



OUSD Effective Teaching Framework (OETF)

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**Domain 1 Planning and Preparation**

**Standard: 1A Establishing a Clear Purpose for Learning**

**CSTP Alignment:** Element 4.2 Establishing and articulating goals for student learning

Indicators	Beginning	Developing	"Exceeding" = meeting all criteria in both Proficient and Exceeding	
			Proficient	Exceeding
<p><b>1A.1</b> Selecting Rigorous Instructional Outcomes</p>	<p>Instructional Outcomes:</p> <ul style="list-style-type: none"> <li>• Represent low rigor and little important learning in the discipline.</li> <li>• Missing either a cognitive or content outcome and are only suitable for some students.</li> </ul>	<p>Instructional Outcomes:</p> <ul style="list-style-type: none"> <li>• Represent moderate rigor, reflect some important learning and are mostly aligned to district content standards.</li> <li>• Maybe missing some cognitive (<a href="#">Depth of Knowledge</a>) OR content outcomes.</li> </ul>	<p>Instructional Outcomes:</p> <ul style="list-style-type: none"> <li>• Reflect rigorous and important learning in the discipline and are aligned to district content standards.</li> <li>• Includes both cognitive (<a href="#">Depth of Knowledge</a>) and content outcomes.</li> </ul>	<p>Instructional Outcomes:</p> <ul style="list-style-type: none"> <li>• Reflect rigorous and important learning that is interdisciplinary and aligned across a range of district content standards.</li> <li>• Exceed the level of cognition (<a href="#">Depth of Knowledge</a>) or increase the level of challenge by content standards.</li> </ul>
<p><b>1A.2</b> Establishing Measurable Instructional Outcomes</p>	<ul style="list-style-type: none"> <li>• The teacher's instructional plans include instructional outcomes (learning targets) that are not measurable, standards and objectives do not connect and/or outcomes are listed as activities rather than student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's instructional plans include instructional outcomes (learning targets) that may be measurable but consist of a combination of learning objectives and/or activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's instructional plans include instructional outcomes (learning targets) for student learning that are specific, clear, measurable and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's instructional plans meet standards and additionally include structures/strategies to solicit and incorporate student voice in the instructional outcomes (learning targets).</li> </ul>
<p><b>1A.3</b> Planning Assessment Criteria</p>	<ul style="list-style-type: none"> <li>• The teacher's instructional plans do not include criteria by which student learning will be assessed.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's instructional plans include criteria by which student learning will be assessed.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's instructional plans include criteria by which levels of student learning will be assessed.</li> <li>• The teacher has planned how criteria will be communicated to students.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher's instructional plans meet standards and additionally include structures/strategies to solicit and incorporate student voice into the assessment criteria.</li> </ul>

## OUSD Effective Teaching Framework (OETF)

### Standard: 1B Using Knowledge of Students to Tailor Instruction

**CSTP Alignment:** Element 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>1B.1</b> Using Student Data to Inform Instruction	<ul style="list-style-type: none"> <li>The teacher's instructional plans articulate little or no awareness of students' skills, knowledge, and language proficiency, and/or do not indicate that such knowledge is valuable/relevant to instructional planning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans inconsistently track students' skills, knowledge, and language proficiency.</li> <li>The teacher uses some student data to inform planning of content, organization OR instructional strategies and intervention for the class as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans tracks students' skills, knowledge, and language proficiency.</li> <li>The teacher uses student data to inform planning of content, organization AND instructional strategies for groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans effectively incorporate individual students' skills, knowledge, and language proficiency.</li> <li>The teacher uses student data to inform planning of content, organization, instructional strategies and intervention for individual students.</li> </ul>
<b>1B.2</b> Using Student Interests to Inform Instruction	<ul style="list-style-type: none"> <li>The teacher's instructional plans do not incorporate student culture, heritage and interests into lesson content/design.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans broadly incorporate student culture, heritage and interests into lesson content/design to engage students in learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans purposefully incorporate student culture, heritage and interests into lesson content/design to engage students in learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans include structures/strategies to solicit and incorporate individual student culture, heritage and interests into lesson content/design.</li> </ul>

**Standard: 1C Planning Coherent, Rigorous Instruction**

**CSTP Alignment:** Element 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>1C.1</b> Planning a Coherent Lesson Cycle	<ul style="list-style-type: none"> <li>The teacher's instructional plans are inconsistently aligned with learning targets and/or do not allow time for students to apply and practice new learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans are partially aligned with learning targets but may not allow sufficient time for students to apply and practice new learning to support mastery.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans are aligned to learning targets and build sequentially to provide sufficient time for students to practice new learning (in collaboration and independently) to support mastery.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans are sequenced to ensure student mastery, providing sufficient time for students to practice new learning and reflect on progress toward individual learning goals.</li> </ul>
<b>1C.2</b> Planning for Student Engagement	<ul style="list-style-type: none"> <li>The learning experiences are not cognitively engaging and/or designed to reflect the interests and prior knowledge of students.</li> </ul>	<ul style="list-style-type: none"> <li>The learning experiences are inconsistently engaging. They may reflect student interests/prior knowledge but tasks are of moderate challenge OR challenge only some students.</li> </ul>	<ul style="list-style-type: none"> <li>The learning experiences are cognitively engaging, designed to activate student interest, prior knowledge, and represent challenge for most students.</li> </ul>	<ul style="list-style-type: none"> <li>The learning experiences are cognitively engaging and challenging for all students, incorporating student choice and allowing for different pathways of instruction aligned with diverse student needs.</li> </ul>
<b>1C.3</b> Addressing Student Misconceptions	<ul style="list-style-type: none"> <li>The teacher's instructional plans do not anticipate common misconceptions or include strategies to support students to correct these misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans address common student misconceptions OR do not include strategies to ensure that students recognize and correct these misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans address common student misconceptions and include strategies to support students to recognize and correct these misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans include time for student reflection and provide a structure for students to uncover and correct their own additional misconceptions.</li> </ul>
<b>1C.4</b> Planning Checks for Understanding	<ul style="list-style-type: none"> <li>The teacher's instructional plans do not include checks for understanding aligned to the learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans include checks for understanding that are inconsistently aligned to the learning objective(s) and/or do not yield actionable data about student mastery.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans include a variety of checks for understanding, that are aligned to the learning target(s) and yield actionable data about student progress towards mastery of the learning objective(s).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's instructional plans include corrective actions/responses to data resulting from checks for understanding.</li> <li>The teacher's instructional plans include opportunities for students to use checks for understanding to reflect on current progress toward the learning targets(s) or to determine next steps to extend learning.</li> </ul>

