sample interview questions, selection protocols (hiring rubrics), and other associated recruitment/selection documents. <input type="checkbox"/> Teacher/staff handbooks outlining on-boarding process and school procedures that ensure successful incorporation of new employees into school community. <input type="checkbox"/> Intake/outtake interview notes for new and/or leaving faculty or staff members. <input type="checkbox"/> Evaluation goals of teachers that reflect school vision and instructional focus. <input type="checkbox"/> Increase in retention of effective teachers. <input type="checkbox"/> Improvement in CHKS school climate and culture data from staff. <input type="checkbox"/> Professional learning plans tied to observational feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Lead team led celebrations, traditions, and other events that help to perpetuate positive professional culture. <input type="checkbox"/> Staff sharing learnings from external professional learning experiences. <input type="checkbox"/> Professional learning differentiated for new and experienced staff. <input type="checkbox"/> Staff actively participating in on-boarding process. <input type="checkbox"/> Use of the principal's strategy for differentiated support for all teachers. <input type="checkbox"/> Personnel committee collaboratively revising talent management systems and staff handbook. <input type="checkbox"/> Teacher mentor system for new staff. <input type="checkbox"/> Staff survey indicates that new staff feels welcomed and supported. <input type="checkbox"/> Increase in retention of effective teachers and staff. <input type="checkbox"/> Improvement in CHKS school climate and culture data from staff. <input type="checkbox"/> Professional learning plans tied to observational feedback and survey data that are collaboratively developed and differentiated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Staff and community led celebrations, rituals, traditions, and other events that help to perpetuate positive professional culture. <input type="checkbox"/> Staff open reflection on own practice. <input type="checkbox"/> Professional learning to develop high-performing staff to take on new responsibilities and roles aligned to staff own professional practice goals and to the school vision. <input type="checkbox"/> Personnel committee meetings where they use staff input to revise systems. <input type="checkbox"/> Use of multiple data points to monitor of evaluation, professional learning, and recognition systems. <input type="checkbox"/> staff is encouraged to take risks, new ideas are sought and tried. <input type="checkbox"/> Retention of effective teachers and staff. <input type="checkbox"/> CHKS survey data that states 95% of staff feel school is a supportive and inviting place for staff to work. <input type="checkbox"/> Professional learning plans tied to observational feedback and survey data that are collaboratively developed and monitored.



**OUSD Principal Professional Learning and Evaluation Framework:
Overview of Steps and Elements (★ = Focus Element)**

Dimension VI: Leadership for Instruction and Learning		
<p><i>Key Questions:</i></p> <ul style="list-style-type: none"> • How does the leader uncompromisingly prioritize continuously improving instructional capacity towards equitable results? • How does the leader align all aspects of his/her work to integrate resources towards a coherent, focused, and rigorous instructional program? 		
<p align="center">Step 1. Developing Leader Capacity</p> <p>An OUSD Principal develops knowledge and skill as an instructional leader to focus, plan, implement, and align all aspects of a holistic instructional program toward equitable academic and social learning that results in preparing all students for college and career success.</p>	<p align="center">Step 2. Cultivating School Level Capacity</p> <p>An OUSD Principal collaborates with teachers to build the systems to implement a holistic curriculum aligned to standards, calibrate effective and differentiated pedagogical practices, use multiple sources of data to drive instruction, and engage purposefully in professional learning that results in preparing all students for college and career success.</p>	<p align="center">Step 3. Ensuring Collective Responsibility & Accountability</p> <p>An OUSD Principal uses knowledge and skill to monitor and revise strategies and systems that maintain collective ownership for an instructional program that aligns a holistic curriculum with state and district standards and ensures equitable academic and social learning outcomes that result in preparing all students for college and career success.</p>
<p>Instruction and Learning (IL) Element 1: Holistic Curriculum and Content ★</p>		
<p>IL 1.1 Holistic Curriculum and Content Plan: Principal implements plans and articulates a clear rationale for purposeful and rigorous curriculum aligned to state/district standards and 21st century skills with all site goals, including academic, social-emotional, STEM, linked learning, civic, artistic, and health/fitness outcomes.</p>	<p>IL 1.2 Collaborative Development of Holistic Curriculum and Content: Principal collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards with the school context.</p>	<p>IL 1.3 Shared Responsibility for Holistic Curriculum and Content: Principal and staff collectively shape curricular implementation and ongoing revisions to fully ensure collective accountability for balance, rigor, and school-wide coherence aligned to state and district standards with the school context and vision.</p>
<p>Instruction and Learning (IL) Element 2: Pedagogy</p>		
<p>IL 2.1 Pedagogy: Expectations and Systems: Principal models, guides, supports, and creates systems for the development of quality instruction across the school.</p>	<p>IL 2.2 Pedagogy: Collaboration and Alignment: Principal builds the capacity of staff to develop and implement systems and aligns and connects quality instructional practice to all aspects of the instructional program.</p>	<p>IL 2.3 Pedagogy: Expectations and Systems: Principal and staff continuously build, test, and revise coherent systems that align with all aspects of the instructional program and school vision and that result in quality instruction across the school.</p>

Instruction and Learning (IL) Element 3:

Data Driven Instruction ★

IL 3.1 Data Driven Instruction Development: Principal guides and supports the development of quality instruction and learning by creating and implementing systems for teachers to effectively use data and evidence that focuses on student progress and outcomes.	IL 3.2 Data Driven Instruction Development: Principal builds capacity of teacher teams to collaboratively use data and evidence to plan and improve instruction, and calibrate with each other on practices that are focused on student progress.	IL 3.3 Data Driven Instruction Development: Principal ensures that data and evidence is continuously and effectively used collectively to drive instructional advancements that result in high student achievement.
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Instruction and Learning (IL) Element 4:

Observation, Evidence, and Feedback: Instructional Core ★

IL 4.1 Using Observation, Evidence, and Feedback to Improve Instruction: Principal focuses on the relationship between the teacher, the student, and the content, providing teachers with meaningful feedback and strengthening each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.	IL 4.2 Collaborative Practices of Observation, Evidence, and Feedback to Drive Instruction: Principal builds capacity of teachers to focus on the relationship between their practice, each student, and the content, providing teachers with meaningful feedback using approaches that strengthen each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.	IL 4.3 Sustaining Observation, Evidence, and Feedback: Principal communicates positive belief in teachers and continuously challenges each to focus on the relationship between their practice, each student, and the content by facilitating teachers' reflection and continuous growth and using meaningful feedback and approaches to advance classroom teaching and student learning.
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Instruction and Learning (IL) Element 5:

Conditions for Adult Learning ★

IL 5.1 Conditions for Adult Learning: Principal develops systems and protocols that provide differentiated adult learning experiences which meet the needs of individual adult learners and support of teachers' continual improvement in providing quality instruction and learning for students, in concert with the school vision.	IL 5.2 Collaboration for Adult Learning: Principal and staff collaborate to build ongoing formal and informal professional learning that cultivates a vibrant professional community and regularly evaluates progress against goals for student learning.	IL 5.3 Collective Monitoring of Adult Learning: Principal and staff collectively build regular professional learning that includes a shared purpose, formal and informal training, practice, coaching and feedback and reinforces a vibrant professional community that regularly evaluates progress against goals for student learning.
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Dimension VI: Leadership for Instruction and Learning

An OUSD Principal prioritizes the central work of schools: The Instruction Core¹. The principal builds the professional capacity of staff to to improve instruction and learning resulting in dynamic and ongoing progress in student academic and social learning outcomes.