**Standard: 1D Planning Challenging Learning Experiences for ALL Students**

**CSTP Alignment:** 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content

Indicators	Beginning	Developing	<i>“Exceeding” = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<p><b>1D.1</b> Scaffolding Instruction for Equitable Engagement</p>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans are implemented with the class as a whole without regard to historically underserved and/or sub-group student needs (ELL, AAM, PEC, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans may differentiate learning experiences but inconsistently incorporate strategies and/or scaffolds to ensure that historically underserved student groups have access to the content (ELL, AAM, PEC, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans differentiate learning experiences, incorporating scaffolds, instructional strategies and supports with a focus on ensuring access for historically underserved student groups (ELL, AAM, PEC, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans differentiate learning experiences, incorporating scaffolds, strategies and supports to ensure that every student has equitable access to the curriculum (ELL, AAM, PEC, etc.).</li> </ul>
<p><b>1D.2</b> Using Instructional Grouping to Maximize Learning</p>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans do not include student grouping and/or there is a mismatch between the grouping structure and instructional objective/student needs.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans may include arrangements for instructional grouping but the design and structures are not clear and/or only partially support the instructional outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans include instructional grouping arrangements designed to maximize student learning providing clear expectations and structures (i.e. structure, role, duration, etc.) to support instructional outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans include the structures for students to flexibly group themselves during the lesson to meet individual student needs.</li> </ul>
<p><b>1D.3</b> Planning Academic Discussions to Support Content Mastery</p>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans do not yet include clear structures for student talk (e.g., group work, class discussion) or specific strategies to elicit talk (e.g., “talk in your groups”)</li> <li>The teacher’s instructional plans do not include a purpose for academic discussion that is aligned to grade-level academic content.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans may include some strategies or structures to support student output.</li> <li>The teacher’s instructional plans may include a purpose for academic discussion but the prompt does not invite higher-level thinking and/or is not aligned to the learning target(s) in a way that can support student mastery.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans include strategies or structures that are carefully selected to support student output and generate student interaction.</li> <li>The teacher’s instructional plans include a purpose for academic discussion aligned to learning targets and a prompt that invites higher order thinking and can support students’ mastery of content.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher’s instructional plans include carefully selected strategies and structures that foster authentic interaction for all students.</li> <li>The teacher’s instructional plans include a purpose for academic discussion and a generative (open-ended) prompt designed to deepen understanding of academic content and the related big ideas or essential question.</li> </ul>

**Domain 2: Classroom Environment**

**Standard: 2A Promoting an Environment of Respect & Rapport**

**CSTP Alignment:** Element 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>2A.1</b> Valuing Multiple Forms of Diversity	<ul style="list-style-type: none"> <li>Interacts with students in ways that do not support students' cultural backgrounds and/or native languages.</li> <li>Evidence or exemplars of students' community and culture are not in evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher interacts with students in ways that accept their cultural backgrounds and/or native languages.</li> <li>Limited evidence or exemplars of students' community and culture is in evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher interacts with students in ways that validate, respect and encourage their cultural backgrounds and/or native languages.</li> <li>Varied cultural perspectives (youth culture, culture of disability, community, family, background) are observable in the classroom through lesson examples, exemplars, curricular resources, visuals and or artifacts.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses artifacts, exemplars and perspectives representing cultures and communities beyond the students' own in classroom.</li> </ul>
<b>2A.2</b> Facilitating Positive Interactions	<ul style="list-style-type: none"> <li>Teacher/student and student/student interactions are not respectful.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/student and student/student interactions are generally respectful.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/student and student/student interactions convey respect and caring.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher/student and student/student interactions demonstrate a high regard and respect for one another reflecting genuine respect, caring and warmth.</li> </ul>

**Standard: 2B Establishing a Culture For Learning**

**CSTP Alignment:** Element 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>2B.1</b> Communicating High Expectations for Students	<ul style="list-style-type: none"> <li>The teacher's words and actions provide little or no encouragement for student effort or convey low expectations for student ability.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's words and actions emphasize compliance and completion of work.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's words and actions communicate a belief in student ability and high expectations for student effort.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's words and actions communicate a belief in effort-based learning and the belief that ALL students can achieve at high levels.</li> </ul>
<b>2B.2</b> Developing Competencies that Support Student Success	<ul style="list-style-type: none"> <li>The teacher does not support students in completing assigned work and/or provide encouragement in the face of difficulty.</li> <li>Social Emotional Learning instruction/learning strategies are absent.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates a learning environment in which students complete tasks without consistent focus on learning or persistence.</li> <li>The teacher may encourage students to persevere in the face of difficulty.</li> <li>Social Emotional Learning instruction/learning strategies are observable but are not integral to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates a learning environment in which students are eager to learn, willing to take risks and persist in producing high quality work.</li> <li>The teacher provides strategies for students to persevere in the face of difficulty.</li> <li>Explicit Social Emotional Learning instruction/learning strategies are observable and integral to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher creates a learning environment in which students assume ownership of learning, support each other in taking risks and persist in the face of difficulty.</li> <li>The teacher uses personalized examples of past challenges successfully overcome to build student self-efficacy.</li> </ul>

**Standard: 2C Managing Behavioral Expectations and Routines**

**Alignment: Element 2.6:** Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>2C.1</b> Managing Behavioral Expectations	<ul style="list-style-type: none"> <li>The teacher does not develop clear expectations for student behavior.</li> <li>The teacher's response to student misbehavior is inconsistent and sometimes negative or disrespectful to students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher establishes expectations for student behavior but these are inconsistently communicated and/or applied.</li> <li>The teacher sometimes recognizes positive behavior but mostly focuses on student misbehavior.</li> <li>The teacher's response to student misbehavior is inconsistent or only partially successful.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher establishes high expectations for student behavior and consistently and clearly communicates them to students.</li> <li>The teacher focuses on positive student behavior and purposefully recognizes positive behavior to reinforce expectations.</li> <li>The teacher's response to student misbehavior is consistent, respectful and includes redirection and/or positive reinforcement.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher establishes students as leaders in maintaining classroom norms, routines and procedures and maximizing instructional time.</li> </ul>
<b>2C.2</b> Managing Classroom Routines	<ul style="list-style-type: none"> <li>Classroom procedures and routines have not been developed and substantial instructional time is lost.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher needs to remind students of classroom routines and procedures that are somewhat effective, resulting in a noticeable loss of instructional time.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher establishes classroom routines and procedures that are clear, effective and largely maximize learning time.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides minimal management or reminders to students because students have internalized norms, procedures and routines.</li> </ul>