Instruction and Learning (IL) Element 1: Holistic Curriculum and Content ★		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
IL 1.1 Holistic Curriculum and Content Plan: Principal plans, articulates, and implements a clear rationale for purposeful and rigorous curriculum aligned to state/district standards and 21st century skills with all site goals.	IL 1.2 Collaborative Development of Holistic Curriculum and Content: Principal collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision.	IL 1.3 Shared Responsibility for Holistic Curriculum and Content: Principal and staff collectively shape curricular implementation and ongoing revisions to fully ensure collective accountability for balance, rigor, and school-wide coherence aligned to state and district standards and school vision.
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Diagnoses current use of curriculum to determine, implement, and communicate an action plan for a purposeful, balanced, and rigorous curriculum aligned to state and district standards and the school context. <input type="checkbox"/> Establishes expectations and structures to maintain focus effective implementation of a purposeful, balanced, and rigorous curriculum. <input type="checkbox"/> Develops and communicates knowledge of state and district standards to determine effective use and alignment of the standards to curriculum, pedagogy, and assessment. <input type="checkbox"/> Provides and ensures equitable access to curriculum, courses, content, and academic, social, emotional, and behavioral practices that prepare all students for successful college and career outcomes. <input type="checkbox"/> Assesses and implements plan to ensure curriculum includes texts, materials, and lessons that draw on student, family, culture, and community assets. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively develops/revises and implements action plan to ensure coherent school wide use and delivery of a purposeful, balanced, and rigorous curriculum. <input type="checkbox"/> Collaborates with teacher leaders to ensure school wide focus, rigor, and coherent alignment of state and district standards across the curriculum with school context. <input type="checkbox"/> Builds the capacity of teachers to increase the level and complexity of instructional content that based on state and district standards. <input type="checkbox"/> Collaborates with teacher teams to develop systems to monitor and provide equitable access to curriculum, courses, content, and academic, social, emotional, and behavioral practices that prepare all students for college and career success. <input type="checkbox"/> Builds capacity of teams and teachers to review and use curriculum texts, materials, and lessons that draw on student, family, culture, and community assets. 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly and collaboratively assesses and adjusts school wide implementation of a holistic curriculum to ensure collective responsibility for school wide coherence <input type="checkbox"/> Monitors and builds mutual responsibility of staff to integrate state and district standards with curriculum and content to meet school vision and achieve equitable outcomes. <input type="checkbox"/> Monitors and collaborates with lead team to modify content to increase the level and complexity that ensures equitable learning outcomes of district and state standards. <input type="checkbox"/> Works with Lead Team to monitor and adjust systems for equitable access to curriculum, courses, content, and academic, social, emotional, and behavioral practices that prepare all students for college and career success <input type="checkbox"/> Monitor and support teachers to ensure curriculum includes texts, materials, and lessons that draw on student, family, culture, and community assets.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> All students have access to textbooks for all content areas. <input type="checkbox"/> Student learning objectives align with state standards. <input type="checkbox"/> Master schedule ensures all students can meet A-G 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use a scope and sequence to integrate content for each year. <input type="checkbox"/> Students receiving specialized instruction and interventions also receive grade-level, core instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use and revise a scope and sequence to integrate content based on students' growth and state standards. <input type="checkbox"/> Students receiving specialized instruction/interventions

¹ Richard Elmore



Dimension VI: Leadership for Instruction and Learning

<p>requirements.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Principal uses learning outcomes of content, SEL and ELD standards to assess effectiveness of instruction. <input type="checkbox"/> Teachers map standards and connect to curriculum. <input type="checkbox"/> Teachers use a scope and sequence for the year. <input type="checkbox"/> Lesson plans, unit plans, and curricular materials demonstrate coordination and alignment to content, SEL and ELD standards. <input type="checkbox"/> Teacher lesson plans demonstrate understanding of the link between learning target/outcome and regular assessment. 	<ul style="list-style-type: none"> <input type="checkbox"/> School practices ensure equitable student placement in higher-level groupings/courses, exploratory experiences, and pathway programs. <input type="checkbox"/> Explicit and integrated ELD practices are evident in the master schedule, walk-throughs, observations, and feedback conversations. <input type="checkbox"/> Teacher assessments are clearly aligned to standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> receive differentiated grade-level core instruction. <input type="checkbox"/> Data is used and reviewed frequently to ensure all students are accelerating their learning to meet grade level standards. <input type="checkbox"/> Students successfully “graduate” from interventions and are regularly integrated into core instruction. <input type="checkbox"/> Equity in student placements in higher-level groupings/courses, exploratory experiences, and pathway programs are documented. <input type="checkbox"/> ELL Students and families can explain purpose of explicit and integrated ELD practices.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Principal-led walk-throughs to gather data on curricular coherence across the school and implement next steps to address gaps in coherence. <input type="checkbox"/> Professional learning on how to backwards map content, SEL, and ELD standards and use curriculum as a tool to meet standards. <input type="checkbox"/> Professional learning on creating objectives and tasks that support rigorous learning of standards. <input type="checkbox"/> Analysis of tasks show connection to objectives and content, ELD, and SEL standards. <input type="checkbox"/> Feedback/scripts for teacher observations note that teachers implement: <ul style="list-style-type: none"> <input type="checkbox"/> Agreements from professional learning in standards-based instruction align to instructional framework. <input type="checkbox"/> Core curriculum to teach content standards. <input type="checkbox"/> Improvements in state summative and formative assessments data across all subgroups. <input type="checkbox"/> Student interviews showing that students can articulate lesson objectives they are working on and how the lesson is relevant to their future. <input type="checkbox"/> Data showing an increase in HS/college readiness. <input type="checkbox"/> Increase in ELL/LTEL reclassification rates. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Walk-throughs led by principal and Lead Team to gather data on curricular coherence, rigor, and focus across the school and implement next steps to address gaps. <input type="checkbox"/> ILT-developed expectations for curriculum use. <input type="checkbox"/> ILT use of data to monitor equitable access to curriculum, content, and A-G requirements. <input type="checkbox"/> Teacher-led professional learning on how to use curriculum as a tool to address content, SEL, and ELD standards. <input type="checkbox"/> Analysis of tasks across the school show connection to objectives and content, ELD, and SEL standards. <input type="checkbox"/> Feedback/scripts for teacher observations note that teachers are: <ul style="list-style-type: none"> <input type="checkbox"/> Increasing complexity of instructional content. <input type="checkbox"/> Integrating SEL and ELD standards. <input type="checkbox"/> Using core curriculum to deepen students’ content knowledge and standard skills. <input type="checkbox"/> Improvements in summative and formative assessments data. <input type="checkbox"/> Surveys/student interviews showing that students can articulate lesson objectives and standards they are working on and how the lesson and standards are relevant to their future. <input type="checkbox"/> Data showing an increase in HS/college readiness. <input type="checkbox"/> Data showing that all students are eligible for A-G courses and may be eligible for other advanced courses. <input type="checkbox"/> Increase in ELL/LTEL reclassification rates. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Teacher team walk-throughs to gather data on curricular coherence, rigor, and focus across the school and implement next steps to address gaps. <input type="checkbox"/> ILT and teacher teams’ use of data to monitor equitable access to curriculum, content, A-G required classes, pathways, and electives. <input type="checkbox"/> Feedback/scripts for teacher observations note that teachers are: <ul style="list-style-type: none"> <input type="checkbox"/> Increasing level of complexity instructional content. <input type="checkbox"/> Differentiating instruction for content, SEL, ELD standards for equitable outcomes for students. <input type="checkbox"/> Using innovative materials in addition to the core curriculum to deepen content and standard knowledge. <input type="checkbox"/> Improvements in state summative assessment. <input type="checkbox"/> Improvements in student formative assessments data. <input type="checkbox"/> Surveys/student interviews showing that students can articulate state standards they are working on and how the standards are relevant to their future. <input type="checkbox"/> Data showing an increase in HS/college readiness. <input type="checkbox"/> Data showing that all students are eligible for A-G courses and may be eligible for other advanced courses. <input type="checkbox"/> Increase in ELL/LTEL reclassification rates.