**Standard: 2D Organizing Physical Space and Resources to Support Students**

**CSTP Alignment:** Element 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>2D.1</b> Arranging the Classroom to Facilitate Learning	<ul style="list-style-type: none"> <li>The classroom arrangement does not facilitate learning and/or student interaction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher arranges the classroom in a way that partially facilitates learning and student interaction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher arranges the classroom in a way that facilitates learning and student interaction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher and students develop a flexible learning environment that can be modified to support varied types of lessons and purposes.</li> </ul>
<b>2D.2</b> Using Resources to Support Instruction	<ul style="list-style-type: none"> <li>Student work is not posted in the classroom.</li> <li>Resources are not accessible to students, or resources are accessible to students but are not used to support the learning target(s)</li> </ul>	<ul style="list-style-type: none"> <li>The teacher posts student work in the classroom although the work may not be current and/or used successfully to support instruction.</li> <li>Resources are accessible to students but are not used to support the learning target(s)</li> </ul>	<ul style="list-style-type: none"> <li>The teacher posts current and relevant student work in the classroom and/or uses student work to successfully support instruction.</li> <li>Resources are easily accessible to students and are used as needed to support learning target(s).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher enables students to select their own exemplary work and to provide an accompanying narrative to describe how the work demonstrates mastery.</li> <li>The teacher supports students in determining which resources and supports can best suit their learning styles.</li> </ul>

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**Domain 3 - Teaching and Learning**

**Standard: 3A Establishing Purpose for Learning**

Indicators	Beginning	Developing	"Exceeding" = meeting all criteria in both Proficient and Exceeding	
			Proficient	Exceeding
<b>3A.1</b> Explaining Learning Targets	<ul style="list-style-type: none"> <li>The learning target is not provided, and/or the teacher does not explain the learning target.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher states the learning target, but does not refer back to it throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher strategically shares learning targets with students at the appropriate time (e.g., at the beginning of a lesson, or after a "hook," mystery experience, or discovery period) and refers to it throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher invites students to collaboratively generate learning targets.</li> <li>The teacher ensures that students can articulate what they are learning</li> </ul>
<b>3A.2</b> Connecting Prior and Future Learning	<ul style="list-style-type: none"> <li>The teacher makes limited connections to students' prior learning and future learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher may connect learning to task or object but connection to prior learning, big ideas, and essential questions/unit goals is vague.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher situates lesson within broader learning creating connection to students' prior knowledge, discipline's big ideas, essential questions/unit goals and real-life applications, with an emphasis on college and career readiness.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides students with opportunities to make personal connections to new content and establish their own authentic purpose for learning.</li> </ul>
<b>3A.3</b> Articulating Criteria for Demonstrating Mastery	<ul style="list-style-type: none"> <li>The teacher does not articulate the criteria for successfully demonstrating mastery of the learning targets.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher mentions, but does not clearly explain, the criteria for successfully demonstrating mastery of the learning targets. Exemplars and models may not be provided.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher clearly articulates the criteria for successfully demonstrating mastery of the learning targets and provides models/exemplars.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher collaborates with students to develop the criteria for demonstrating mastery and uses student exemplars to model mastery.</li> </ul>

**Standard: 3B Using Questioning and Discussion Techniques**

**CSTP Alignment:** Element 1.5 Promoting critical thinking through inquiry, problem solving, and reflection (3b)

Indicators	Beginning	Developing	<i>“Exceeding” = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>3B.1</b> Using Effective Questions and Prompts	<ul style="list-style-type: none"> <li>The teacher poses questions/prompts that result in low-level thinking (e.g., recall, basic facts). Students are not required to go beyond one-sentence responses.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher poses questions/prompts that advance some higher-level thinking (e.g. analysis, synthesis, evaluation) and only somewhat support students in mastery of the learning target(s)</li> </ul>	<ul style="list-style-type: none"> <li>The teacher poses questions/prompts that encourage diverse perspectives, advance higher-level thinking and support students in mastery of the learning target(s).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher and students pose questions/prompts that: require diverse perspectives, encourage controversy, advance higher-level thinking and support disciplinary understanding (e.g., sourcing in history or justifying a method for problem-solving in math).</li> </ul>
<b>3B.2</b> Facilitating Authentic Classroom Discussions	<ul style="list-style-type: none"> <li>The teacher does not facilitate classroom discussions.</li> <li>The teacher does not use facilitation moves (wait time, talk moves). Interaction is characterized by back and forth exchanges between students and teacher.</li> <li>The teacher does not use strategies to encourage students to extend/justify their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses limited discussion strategies and structures to support classroom discussion.</li> <li>The teacher inconsistently uses facilitation moves (wait time, talk moves) to encourage student interaction.</li> <li>The teacher uses limited strategies to encourage students to extend and/or justify their thinking with examples or textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher uses a range of discussion strategies and structures (whole group, small group, think-pair share, etc.) to elicit equitable student engagement and participation.</li> <li>The teacher uses facilitation moves (wait time, talk moves) to encourage student interaction.</li> <li>The teacher uses strategies to encourage students to extend and/or justify their thinking with examples, cite textual evidence and comment or question each other’s thinking.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher enables students to facilitate equitable discussions, use facilitation moves and support each other to ensure that all students are engaged and participating in classroom discussions.</li> <li>The teacher enables students to use strategies to extend and/or justify their thinking with examples, textual evidence, and comment on or question each other’s thinking.</li> </ul>
<b>3B.3</b> Using Academic Language	<p>The teacher does not support the use of discipline-specific academic language.</p>	<ul style="list-style-type: none"> <li>The teacher provides discipline-specific academic language but inconsistently supports or requires its use.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher models and provides opportunities, instruction, support and holds students accountable for using discipline-specific academic language.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher holds students accountable for using discipline-specific academic language, and encourages students to hold each other accountable as well.</li> </ul>

**Standard: 3C Supporting All Learners**

**CSTP Alignment:** Element 2.7 & Element 1.3 Using instructional time to optimize learning and engage students in learning & Connecting subject matter to meaningful, real-life contexts