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Instruction and Learning (IL) Element 2: Pedagogy		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
<p>IL 2.1 Pedagogy: Expectations and Systems: Principal models, guides, supports, and creates systems for the development of quality instruction across the school.</p>	<p>IL 2.2 Pedagogy: Collaboration and Alignment: Principal builds the capacity of staff to develop and implement systems and aligns and connects quality instructional practice to all aspects of the instructional program.</p>	<p>IL 2.3 Pedagogy: Coherence and Maintenance: Principal and staff continually build, test, and revise coherent systems that align with all aspects of the instructional program and school vision and result in quality instruction across the school.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Develops and implements an action plan to create pedagogical coherence using multiple sources of evidence to diagnose current pedagogical practices. <input type="checkbox"/> Uses data to develop and implement plan to support a site instructional focus that ensures high levels of student access, achievement, and engagement <input type="checkbox"/> Consistently refines technological knowledge and skills of self and staff for the purpose of integrating technology into all aspects of instruction. <input type="checkbox"/> Establishes and upholds expectations for integrating ELD standards and effective ELD pedagogy across the content. <input type="checkbox"/> Understands and models the integration of social and emotional learning standards and pedagogy throughout all content areas. <input type="checkbox"/> Establishes and implements a coordinated and integrated system of tiered academic and social learning support services. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds capacity of school staff to deepen practice in site instructional focus areas aligned to school site plan. <input type="checkbox"/> Builds capacity of lead teams to support teachers incorporate pedagogy that ensures equitable student access, achievement and engagement. <input type="checkbox"/> Builds capacity of school staff to intentionally integrate technology to personalize and deepen learning in all content areas <input type="checkbox"/> Collaboratively creates systems that supports teachers to differentiate instructional methods to meet individual needs and learning styles, including for ELL and Special Education students. <input type="checkbox"/> Expects and ensures that ELD practices are evident across the school <input type="checkbox"/> Collaboratively creates systems to ensure that social and emotional learning standards are fully integrated in content areas and teachers use sound instructional practices for social emotional learning <input type="checkbox"/> Collaboratively develops/ revises systems of tiered supports in academic and social and emotional learning, in and outside of the classroom, that ensure individual student learning needs are met. 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors and supports teams to engage in continuous cycles of improvement of pedagogical practices that are coherent and aligned to all aspects of the curriculum, instructional program, and school vision. <input type="checkbox"/> Monitors and continually improves systems that support teachers use pedagogical methods that ensure equitable student access, achievement and engagement. <input type="checkbox"/> Monitors current practices that encourage pedagogical innovation and revises systems that support integration of technology in all aspects of instruction, promoting 21st century skills, personalizing, and differentiating instruction. <input type="checkbox"/> Uses multiple measures to monitor and support lead team to build mutual accountability for effective integration of SEL and ELD pedagogy across content. <input type="checkbox"/> Monitors and engages teams in continuous cycles of improvement of tiered supports in academic and social and emotional learning in and outside of the classroom that ensure individual student learning needs are met.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Teachers meet to share and plan pedagogical practices (eg PLCs). <input type="checkbox"/> Teachers' lesson plans show integration of SEL, technology, and culturally and linguistically relevant teaching strategies. <input type="checkbox"/> There are structures in place for regular COST and SST meetings to determine and connect supports for students. <input type="checkbox"/> School instructional focus areas are in site plan and 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers can articulate how the school's instructional area of focus is aligned to the school's strategic plan. <input type="checkbox"/> Instructional methods are differentiated to meet individual needs and cultural learning styles. <input type="checkbox"/> ELD practices are evident across content in walk-throughs, observations, and feedback conversations. <input type="checkbox"/> Differentiation and/or enrichment for ELLs are clearly identifiable in teacher lesson plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher led cycles of inquiry of pedagogical focus areas. <input type="checkbox"/> Teacher use of collaboration time is centered on data analysis and sharing and planning of instruction <input type="checkbox"/> Students and families can explain the site focus areas. <input type="checkbox"/> Regular COST and SST meetings occur and include follow up on each student to adjust supports as needed <input type="checkbox"/> Data show that students using tiered academic and learning services are meeting their learning goals.