Indicators	Beginning	Developing	"Exceeding" = meeting all criteria in both Proficient and Exceeding	
			Proficient	Exceeding
<b>3C.1</b> Facilitating a Successful Lesson Cycle	<ul style="list-style-type: none"> <li>The teacher's pacing of the lesson is too slow or rushed and tasks are not sequenced to build students' depth of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's pacing of the lesson is partially appropriate, and/or tasks are partially sequenced to build students' depth of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher's lesson structure and pacing are developmentally appropriate and tasks are sequenced to build students' depth of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Tasks are sequenced not only to build students' depth of understanding, but also to require student reflection and synthesis of the learning.</li> </ul>
<b>3C.2</b> Building Engaging & Challenging Learning Experiences	<ul style="list-style-type: none"> <li>Tasks and/or text require only rote responses, do not result in active engagement and do not challenge student thinking.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher selects tasks, text, and materials that require little active engagement, minimally challenge student thinking and result in inconsistent student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher selects tasks, text, and materials that are complex, challenge student thinking and result in active engagement for most students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher selects tasks, text, and materials that challenge all students and promote student engagement and mastery through inquiry and choice.</li> </ul>
<b>3C.3</b> Ensuring Equitable Access	<ul style="list-style-type: none"> <li>The teacher does not differentiate learning experiences.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher may differentiate learning experiences but inconsistently applies strategies to address historically underserved student groups (ELL, AAM, PEC, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher differentiates learning experiences, incorporating scaffolds, instructional strategies and supports with a focus on ensuring access for historically underserved student groups (ELL, AAM, PEC, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>The teacher differentiates learning experiences, incorporating scaffolds, strategies and supports to ensure that every student has equitable access to the curriculum.</li> </ul>
<b>3C.4</b> Using Instructional Grouping to Maximize Learning	<ul style="list-style-type: none"> <li>There is a mismatch between the grouping structure and instructional objective/student needs.</li> <li>Teacher does not hold students accountable for individual/group work.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional grouping arrangements are partially successful in maximizing student learning (i.e. structure, roles, duration).</li> <li>The teacher may not hold students accountable for individual/group work.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional grouping arrangements maximize student learning (i.e. structure, role, duration, etc.).</li> <li>Teacher holds students accountable for individual and group work. Every student has a clear role and/or a responsibility for producing something that shows his or her thinking.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides structures for students to flexibly group themselves during the lesson to meet individual student needs.</li> <li>The teacher enables students to rely on each other to work through challenging activities and hold themselves and each other accountable.</li> </ul>

**Standard: 3D Monitoring Student Understanding**

**CSTP Alignment:** Element 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>3D.1</b> Checking for Understanding	<ul style="list-style-type: none"> <li>The teacher does not check for understanding and does not make adjustments to instruction based on the data.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher makes limited checks for understanding during the lesson and/or inconsistently uses data to make adjustments to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher makes varied checks for understanding (e.g. questioning techniques, 1-1 conferences, hand-signals, white-boards, exit tickets, etc.) during the lesson and makes adjustments to instruction based on the data to address student learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher fully integrates checks for understanding into instruction, monitoring progress for all students throughout the lesson.</li> <li>The teacher confers 1-1 with students about their learning.</li> </ul>
<b>3D.2</b> Providing Feedback to Enhance Learning	<ul style="list-style-type: none"> <li>The teacher does not provide feedback to students or provides feedback that focuses on compliance or completion of work.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher inconsistently provides feedback to students throughout the lesson OR feedback is general and does not enhance student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides feedback throughout the lesson that is specific, timely and enhances student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher enables students to provide feedback for one another to enhance their learning.</li> </ul>
<b>3D.3</b> Providing Students with Opportunities for Self-Monitoring	<ul style="list-style-type: none"> <li>The teacher does not provide students with opportunities to monitor their progress against criteria for mastery.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides students with few opportunities for monitoring progress and/or doesn't connect it to criteria for mastery.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher provides students with opportunities to monitor the progress of their work against the criteria for mastery and provides guidance in determining the appropriate next steps for the student to advance their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher enables students to engage in ongoing monitoring of their work against the criteria for mastery and in establishing the next steps for advancing their own learning.</li> </ul>

**Domain 4: Professional Responsibilities**

**Standard 4A: Engaging in Reflection to Increase Effectiveness**

**CSTP Alignment:** Element 6.1 Reflecting on teaching practice in support of student learning

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>4A.1</b> Assessing Effectiveness	<ul style="list-style-type: none"> <li>The teacher does not know the degree to which a lesson was effective or achieved its instructional goals, or profoundly misjudges the success of a lesson.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher accurately describes whether or not a lesson or unit was effective but does not describe the extent to which it achieved its objective or its impact on student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher makes an accurate assessment of a lesson's effectiveness (extent to which it achieved its objective and impact on student learning) and can provide evidence to support the judgment.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher makes an accurate assessment of a lesson's effectiveness (extent to which it achieved its objective and its impact on student learning), citing many specific examples and evidence.</li> </ul>
<b>4A.2</b> Reflecting on Practice to Increase Effectiveness	<ul style="list-style-type: none"> <li>The teacher has no suggestions for what could be improved for next steps in subsequent lessons.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher makes general suggestions about ways in which instruction can be improved.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher describes next steps to build on student learning, to address student misunderstandings, or to enhance a teaching practice that was tried.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher describes specific suggestions about how the lesson could be improved and predicts how the improvements will advance student learning.</li> </ul>

**Standard 4B: Growing and Developing Professionally**

**CSTP Alignment:** Element 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>4B.1</b> Growing Professionally	<ul style="list-style-type: none"> <li>The teacher does not set goals for professional growth or sets goals based on inaccurate/irrelevant information.</li> <li>The teacher resists professional development opportunities and/or does not apply learning gained to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sets goals for professional growth based on general impressions.</li> <li>The teacher applies some learning gained from professional development but may not match areas for growth and/or student need.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher sets and monitors goals for professional growth based on student achievement, self-assessment, and observations.</li> <li>The teacher seeks out professional development opportunities that meet professional areas for growth and/or student need to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher incorporates student/family feedback into goal setting process.</li> </ul>
<b>4B.2</b> Welcoming & Incorporating Feedback	<ul style="list-style-type: none"> <li>The teacher is resistant to feedback from supervisors and/or colleagues and does not use the feedback to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher accepts feedback from supervisors and colleagues but may/may not use the feedback to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher welcomes feedback from supervisors and colleagues and uses the feedback to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher welcomes feedback from supervisors, colleagues, parents, and students and uses the feedback to improve practice. The teacher asks for additional feedback once changes have been implemented.</li> </ul>

**Standard: 4C Collaborating with Families**

**CSTP Alignment:** Element 6.4 Working with families to support student learning (4c)

Indicators	Beginning	Developing	<i>“Exceeding” = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>4C.1</b> Communicating Student Progress to Families	<ul style="list-style-type: none"> <li>The teacher provides minimal information to families about individual students, and/or the communication is inappropriate to families’ cultures of origin.</li> </ul>	<p>The teacher adheres to the school’s required procedures for communicating with families with an awareness of cultural norms.</p>	<ul style="list-style-type: none"> <li>The teacher initiates communication with families about student’s progress on a regular basis, respecting cultural norms.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher promotes frequent two-way communication with families to improve student learning with students contributing to the communication.</li> </ul>
<b>4C.2</b> Responding to Family Concerns	<ul style="list-style-type: none"> <li>The teacher does not respond regularly and/or responds insensitively to family concerns about students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher responds to parent concerns in a superficial or cursory manner or responses may reflect insensitivity.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher responds to family concerns in a timely and culturally respectful manner.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher responds to family concerns in a proactive, timely, professional, and culturally sensitive way.</li> </ul>
<b>4C.3</b> Engaging Families in the Instructional Program	<ul style="list-style-type: none"> <li>The teacher does not put structures in place that involve families in students’ learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher puts structures in place that inconsistently involve families in students’ learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher puts structures in place that involve families in students’ learning and achievement.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher puts structures in place that regularly involve families in students’ learning and achievement.</li> </ul>

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**Standard: 4D Participating in a Professional Community**

**CSTP Alignment:** Element 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning

Indicators	Beginning	Developing	<i>"Exceeding" = meeting all criteria in both Proficient and Exceeding</i>	
			Proficient	Exceeding
<b>4D.1</b> Building Productive Collaborative Relationships	<ul style="list-style-type: none"> <li>The teacher avoids participating in the professional community's activities or has strained relationships with colleagues that negatively impact the learning community.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher participates in the professional community's activities as required, maintaining cordial relationships with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher actively participates in the professional community's activities and is developing positive and productive professional relationships with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher makes substantial contribution to the professional community by assuming appropriate leadership roles and promoting positive and professional relationships.</li> </ul>
<b>4D.2</b> Sharing a Commitment to Students and Community	<ul style="list-style-type: none"> <li>The teacher demonstrates little or no commitment to shared agreements that support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher adheres to shared agreements that support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher contributes to and actively endorses shared agreements that support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher assumes a leadership role in contributing to, endorsing and encouraging others to embrace the shared agreements that support student learning.</li> </ul>
<b>4D.3</b> Demonstrating Ethics & Professionalism	<ul style="list-style-type: none"> <li>The teacher demonstrates a limited sense of ethics and professionalism while interacting with colleagues and students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher displays a moderate level of ethics and professionalism while interacting with colleagues and students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher displays an appropriate level of ethics and professionalism while interacting with colleagues and students.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher displays the highest level of ethics and professionalism, consistently working to support all students.</li> </ul>



# OUSD Focus Leadership Practices Rubric

## Summary Table

Dimension 1 Equity	Element 1.2 Advocacy	<p><b>Collective Equity Goals 1.2.2</b></p> <ul style="list-style-type: none"> <li>Sets collaborative equity goals and outcomes based on evidence analysis to implement equity goals for classrooms, school and community</li> <li>Regularly collects and analyzes evidence about next steps and adjusts steps to achieve goals</li> </ul>
Dimension 2 Vision	Element 2.2 Engagement	<p><b>Implementation of Vision 2.2.2</b></p> <ul style="list-style-type: none"> <li>Builds capacity of adults and students to act on shared vision (SQR 5.1) that endows the community with the power of the possible in building and maintaining an equitable school community</li> <li>Demonstrates culturally appropriate and responsive choices in communicating and implementing vision</li> <li>Develops systems and allocates resources in support of the school’s vision (SQR 5.10), including deliberate actions regarding rituals and routines and visual artifacts that communicate the school vision</li> </ul>
Dimension 3 Relationships	Element 3.1 Relationship Building	<p><b>Principal Emotional Intelligence 3.1.3</b></p> <ul style="list-style-type: none"> <li>Uses a range of communication skills to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A)</li> <li>Demonstrates self-regulation in developing and sustaining relationships</li> <li>Exhibits a high degree of emotional acuity, (managing emotions, thoughts, impulses and stress/SEL 1A; SEL 2A) and displays empathetic responses to other people’s emotions, perspectives, and cultures so that constituents feel heard and understood (SEL 3A)</li> <li>Uses appropriate inventories to gauge the emotional intelligence of staff members and customizes relational responses to individuals and groups (SEL 4A)</li> <li>Engages in courageous conversations with trusted individuals and groups in the service of collective outcomes (SQR 5.8)</li> <li>Develops and practices skills as warm demander</li> </ul>
Dimension 6 Management	Element 6.2 Equitable Systems	<p><b>Collaborative Responsibility for Resources 6.2.2</b></p> <ul style="list-style-type: none"> <li>Engages appropriate teams in understanding the complexity of the resource picture and connecting school’s vision of equitable outcomes to fiscal and facilities resource allocation</li> <li>Engages appropriate teams in fiscal decisions based on shared decision-making and achieving equitable outcomes and developing and maximizing resources for school</li> <li>Fully engages the staff in appropriate levels of decisions about school schedule (including inclusion, interventions, acceleration), and personnel assignments and facilitates conversations about equitable access for all students</li> <li>Seeks out coaching support from internal leadership and external departments to effectively complete deliverables</li> <li>Addresses urgent needs while maintaining consistent progress on important goals</li> </ul> <p><b>High Functioning Teams 6.2.3</b></p> <ul style="list-style-type: none"> <li>Fully implements effective shared leadership structures and processes for decision-making and communication</li> <li>Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively</li> </ul>