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<ul style="list-style-type: none"> communicated frequently. <input type="checkbox"/> Protocols are used to support staff to understand and process emotional components of data. <input type="checkbox"/> Staff members respect Principal as a lead learner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students can name SEL skills and how they enhance their classroom experience. <input type="checkbox"/> COST and SST structures are regularly used and monitored to support student success <input type="checkbox"/> Students and families access student support services. <input type="checkbox"/> Teachers are regularly observed and provided feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> All staff incorporates the teaching of SEL skills, including when solving problems in and outside the classroom. <input type="checkbox"/> Students know when and how to use technology to enhance their learning. <input type="checkbox"/> Teachers are regularly observed and provided feedback.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, documents, notes, and/or observations/videos of professional learning that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Teacher use of protocols for analyzing multiple forms of student data (student work, assessments, engagement surveys) to design and reflect on pedagogy and differentiated instruction. <input type="checkbox"/> Development of content language objectives. <input type="checkbox"/> Integration of technology, SEL, and/or ELD standards. <input type="checkbox"/> Feedback/scripts for teacher observations note that teachers implement: <ul style="list-style-type: none"> <input type="checkbox"/> Pedagogical strategies learned in professional learning. <input type="checkbox"/> Integrated SEL, technology, and culturally/linguistically relevant teaching strategies. <input type="checkbox"/> Strategies for equitable participation in classrooms. <input type="checkbox"/> Creation and implementation of data tracking system for all students receiving tier 3 supports. <input type="checkbox"/> Increase in district and state summative assessments for targeted subgroups. <input type="checkbox"/> Increase in ELL/LTEL reclassification rates. <input type="checkbox"/> Improvement in school culture data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, documents, notes, and/or observations/videos of professional learning that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Team collaboration on data analysis, student work, and instructional planning for whole group and differentiated instruction (e.g. PLC, CoPs). <input type="checkbox"/> Integration of SEL and ELD into content standards, development of content-language objectives, and integration of technology. <input type="checkbox"/> Teacher-led teams addressing common problems of instructional practice. <input type="checkbox"/> Improved academic and social and emotional learning data for students receiving tier 3 supports. <input type="checkbox"/> Feedback/scripts for teacher observations note that teachers implement: <ul style="list-style-type: none"> <input type="checkbox"/> Differentiating instruction. <input type="checkbox"/> Integration of SEL, technology, and culturally/linguistically relevant teaching strategies. <input type="checkbox"/> Equitable participation with differentiated supports for ELL and Special Education students. <input type="checkbox"/> Samples of student work analysis protocols used by all teachers to design differentiated instruction. <input type="checkbox"/> Increase in summative and formative assessments for all subgroups. <input type="checkbox"/> Increase in ELL/LTEL reclassification rates. <input type="checkbox"/> Improvement in school culture data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, documents, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Staff use of protocols for analyzing multiple forms of student data to design and reflect on lessons and plan for differentiated instruction. <input type="checkbox"/> Development of innovative pedagogical practices to meet all students' academic and behavioral needs. <input type="checkbox"/> PLC focused on planning differentiated instruction to achieve equitable results. <input type="checkbox"/> Feedback/scripts for teacher observations note: <ul style="list-style-type: none"> <input type="checkbox"/> Students' use of differentiated approaches to access content and complete work to grade level standards. <input type="checkbox"/> Students' independent use of academic discussion protocols that deepen content understanding. <input type="checkbox"/> Use of content-language objectives for each lesson. <input type="checkbox"/> Use of innovative pedagogical practices and integrated technology to meet all students' academic and social emotional learning needs. <input type="checkbox"/> Improved academic and social and emotional learning data for students receiving tier 3 supports. <input type="checkbox"/> Increase in district and State summative assessments for all subgroups. <input type="checkbox"/> Increase in ELL/LTEL reclassification rates. <input type="checkbox"/> Improvement in school culture data.



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Instruction and Learning (IL) Element 3: Data Driven Instruction ★		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
<p>IL 3.1 Data Driven Instruction Development: Principal guides and supports the development of quality instruction and learning by creating and implementing systems for teachers to effectively use data and evidence that focuses on student progress and outcomes.</p>	<p>IL 3.2 Collaborative Capacity for Data Driven Systems: Principal builds capacity of teacher teams to collaboratively use data and evidence to plan and improve instruction, and calibrate with each other on practices that are focused on student progress.</p>	<p>IL 3.3 Sustaining Data Driven Inquiry Systems: Principal ensures that data and evidence is continuously and effectively used collectively to drive instructional advancements that result in high student achievement.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Develops knowledge of assessment and accountability landscape (local, state and national), articulates a clear rationale for its use, and coordinates with the district in using, analyzing, and communicating data and evidence effectively for school improvement. <input type="checkbox"/> Designs and implements systems for data-driven cycles of inquiry to collect and analyze multiple forms of data and evidence of student performance and their experience of learning to inform curriculum and pedagogical alignment and improve learning outcomes. <input type="checkbox"/> Calibrates teachers' understanding of criteria for high quality work to ensure all students have equitable access to academic and social emotional standards. <input type="checkbox"/> Co-develops grading and formative assessment systems. <input type="checkbox"/> Implements technology systems that support data collection, analysis, and reporting. <input type="checkbox"/> Provides opportunities for families to engage with and understand what their children are learning, why they're learning it, and what it looks like to perform well. <input type="checkbox"/> Uses protocols to analyze the emotional content of data use and maintain resilience toward long-term goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Builds capacity teams and teachers to align local, state, and national accountability purpose and requirements with school level assessments. <input type="checkbox"/> Builds capacity of staff and teams to promote a culture of accountability, using data-driven cycles of inquiry to improve instruction, learning, and student school experience <input type="checkbox"/> Works with leadership team to build capacity of teacher teams to collaboratively calibrate what constitutes high quality work and achieve common scoring and grading practices. <input type="checkbox"/> Engages teams in effective use of technology for data analysis and reporting to school community. <input type="checkbox"/> Builds capacity of teachers and teams to maintain mindfulness of managing emotional content of data. <input type="checkbox"/> Institutes systems to report and discuss assessments, student progress, and participation patterns with students, families, and community. 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors and supports teams to stay current and align local, state, and national assessment and accountability purpose and requirements with formative and summative school level assessments. <input type="checkbox"/> Monitors collaboration of staff and teams in utilizing information revealed through data-driven cycles of inquiry to ensure they drive school change and improved learning outcomes. <input type="checkbox"/> Monitors and supports teams to regularly calibrate and collectively score samples of student work to ensure high standards are upheld by all teachers and teams. <input type="checkbox"/> Monitors to ensure teachers regularly assess and adjust grading and informal and formal assessment practices. <input type="checkbox"/> Supports lead team to continually improve technology systems and use for data analysis and reporting. <input type="checkbox"/> Continually revises practices to support stakeholders to manage emotional content of data. <input type="checkbox"/> Monitors and modifies structures for communicating with and supporting families to understand data as a catalyst for action at home and at school.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Staff regularly analyzes and develops lessons that incorporate multiple kinds of data about student performance and their experiences of learning. <input type="checkbox"/> Documented grading and scoring criteria, including rubrics and descriptors of grading practices are consistent across the school. <input type="checkbox"/> School leaders regularly access data platform/s and review relevant student data. 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal coordinates with district to effectively use data and evidence for school improvement. <input type="checkbox"/> Teachers regularly calibrate assessments and grading systems. <input type="checkbox"/> Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based data. <input type="checkbox"/> Teacher can access readily available student 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use data aligned to School Performance Review to revise school systems and structures. <input type="checkbox"/> Teachers' communications to families indicate common understanding of purpose and value of school and state assessments. <input type="checkbox"/> Staff can access available student performance data readily and know how to disaggregate as needed to inform instruction and site decisions