## OUSD Focus Leadership Practices Rubric

<b>Dimension 7 Instruction</b>	<b>Element 7.1 Instructional Expertise: Leaders</b>	<b>Pedagogical Expectations 7.1.2</b>
		<ul style="list-style-type: none"> <li>• Models, guides, and supports the development of quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6)</li> <li>• Uses inventories, surveys, and classroom evidence to diagnose current pedagogy in school and aligns instructional practices across the school that support rigor and engagement in student and teacher learning</li> <li>• Advocates for and models the use of culturally and linguistically relevant pedagogy that includes cultural and community assets of students and families in professional learning opportunities for teachers</li> </ul>
		<b>Conditions for Adult Learning 7.1.4</b>
		<ul style="list-style-type: none"> <li>• Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams</li> <li>• Set up structures for professional learning and school coaching by site-based and district coaches</li> <li>• Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices</li> <li>• Works with teacher leadership to implement professional learning<sup>1</sup> that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)</li> </ul>
		<b>Conditions for Student Learning 7.1.5</b>
		<ul style="list-style-type: none"> <li>• Models personalization in student relationships that demonstrate the importance of teacher connectedness to students</li> <li>• Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners<sup>2</sup></li> <li>• Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions</li> <li>• Documents and analyzes classroom and school discipline data trends for inequities and efficacy</li> </ul>
<b>Dimension 8 Accountability</b>	<b>Element 8.1 Accountability Fundamentals</b>	<b>Teacher, Staff and Student Evaluation Systems 8.1.3</b>
		<ul style="list-style-type: none"> <li>• Communicates teacher and staff evaluation systems and expectations to all staff, normalizes the importance teacher and staff evaluation practices as a key lever in improving student outcomes</li> <li>• Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student learning</li> <li>• Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff, including input on evaluations of partner staff</li> <li>• Sets up systems for logistical and legal requirements related to administration for student assessments</li> </ul>
	<b>Element 8.2 Accountability Systems</b>	<b>Collaborative Capacity for Data Driven Inquiry Systems 8.2.2</b>
		<ul style="list-style-type: none"> <li>• Builds capacity of teachers and teams in using data-driven cycles of inquiry (including data conferences) to improve student performance and student experience in learning (SQR 3.2)</li> <li>• Builds capacity of teachers to use evidence and data effectively (SQR 5.8) to collaboratively calibrate what constitutes high quality work and common scoring and grading practices</li> <li>• Engages teachers and teacher teams in using technology for data analysis and reporting</li> <li>• 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 (SQR 4.6)</li> </ul>

<sup>1</sup> Professional learning structures are addressed in Management Dimensions related to high functioning team structures and decision-making

<sup>2</sup> Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identity as LGBTQ, and students from vulnerable families and communities that are in economic distress

## OUSD Focus Leadership Practices Rubric

Collective Equity Goals			
1.2.2	Dimension 1 – Equity		Element 1.2 – Advocacy
<p>Actions</p> <ul style="list-style-type: none"> <li>• Sets collaborative equity goals and outcomes based on evidence analysis to implement equity goals for classrooms, school and community</li> <li>• Regularly collects and analyzes evidence about next steps and adjusts steps to achieve goals</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
Does not collaborate to create or maintain equity goals or vision of high expectations for all students. Analysis of evidence/data from classrooms, school and community does not consider equity. Evidence that the school leader cares about equity is lacking and engagement with stakeholder groups is not prioritized.	Develops minimal opportunities for staff and stakeholders to learn about equity goals and a vision of high expectations for all students; gives staff limited input into the development and maintenance of the equity goals. The collection and analysis of evidence about next steps happens inconsistently. There is inconsistent evidence of next steps to implement equity goals for classrooms, school and community. There may be evidence that the school leader cares about equity, but struggles to communicate and translate that caring into effectively engaging stakeholders about equity.	Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students. Analysis of evidence/data from classrooms, school and community considered through equity lens or equity mindset. The collection and analysis of evidence about next steps happens consistently and there is evidence of next steps to implement equity goals for classrooms, school and community. The school leader cares about equity and effectively engages many stakeholders about equity.	Co-creates equity goals and a shared vision of high expectations with multiple stakeholders; builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness for all students. The collection and analysis of evidence about next steps happens consistently, is embedded in the school’s culture and is a result of meaningful engagement with the school community. There is abundant evidence of steps to implement equity goals for classrooms, school and community. The school leader cares deeply about equity and has developed effective ways to engage the school community about equity.

Implementation of Vision			
2.2.2	Dimension 2 – Vision		Element 2.2 – Engagement
<p>Actions</p> <ul style="list-style-type: none"> <li>• Builds capacity of adults and students to act on shared vision (SQR 5.1) that endows the community with the power of the possible in building and maintaining an equitable school community</li> <li>• Demonstrates culturally appropriate and responsive choices in communicating and implementing vision</li> <li>• Develops systems and allocates resources in support of the school’s vision (SQR 5.10), including deliberate actions regarding rituals and routines and visual artifacts that communicate the school vision</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
Makes limited attempts to implement the vision; resource allocation is not consistent with school vision/CSSSP; school leader does not provide opportunities to engage constituents regarding school vision; inadequate discussions and communications to internal and external stakeholders.	Broadly communicates the vision to adults and students in the school community; refers to school vision when making decisions but may not show evidence of alignment between vision and resource allocation. School leader provides limited opportunities to engage constituents.	Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions and allocates resources in support of the vision. School leader provides opportunities to engage constituents; communications to internal and external stakeholders are consistent, clear, and equitable.	Inspires all adults and students in the school and community to adopt and enact the vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions regarding resources are aligned to and support the vision. School leader provides meaningful opportunities to engage constituents; discussions with and communications to internal and external stakeholders are consistent, clear, and equitable.

## OUSD Focus Leadership Practices Rubric

<b>Principal Emotional Intelligence</b>			
3.1.3	Dimension 3 – Relationships	Element 3.1 – Relationship Building	
<b>Actions</b> <ul style="list-style-type: none"> <li>Uses a range of communication skills to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A)</li> <li>Demonstrates self-regulation in developing and sustaining relationships</li> <li>Exhibits a high degree of emotional acuity, (managing emotions, thoughts, impulses and stress/SEL 1A; SEL 2A) and displays empathetic responses to other people’s emotions, perspectives, and cultures so that constituents feel heard and understood (SEL 3A)</li> <li>Uses appropriate inventories to gauge the emotional intelligence of staff members and customizes relational responses to individuals and groups (SEL 4A)</li> <li>Engages in courageous conversations with trusted individuals and groups in the service of collective outcomes (SQR 5.8)</li> <li>Develops and practices skills as warm demander</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
Does not develop positive relationships and/or undermines positive relationships that exist; school leader relies solely on communication methods that target a fixed group of stakeholders; unwilling to accept feedback and adjust leadership practice	Articulates a belief that building and maintaining relationships are important, but may not be able to successfully establish or enhance relationships; school leader relies on similar “tried and true” communication methods that may reach a few groups of stakeholders; demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice	Enhances and maintains trusting relationships among and between a variety of stakeholder groups; school leader uses multiple methods to ensure proper communication with all stakeholders; proactively seeks feedback, self-reflects, and adapts own leadership practice	Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups; school leader uses multiple methods to ensure proper and equitable communication with all stakeholders; models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect and adapt their leadership practice