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<ul style="list-style-type: none"> <input type="checkbox"/> Communication to parents, families, and communities include Data Bulletin Boards, Family Data Nights, newsletters that include data information. <input type="checkbox"/> Staff and families use protocols to emotionally prepare and unpack data. <input type="checkbox"/> Schedule includes data cycles aligned to assessment calendar. 	<p>performance data and know how to disaggregate by cohort, grade, subject, and sub-group to inform instruction and site decisions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students use data to understand their progress toward individual goals, grade-level standards, and college readiness <input type="checkbox"/> Teachers share grading and assessment practices with students and parents. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students can explain and use data to understand their progress toward individual goals, grade-level standards, and college readiness. <input type="checkbox"/> Students and parents report that they understand how students are assessed.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Documents, agendas, notes and/or observation/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Teachers analyze multiple forms of student data (student work, assessments, engagement surveys) to design and reflect on lessons. <input type="checkbox"/> Staff use student data disaggregated by student groups to determine and plan specific interventions. <input type="checkbox"/> Principal leads teachers in data conferences that include reflection and planning. <input type="checkbox"/> Principal uses data to support Lead Teams to give input on school goals. <input type="checkbox"/> Data wall posted and used by principal and staff. <input type="checkbox"/> Feedback/scripts for teacher observations note that teachers are planning and implementing lessons based on student data. <input type="checkbox"/> Implementation and use of survey data to improve systems and supports of students. <input type="checkbox"/> Data (e.g. student attendance, academics, behavior) showing improvement on goals. <input type="checkbox"/> Improvement in district and state summative assessments for targeted subgroups. 	<ul style="list-style-type: none"> <input type="checkbox"/> Documents, agendas, notes and/or observations videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Principal/Lead Teams support staff to collaboratively determine school goals using multiple forms of data. <input type="checkbox"/> Teacher leaders lead teams to use student achievement data disaggregated by student groups to determine and plan specific interventions. <input type="checkbox"/> Lead Team (ILT, COST, SSC) meetings in which principal is building teams' capacity to use data. <input type="checkbox"/> Principal holds regular data conferences aligned to assessment cycles in which teachers come prepared with data analysis and differentiation plan. <input type="checkbox"/> Data wall used and continuously updated by staff to use for reflection and planning. <input type="checkbox"/> Feedback/scripts for teacher observations note the teachers: <ul style="list-style-type: none"> <input type="checkbox"/> Make instructional changes based on data and implement interventions in their classrooms. <input type="checkbox"/> Leverage what they learn in collaborative meetings to make instructional changes and implement student-specific interventions in their classrooms. <input type="checkbox"/> Data showing improvement on school, classroom, teacher, and target student goals. <input type="checkbox"/> Improvement in district and state summative assessments for targeted subgroups. 	<ul style="list-style-type: none"> <input type="checkbox"/> Documents, agendas, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Staff collaborative use of protocols for analyzing multiple forms of student data to design and reflect on lessons and plan for differentiated instruction. <input type="checkbox"/> Staff and families collaboratively determine school goals using multiple forms of data. <input type="checkbox"/> Collaborative data conferences aligned to assessment cycles using common protocols to plan differentiated instruction based on data. <input type="checkbox"/> stakeholders use site data to revise school systems and structures. <input type="checkbox"/> Data wall created for students, parents, and other visitors to view and reflect on school growth. <input type="checkbox"/> Feedback/scripts for teacher observations note students: <ul style="list-style-type: none"> <input type="checkbox"/> Consistently receive rapid, data-driven interventions matched to current needs. <input type="checkbox"/> Refer to posted exemplars, anchor papers, and criteria of success for support in classrooms. <input type="checkbox"/> Can articulate the performance standards. <input type="checkbox"/> Data showing improvement on school, classroom, teacher, and target student goals. <input type="checkbox"/> Improvement in district and state summative assessments for targeted subgroups.



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Instruction and Learning (IL) Element 4: Observation, Evidence, and Feedback: Instructional Core ★		
Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
<p>IL 4.1 Using Observation, Evidence, and Feedback to Improve Instruction: Principal focuses on the Instructional Core: the relationship between the teacher, the student, and the content, providing teachers with meaningful feedback and strengthening each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.</p>	<p>IL 4.2 Collaborative Practices of Observation, Evidence, and Feedback to Drive Instruction: Principal builds capacity of teachers to focus on the Instructional Core: the relationship between their practice, each student, and the content, providing meaningful feedback that strengthens each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.</p>	<p>IL 4.3 Sustaining Observation, Evidence, and Feedback: Principal communicates positive belief in teachers and continuously challenges each to focus on the Instructional Core: the relationship between their practice, each student, and the content by facilitating teachers' reflection and continuous growth through using meaningful feedback and approaches to advance classroom teaching and student learning.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Frequently visits classrooms informally and formally to collect low-inference data. <input type="checkbox"/> Conducts and documents regular feedback cycles that include use of low-inference data to promote reflection, provide feedback, and determine clear action steps. <input type="checkbox"/> Engages regularly with other instructional leaders to calibrate understanding of effective instructional practices, instructional tasks based on content standards, and high level student engagement. <input type="checkbox"/> Articulates expectations for the use of effective instructional practices, tasks based on content standards, and high level student engagement. <input type="checkbox"/> Develops systems for collecting student feedback on instruction and reporting students' feedback to teachers. <input type="checkbox"/> Uses aggregate observation data to differentiate professional learning for teachers.² 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly uses salient evidence from classroom observations to engage teachers in reflective practice conversations to collaboratively develop and promote accountability for actionable steps to grow their practice. <input type="checkbox"/> Follows up with teachers to support skill development in effective instruction. <input type="checkbox"/> Builds collective knowledge and engages regularly with teacher leaders and teams to calibrate staffs' ability to analyze, plan, and use: <ul style="list-style-type: none"> <input type="checkbox"/> effective instructional practice <input type="checkbox"/> effective instructional tasks based on content standards <input type="checkbox"/> high-level student engagement strategies <input type="checkbox"/> Collaboratively develops and implements student feedback structures for teachers to use for reflective practice <input type="checkbox"/> Works with lead team to co-construct professional learning that is directly connected to evidence from classroom observations, student work, and student feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly and collaboratively engages with teachers to utilize evidence to inform their classroom practice and to co-develop and effectively apply clear actionable next steps. <input type="checkbox"/> Collaborates with leaders and teacher teams to continually deepen and innovate on their instructional practice to collectively improve student outcomes. <input type="checkbox"/> Sustains structures that support teacher leaders and teams to draw on collective knowledge of effective instructional tasks to design rigorous and relevant learning experiences. <input type="checkbox"/> Monitors teachers' abilities to recognize, plan for, and ensure high-level student engagement toward clear learning outcomes in every classroom. <input type="checkbox"/> Assesses and supports teachers' appropriate use of student feedback to reflect on and continually improve practice. <input type="checkbox"/> Continually works with lead team to modify professional learning plan based on observational evidence, analysis of student work and student feedback.
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Principal schedule includes time for formal and informal observation and feedback. 	<ul style="list-style-type: none"> <input type="checkbox"/> Frequently visits classrooms and engages teachers in co-description, co-analysis, and ongoing applied practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers are able to openly reflect on their areas of strength and for growth and share with Principal and one

² Note: Teacher and Staff Professional Learning is primarily in IL Element 5: Conditions for Adult Learning.



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<ul style="list-style-type: none"> <input type="checkbox"/> Principal provides verbal and written feedback to teachers. <input type="checkbox"/> Principal scripts teacher and student words and observable actions to use in providing feedback. <input type="checkbox"/> Professional Learning plans are tied to documented observation patterns. <input type="checkbox"/> Principal ensures that grading practices are calibrated across departments or grade levels and within the school. 	<ul style="list-style-type: none"> <input type="checkbox"/> Instructional feedback builds effective teacher practice observable in changes to teacher practice. <input type="checkbox"/> Teachers ask for and expect frequent feedback. <input type="checkbox"/> Teachers use Effective Teacher Framework while planning. <input type="checkbox"/> Teachers collaborate to develop effective tasks to support learning outcomes. <input type="checkbox"/> Teacher lesson plans include varied engagement strategies to meet learners' needs. <input type="checkbox"/> Professional learning choices and facilitation reflect shared learning from data and evidence. 	<p>another what support they need to grow professionally.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers discuss student feedback with their students, and how s/he is appropriately addressing their suggestions. <input type="checkbox"/> A school-wide understanding of the purpose of collaborative planning time, and a shared, common goal for that time is evident. <input type="checkbox"/> Students can explain connection between their tasks, the learning outcomes, and the purpose for the learning goals. <input type="checkbox"/> High student engagement is observed in walk-throughs. <input type="checkbox"/> High levels of student discourse are observed in observations.
Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Low-inference scripts of teaching. <input type="checkbox"/> Principal feedback to teachers showing alignment between evidence, ratings, and time for reflective practice. <input type="checkbox"/> Evidence tagged to all indicators. <input type="checkbox"/> Ratings provided for all indicators. <input type="checkbox"/> Student interviews conducted during classroom visits and included in feedback for teachers. <input type="checkbox"/> Instructional strategies revised in professional development are tied to the teaching framework. <input type="checkbox"/> Evidence of communication of purpose and process of observation, feedback, and evaluation to all staff. <input type="checkbox"/> Principal leads calibration walk-throughs with Alternate Observers and/or administrative staff to calibrate on feedback to teachers. <input type="checkbox"/> Teacher evaluations are up to date. <input type="checkbox"/> Feedback given shows teachers are acting on feedback conversations and next steps. <input type="checkbox"/> Principal's ratings on teaching framework become more calibrated with supervisor and peers. <input type="checkbox"/> Teacher ratings on teaching framework improve over time. <input type="checkbox"/> Teachers report that principal's feedback is useful. <input type="checkbox"/> Improvement in student data. <input type="checkbox"/> Increase in teachers meeting their evaluation goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Teachers reflect on instructional practice. <input type="checkbox"/> Principal, Alternate Observers and other teacher leaders calibrate on vision of effective teaching based on teaching framework. <input type="checkbox"/> Alternate Observer debriefs are centered around teaching framework. <input type="checkbox"/> Principal gives feedback using evidence and differentiating style to meet teachers' needs. <input type="checkbox"/> Debriefs include principal engaging teachers in co-description, co-analysis, and co-determining next steps. <input type="checkbox"/> Next steps are clearly documented in TeachBoost and are tied to evidence. <input type="checkbox"/> ILT development of professional learning plans connected to trends from observations. <input type="checkbox"/> Peer observation protocols are used. <input type="checkbox"/> Script/feedback and observation data showing: <ul style="list-style-type: none"> <input type="checkbox"/> Positive changes in teacher practice. <input type="checkbox"/> Improvement in student engagement. <input type="checkbox"/> Student engagement protocols are aligned across grade levels and content areas. <input type="checkbox"/> Tasks are common across grade-level content areas. <input type="checkbox"/> Improvement in student data. <input type="checkbox"/> Increase in teachers meeting their evaluation goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Teachers regularly give feedback to peers based on observational evidence. <input type="checkbox"/> Teachers openly reflect on teaching practice with each other using district framework. <input type="checkbox"/> Principal uses differentiated approaches to giving feedback. <input type="checkbox"/> Teams use common trends in data to determine team goals to improve instruction and learning. <input type="checkbox"/> Script/feedback and observation data showing: <ul style="list-style-type: none"> <input type="checkbox"/> High student engagement is across classrooms. <input type="checkbox"/> High levels of student discourse that increases students' understanding and knowledge of standards across classrooms. <input type="checkbox"/> Use of tasks that allow for application and high levels of rigor of ELL, academic, and social and emotional learning standards. <input type="checkbox"/> Analysis of tasks showing that the tasks are connected to objectives tied to standards across grade levels and departments. <input type="checkbox"/> Improvement in student data. <input type="checkbox"/> Increase in teachers meeting their evaluation goals.



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Instruction and Learning (IL) Element 5: Conditions for Adult Learning ★

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
<p>IL 5.1 Conditions for Adult Learning: Principal develops and implements systems and protocols that provide differentiated adult learning experiences and support teachers' continual improvement in providing quality instruction and learning for students.</p>	<p>IL 5.2 Collaboration for Adult Learning: Principal and staff collaborate to build ongoing formal and informal professional learning that cultivates a vibrant professional community and regularly evaluates progress using goals for student learning.</p>	<p>IL 5.3 Collective Monitoring of Adult Learning: Principal and staff collectively build and reinforce a vibrant professional learning community that includes a shared purpose, formal and informal training, practice, coaching and feedback that regularly evaluates progress using goals for student learning.</p>
Leader Indicators		
<ul style="list-style-type: none"> <input type="checkbox"/> Customizes leadership style and develops a range of coaching strategies to differentiate support to individual teachers and teacher teams. <input type="checkbox"/> Fosters informal adult learning through strategic conversations with and among teachers and staff that include holding courageous conversations about instructional practices. <input type="checkbox"/> Creates and implements a staff professional learning system that models effective practices and establishes structures for whole group, team, and one-on-one learning <input type="checkbox"/> Works with lead team to use data to create professional learning plan aligned to site instructional and social emotional focus <input type="checkbox"/> Uses observational evidence and student data to measure the impact of professional learning on teacher performance and student learning/social development. <input type="checkbox"/> Develops knowledge and practices of technological innovations to advance adult learning. <input type="checkbox"/> Model having a learner stance 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively determines instructional focus for professional learning that is based on aggregate evidence and is sustained over time. <input type="checkbox"/> Works with leadership team to develop and support structures and resources for formal and informal coaching of peers and teacher teams. <input type="checkbox"/> Collaboratively supports peer learning that encourages informal and courageous conversations about effective instructional practices. <input type="checkbox"/> Collaborates with teacher leaders to use instructional evidence, student learning goals, research, and staff feedback to plan and implement effective professional learning that supports teachers to continuous improvement. <input type="checkbox"/> Builds teacher capacity to lead professional learning (whole group/ team) that promotes follow through on learning and agreements. <input type="checkbox"/> Develops capacity of lead team members to model learner stance 	<ul style="list-style-type: none"> <input type="checkbox"/> Collectively maintains instructional focus in professional learning, determines root causes for any obstacles, and develops solutions to sustain focus. <input type="checkbox"/> Collectively assesses and revises peer learning systems to ensure they support teachers to improve practice and develop in a professional learning community. <input type="checkbox"/> Monitors and strategically supports informal adult learning and courageous peer conversations about effective instructional practices. <input type="checkbox"/> Collectively assesses and modifies professional learning based on analysis of instructional evidence, student work and learning goals, and collective feedback. <input type="checkbox"/> Monitors effectiveness of teacher-facilitated professional learning, shared ownership for outcomes, and teacher leaders' initiative to re-design based on evidence. <input type="checkbox"/> Develops collective capacity to have a growth mindset and a learner stance
School Level Behaviors		
<ul style="list-style-type: none"> <input type="checkbox"/> Site-based and district coaches' schedules are focused on building instructional capacity. <input type="checkbox"/> Principals meet with teacher and coach to review responsibilities during a coaching cycle. <input type="checkbox"/> PLC/ CoP structures are in place. <input type="checkbox"/> Teachers are engaged in learning both from and with the principal. <input type="checkbox"/> Professional learning includes engagement protocols. <input type="checkbox"/> Communication to teachers includes agreements and instructional expectations tied to the professional learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers use student work and data from observations to reflect on shared instructional practices. <input type="checkbox"/> Site-based and district coaches' schedules are focused on building instructional capacity and are targeted for teachers and/or teams' specific needs. <input type="checkbox"/> Teachers regularly meet in teams (PLCs/ CoP). <input type="checkbox"/> Professional learning includes multiple types of protocols that promote engagement. <input type="checkbox"/> Classroom observations demonstrate follow-through of agreements from professional learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers regularly learn from each other in professional learning communities of practice by sharing effective classroom practices. <input type="checkbox"/> All teachers participate in regular peer observation cycles. <input type="checkbox"/> Teachers co-plan and facilitate professional learning. <input type="checkbox"/> Classroom observations demonstrate aligned practices across grades and content. <input type="checkbox"/> Teachers regularly provide critical feedback. <input type="checkbox"/> Feedback and observation data are regularly used to refine professional learning.