<b>Collaborative Responsibility for Resources</b>			
6.2.2	Dimension 6 – Management	Element 6.2 – Equitable Systems	
<b>Actions</b> <ul style="list-style-type: none"> <li>Engages appropriate teams in understanding the complexity of the resource picture and connecting school’s vision of equitable outcomes to fiscal and facilities resource allocation</li> <li>Engages appropriate teams in fiscal decisions based on shared decision-making and achieving equitable outcomes and developing and maximizing resources for school</li> <li>Fully engages the staff in appropriate levels of decisions about school schedule (including inclusion, interventions, acceleration), and personnel assignments and facilitates conversations about equitable access for all students</li> <li>Seeks out coaching support from internal leadership and external departments to effectively complete deliverables</li> <li>Addresses urgent needs while maintaining consistent progress on important goals</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
Unable to accurately assess and/or leverage school and district resources; does not effectively manage budget. Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.	Sees the school’s resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources; develops skills in planning and managing a budget that supports school’s goals. Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school’s goals, and ensures school is financially secure in the long-term. Builds consensus within the school community around critical school decisions, employing a variety of strategies.	Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources, and is relentless in actively accessing human and fiscal resources that align to strategic priorities to support the achievement of school improvement plan targets; builds capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas. Employs a variety of strategies to build consensus within the school community around critical school decisions while encouraging dialogue and different points of view. Is able to model this element.

## OUSD Focus Leadership Practices Rubric

<b>High Functioning Teams</b>			
6.2.3	Dimension 6 – Management	Element 6.2 – Equitable Systems	
<b>Actions</b> <ul style="list-style-type: none"> <li>Fully implements effective shared leadership structures and processes for decision-making and communication</li> <li>Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
School leader does not create consistent teacher team structures; does not coach teachers, staff, or stakeholders in developing leadership capacity	Introduces common team structures and expectations for teacher teams; coaching from school leader focuses on under-performing teachers, staff, or stakeholders	Ensures that effective teacher teams use student learning data and student work to advance student outcomes; teams have structured time to work together; effectively differentiates coaching to all teachers, staff, and stakeholders to develop their capacity and support stakeholder’s goals	Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work; diverse, collaborative teams exist in the school and have structured time to work together; effectively differentiates coaching to all teachers, staff, and stakeholders to develop their capacity and support stakeholder’s goals

<b>Pedagogical Expectations</b>			
7.1.2	Dimension 7 – Instruction	Element 7.1 – Instructional Expertise: Leader	
<b>Actions</b> <ul style="list-style-type: none"> <li>Models, guides, and supports the development of quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6)</li> <li>Uses inventories, surveys, and classroom evidence to diagnose current pedagogy in school and aligns instructional practices across the school that support rigor and engagement in student and teacher learning</li> <li>Advocates for and models the use of culturally and linguistically relevant pedagogy that includes cultural and community assets of students and families in professional learning opportunities for teachers</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
Does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices or support use of culturally and linguistically relevant pedagogy	Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices and culturally/linguistically relevant pedagogy; anecdotal evidence is collected to determine the pedagogical needs of the teaching staff	Assesses instructional practices, identifies a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around culturally/linguistically relevant pedagogy; anecdotal evidence is combined with consistent feedback mechanisms to determine the pedagogical needs of the teaching staff	Regularly assesses instructional practices and builds teacher capacity to implement a variety of practices that are relevant to student needs and interests, research based, and based on academic rigor and strategies that supports culturally/linguistically relevant pedagogy; consistent feedback mechanisms determine the pedagogical needs of the teaching staff; professional learning is evaluated and changes are made to the professional learning calendar to reflect new or relevant data

## OUSD Focus Leadership Practices Rubric

<b>Conditions for Adult Learning</b>			
7.1.4	Dimension 7 – Instruction	Element 7.1 – Instructional Expertise: Leader	
<b>Actions</b> <ul style="list-style-type: none"> <li>Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams</li> <li>Set up structures for professional learning and school coaching by site-based and district coaches</li> <li>Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices</li> <li>Works with teacher leadership to implement professional learning<sup>3</sup> that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
Does not offer professional development and support that is timely, relevant or differentiated; has poor working relationships with much of the staff that prohibits informal learning	Relies on whole group development sessions including trainings on how data should be used, with some specific supports; has sufficiently strong working relationships with some staff members that allow informal learning	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities; has sufficiently strong working relationships with most staff members that allow informal learning	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities; informal learning exists throughout the school between school leader and teacher and school leader and students

<sup>3</sup> Professional learning structures are addressed in Management Dimensions related to high functioning team structures and decision-making

## OUSD Focus Leadership Practices Rubric

Conditions for Student Learning			
7.1.5	Dimension 7 – Instruction	Element 7.1 – Instructional Expertise: Leader	
<p>Actions</p> <ul style="list-style-type: none"> <li>• Models personalization in student relationships that demonstrate the importance of teacher connectedness to students</li> <li>• Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners<sup>4</sup></li> <li>• Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions</li> <li>• Documents and analyzes classroom and school discipline data trends for inequities and efficacy</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
<p>Sends inconsistent messages about the school’s values and behavioral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized; does not communicate student referrals or suspensions to teachers and staff. Provides minimal or inadequate support for students’ social and emotional development needs; fails to ensure that the school environment is safe. Insufficient focus on equitable course access.</p>	<p>Communicates the school’s values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences; proactively communicates decisions about student referrals and suspensions to teachers and staff. Provides some supports for students’ social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe; evidence of congeniality between school leader and students exist in informal interactions. Attempts to assure equitable course access for all students, with mixed results.</p>	<p>Translates the school’s values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented; proactively communicates decisions about student referrals and suspensions to teachers and staff and welcomes feedback about decisions. Works with the leadership team to support students’ social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure. Prioritizes equity of course access for all students and makes appropriate adjustments when necessary.</p>	<p>Builds the capacity of staff and students to translate the school’s values into specific expectations for adults and students; consistently models and teaches the school’s values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences; school leader proactively communicates decisions about student referrals and suspensions to teachers and staff and solicits feedback about how to prevent and address discipline issues Builds the capacity of staff to support and enhance students’ social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure. Consistently evaluates equity of course access and teaching practices for all students.</p>

<sup>4</sup> Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identify as LGBTQ, and students from vulnerable families and communities that are in economic distress