Dimension VI: Leadership for Instruction and Learning

Evidence		
<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Professional learning community norms and expectations are used across the site. <input type="checkbox"/> Principal uses differentiated approaches to giving feedback. <input type="checkbox"/> Principal's and/or instructional coaches' feedback to teams. <input type="checkbox"/> Principal-led data conferences to support planning. <input type="checkbox"/> Professional learning plan for staff is based on data and school focus areas. <input type="checkbox"/> Modeling of effective instructional practice provided for staff. <input type="checkbox"/> Analysis of department/grade-level meeting agendas showing cycles of inquiry in an instructional focus with support of principal or site coach. <input type="checkbox"/> Surveys/feedback indicating professional learning builds teachers' capacity in school focus areas. <input type="checkbox"/> Data showing improvement in school, classroom, teacher, and target student goals at end of a data cycle/year. <input type="checkbox"/> Improvement in district and state summative assessments for targeted subgroups. <input type="checkbox"/> Teacher observational data showing increase in ratings on focus instructional practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Teacher leaders lead professional learning communities/department/grade-level teams to regularly analyze data, plan, share practices, and deepen team effectiveness. <input type="checkbox"/> Principal holds regular data conferences aligned to assessment cycles in which teachers come prepared with data analysis and differentiation plan. <input type="checkbox"/> Lead Team develops/revises professional learning structures using data and feedback. <input type="checkbox"/> Principal's and instructional coaches' differentiated feedback to teacher leaders and teams. <input type="checkbox"/> Documented common protocol for peer classroom observations with time for peers to provide feedback. <input type="checkbox"/> Surveys/feedback indicating professional learning is differentiated to support teachers' growth in school focus areas. <input type="checkbox"/> Data showing improvement on school, classroom, teacher, and target student goals at end of a data cycle/year. <input type="checkbox"/> Improvement in district and state summative assessments for targeted subgroups <input type="checkbox"/> Teacher observational data showing increase in ratings on focus instructional practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, protocols, notes, and/or observations/videos that demonstrate: <ul style="list-style-type: none"> <input type="checkbox"/> Teachers lead teams to regularly analyze data, plan, share practices, and deepen team effectiveness. <input type="checkbox"/> Collaborative data conferences to support planning. <input type="checkbox"/> Staff-led professional development sessions. <input type="checkbox"/> Staff share learnings from external professional learning experiences. <input type="checkbox"/> Principal's, instructional coaches', and teachers' differentiated feedback to teacher and teams. <input type="checkbox"/> Analysis of department/grade-level meeting agendas that show team independently completing cycles of inquiry with an academic and social and emotional focus. <input type="checkbox"/> Regular collaborative revisions of professional learning plans and sessions using student data, observational evidence trends, and staff feedback. <input type="checkbox"/> Surveys/feedback indicating professional learning is differentiated to support teachers' growth. <input type="checkbox"/> Data showing improvement on school, classroom, teacher, and target student goals. <input type="checkbox"/> Improvements in district and state summative assessments for targeted subgroups. <input type="checkbox"/> Teacher observational data showing increase in ratings on instructional practices.

LGDS Focus Elements



In order to support leaders with district priorities, we determined seven Focus Elements within the framework. We determined these elements based on the district vision, priorities, and leader input. The elements are used to guide Principal Professional Learning and serve as the basis for the supervisor recommended professional learning goal.

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
1. VC 2: Vision Actualization ★		
<p>VC 2.1 Vision Launch: Principal purposefully plans and implements activities to support understanding of and change toward the vision.</p>	<p>VC 2.2 Shared Vision Implementation: Principal and staff collaborate to develop and build stakeholders' capacity to implement actions that align to shared goals, mission, and vision.</p>	<p>VC 2.3 Shared Vision Sustainment: Principal and community regularly refine goals, actions, and systems with a shared commitment to the vision.</p>
2. RC 5: Conditions for Student Learning ★		
<p>RC 5.1 Conditions for Student Learning*: Principal supports teachers and staff in developing classroom and school environments that foster strong relationships among students -and between adults and students- to ensure safety and promote a sense of belonging for all students in service of the school's vision for learning.</p>	<p>RC 5.2 Collaboration for Student Learning Conditions: Principal collaborates with and builds capacity of individuals and teams to implement school systems that ensure a healthy and safe classrooms and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning.</p>	<p>RC 5.3 Collective Responsibility for Conditions for Student Learning: Principal and all constituents maintain, monitor, and regularly revise systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students and foster a sense of belonging for all students in service of the vision.</p>
3. EOO 1: Organizational Systems ★		
<p>EOO 1.1 Organizational Systems Management: Principal inventories and aligns organizational systems, structures, and resources and develops management systems in support of the school's vision.</p>	<p>EOO 1.2 Capacity Building for Organizational Systems: Principal collaborates with teams to refine and align systems, structures, and resources for operations that foster productivity, collaboration, and a culturally responsive culture.</p>	<p>EOO 1.3 Collective Responsibility for Organizational Systems: Principal has a collaborative system, involving all constituents, for evaluating the effectiveness of its organizational and operational systems strategies.</p>

4. IL 1: Holistic Curriculum and Content ★

IL 1.1 Holistic Curriculum and Content Plan: Principal implements plans and articulates a clear rationale for purposeful and rigorous curriculum aligned to state/district standards and 21st century skills with all site goals, including academic, social-emotional, STEM, linked learning, civic, artistic, and health/fitness outcomes.

IL 1.2 Collaborative Development of Holistic Curriculum and Content: Principal collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards with the school context.

IL 1.3 Shared Responsibility for Holistic Curriculum and Content: Principal and staff collectively shape curricular implementation and ongoing revisions to fully ensure collective accountability for balance, rigor, and school-wide coherence aligned to state and district standards with the school context and vision.

5. IL 3: Data Driven Instruction ★

IL 3.1 Data Driven Instruction: Principal guides and supports the development of quality instruction and learning by creating and implementing systems for teachers to effectively use data and evidence that focuses on student progress and outcomes.

IL 3.2 Collaborative Capacity for Data Driven Systems: Principal builds capacity of teacher teams to collaboratively use data and evidence to plan and improve instruction, and calibrate with each other on practices that are focused on student progress.

IL 3.3 Sustaining Data Driven Inquiry Systems: Principal ensures that data and evidence is continuously and effectively used collectively to drive instructional advancements that result in high student achievement.

6. IL 4: Observation, Evidence, and Feedback: Instructional Core ★

IL 4.1 Using Observation, Evidence, and Feedback to Improve Instruction: Principal focuses on the relationship between the teacher, the student, and the content, providing teachers with meaningful feedback and strengthening each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.

IL 4.2 Collaborative Practices of Observation, Evidence, and Feedback to Drive Instruction: Principal builds capacity of teachers to focus on the relationship between their practice, each student, and the content, providing teachers with meaningful feedback using approaches that strengthen each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.

IL 4.3 Sustaining Observation, Evidence, and Feedback: Principal communicates positive belief in teachers and continuously challenges each to focus on the relationship between their practice, each student, and the content by facilitating teachers' reflection and continuous growth and using meaningful feedback and approaches to advance classroom teaching and student learning.

7. IL 5: Conditions for Adult Learning ★

IL 5.1 Conditions for Adult Learning: Principal develops systems and protocols that provide differentiated adult learning experiences which meet the needs of individual adult learners and support teachers' continual improvement in providing quality instruction and learning for students, in concert with the school vision.

IL 5.2 Collaboration for Adult Learning: Principal and staff collaborate to build ongoing formal and informal professional learning that cultivates a vibrant professional community and regularly evaluates progress against goals for student learning.

IL 5.3 Collective Monitoring of Adult Learning: Principal and staff collectively build regular professional learning that includes a shared purpose, formal and informal training, practice, coaching and feedback and reinforces a vibrant professional community that regularly evaluates progress against goals for student learning.

OUSD Leadership Growth and Development System (LGDS) History and Background

Launched in 2011 as an outgrowth of the Full Service Community Schools Strategic Plan, the OUSD Leadership Task Force (LTF) developed a homegrown framework for effective site leadership, supported by district and national research. The LTF was made up of principals, assistant principals, teachers, district leaders, union leaders, and community partners. The LTF developed and piloted a corresponding professional learning and evaluation model to support the development of leaders' capacities as outlined in the framework. Both the evaluation and the professional learning structures were grounded in the specific priorities, context, and needs of Oakland's leaders and schools. The resulting Oakland Leadership Dimensions, Asset-Based Cycle of Inquiry, Professional Critical Friends Model, and Principal Evaluation were piloted with 16 leaders during the 2013-2014 academic year.

In 2014-2015, the district and union agreed to launch a district-wide pilot. The goal of the pilot was to learn how to improve our ability to provide principals with opportunities for continuous growth and feedback. The pilot was not utilized as the official performance evaluation for participating principals. During the district-wide pilot, we learned how to improve and revise our protocols and tools to better support principal growth. The pilot was extended for the 2015-16 and 2016-17 academic years in order to roll out these revised tools and to calibrate the district's leadership development initiatives. In 2016-17 LGDS was also piloted with assistant principals and the framework was modified for certificated central office leaders. In June 2017, the union formally adopted the LGDS process for all certificated UAOS Members.

Introduction to the OUSD Framework

Oakland educators participating in the Leadership Task Force (LTF) researched and determined six leadership dimensions of practice of effective Oakland school leaders to provide broad and aspirational goals for enacting the district vision. The six dimensions are: Equity, Visionary Change, Healthy Relationships and Culture, Family and Community Partnerships, Effective Operations and Organization, and Instruction and Learning.

Guiding Principles of the Framework

The Principal Framework is organized on these design principles:

- a. This document has been designed using a democratic engagement process that includes the persons who use and will be most affected by the development of the professional learning tool and evaluation instrument.
- b. The OUSD leadership dimensions are a result of evidence-based observations and analysis of multiple leaders (site, district, and union leaders) and research regarding effective leadership in vulnerable schools and communities.
- c. All leadership dimensions need to be aligned with the district vision and other district initiatives.
- d. The leader's step (1, 2, or 3) in each element within the OUSD Leadership Framework typically depends on two variables: the leader's experience and the number of years at a particular school.
- e. Equity work is central to the mission and vision of OUSD. Although Equity represents a standalone dimension, an equity lens is embedded in all of the other dimensions and corresponding elements.
- f. Research has shown that distributed leadership is essential for school success. Therefore, the work of teams is built into step 2 of every single element. Additionally, there is one element dedicated exclusively to distributed leadership and teams within the Effective Operations and Organization dimension.
- g. Evidence of leadership development is a combination both qualitative and quantitative data. Leaders use evidence in cycle of inquiry to reflect and plan long term and short term action steps. Multiple sources of data should be used, including observations, analysis of documents of practice and results of this practice.
- h. To support leaders to focus on district priorities, we have determined seven Focus Elements within the framework based on the district vision, priorities, and leader input. They are marked with a star and are listed in the handbook

LGDS History and Acknowledgements

History:

The OUSD Leadership Growth and Development System (LGDS) has been developed over seven years by a OUSD Leadership Task Force made up of principals, assistant principals, and district and union leaders. It is a comprehensive system that includes evaluation, professional learning, and support structures for site leaders. The system is built upon a homegrown framework for effective site leadership, supported by district and national research. The Task Force developed and piloted a corresponding professional learning and evaluation model to support the development of leaders' capacities as outlined in the framework. Both the evaluation and the professional learning structures were grounded in the specific priorities, context, and needs of Oakland's leaders and schools. Network Superintendents and principals now use this pilot system and the corresponding framework to assess leadership, develop professional learning, and provide differentiated supports

Acknowledgements

We thank first and foremost the **principals and assistant principals** of the Leadership Task Force 2010-2016, which included 50 site leaders. The input of administrators has been a fundamental and vital support in developing the professional learning processes and the rubric. The **UAOS leadership**, multiple **district administrators**, and **university and organizational partners** had critical roles. As in all change efforts, the diverse input, critical friend feedback, and ongoing commitment contributes to a stronger product. We want to thank **Hope Tollefsrud** for her support in conceptualizing and editing the OUSD Leadership Framework and **Sheilagh Andujar** for her support in modifying the principal framework for assistant principals.

We also want to acknowledge the extraordinary contributions of **Lynda Tredway**. Lynda was a founding member of the task force and then served as a co-facilitator for three years. Her vision, expertise, knowledge, ability to both listen and push, and forward thinking propelled the members to think deeply and critically about their practice and how to support our district and peers in systematizing leadership development following an asset-based cycle of inquiry practice.

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