## OUSD Focus Leadership Practices Rubric

<b>Teacher, Staff and Student Evaluation Systems 8.1.3</b>			
8.1.3	Dimension 8 – Accountability	Element 8.1 – Accountability Fundamentals	
<p>Actions</p> <ul style="list-style-type: none"> <li>• Communicates teacher and staff evaluation systems and expectations to all staff, normalizes the importance teacher and staff evaluation practices as a key lever in improving student outcomes</li> <li>• Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student learning</li> <li>• Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff, including input on evaluations of partner staff</li> <li>• Sets up systems for logistical and legal requirements related to administration for student assessments</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
<p>Does not conduct formal and informal observations for teachers, or observations are strictly procedural and offer little opportunity for teacher’s development</p>	<p>No policies or procedures exist to engage teacher feedback in the system of teacher observations; formal observations are set completely by the school leader’s schedule and needs; coaching and debrief after formal observations seem perfunctory; informal observations rarely exist or are seen by teachers as punitive; school leader collects data regarding school discipline</p>	<p>Teacher feedback for observations is systematically collected; teachers feel that they have a voice during the observation process; school leaders set observation schedules, but are flexible about rescheduling if a teacher needs to reschedule; coaching and debrief after formal observations are focused on teacher development and are specific to each teacher; informal observations happen monthly and most teachers agree that the school leader knows their teaching style; school leader collects data and informs school-wide strategy regarding school discipline</p>	<p>Teacher feedback for observations is systematically collected; teachers feel that they have a voice during the observation process; school leader blocks off time for observations to facilitate teachers self-selecting time for their observations; coaching and debrief after formal observations are focused on teacher development and are specific to each teacher; informal observations happen monthly and all teachers agree that the school leader knows their teaching style; school leader collects data to inform school-wide strategy regarding school discipline; evaluates the impact of any school-wide change and makes sure that the change has been productive for students, teachers, and staff</p>



## OUSD Focus Leadership Practices Rubric

<b>Collaborative Capacity for Data Driven Inquiry Systems</b>			
8.2.2	Dimension 8 – Accountability	Element 8.2 – Accountability Systems	
<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Builds capacity of teachers and teams in using data-driven cycles of inquiry (including data conferences) to improve student performance and student experience in learning (SQR 3.2)</li> <li>• Builds capacity of teachers to use evidence and data effectively (SQR 5.8) to collaboratively calibrate what constitutes high quality work and common scoring and grading practices</li> <li>• Engages teachers and teacher teams in using technology for data analysis and reporting</li> <li>• 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 (SQR 4.6)</li> </ul>			
Emerging	Developing	Meeting Standard	Exceeding
<p>Unable to lead staff through continuous data review or lacks consistency in implementation</p>	<p>Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices; communicates about data with family and community members when prompted or required</p>	<p>Multiple sources are used to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers; actively communicates about data to family and community members; professional learning focuses on how students operationalize and demonstrate mastery of academic concepts</p>	<p>Supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; build staff capacity to use data in determining team and individual goals; actively communicates about data to family and community members in multiple formats to ensure equitable access; professional learning focused on how students operationalize and demonstrate mastery of academic concepts; instructional planning done by teams, grades, and departments</p>



## Leadership Growth and Development System 2014-2015 Proposed Cycle of Inquiry

### I. Introduction to the Leadership Growth and Development System (LGDS)

Launched in 2011 as an outgrowth of the Strategic Plan, the OUSD Leadership Task Force (LTF) developed a homegrown framework for effective leadership supported by district and national research. The LTF has 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 are 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 Pilot were implemented during the 2013-2014 academic year. Throughout the pilot year, the task force reflected on the initial implementation and refined the proposals for continued development and implementation to meet the needs of Oakland leaders. Additionally, the principals' work has been bolstered by district CORE Waiver commitments to develop and implement new leadership effectiveness systems.

The Leadership Growth and Development System (LGDS) that has been developed by the LTF aims to provide leaders with meaningful professional learning and evaluation experiences using the following design principles:

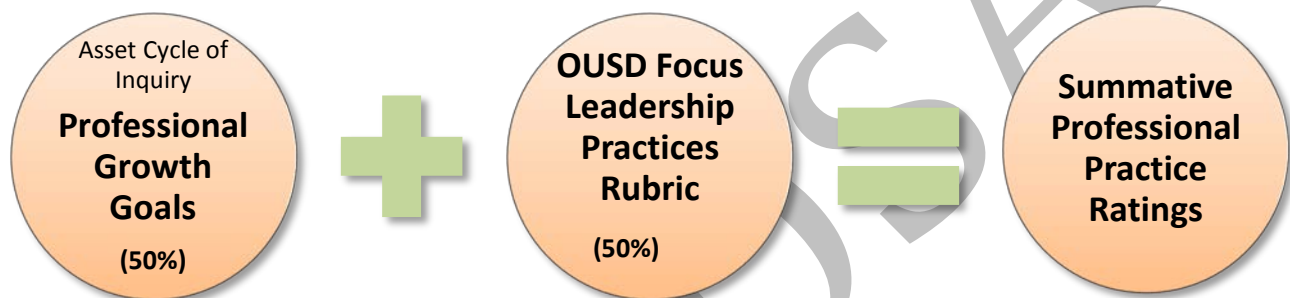
- **Clear, rigorous and equity-focused expectations:** All choices for professional learning and evaluation are grounded in the Oakland Leadership Dimensions, a tool co-designed by practitioners that represents research-based leadership practices as well as the priorities and needs of Oakland's leaders and schools.
- **Developmentally focused:** The Oakland Leadership Dimensions offer leaders a developmental continuum to assess leadership actions. Dimensions, elements and indicators demonstrate specific behaviors and offer leaders an illustrative "next step" to advance their practice.
- **Include multiple measures and perspectives:** Leaders evaluation ratings are based on multiple measures (evidence of goal attainment, artifacts of leadership practice, supervisor observations, school outcome data and leadership survey feedback). These allow for a comprehensive and objective picture of leadership practice and provide leaders with a rich bank of evidence to improve practice. The evaluation system will include extensive training for all supervisors.
- **Evidence- and data-based:** Supervisors, in collaboration with the principals, concur on data and evidence that supports goal attainment and satisfactory ranking on key indicators. At the individual level, an online tool (BloomBoard) helps leaders and supervisors surface patterns of strengths and areas for growth. At the regional and district level, the online tool helps to capture data that can point to areas for professional learning and support.
- **Focus and Transparency:** The evaluation system includes both narrow goals and holistic assessment of key leadership practices. The balance of these two elements allows leaders to focus on key growth areas while maintaining accountability for key leadership practices.
- **Aligned Professional Learning:** The evaluation system recognizes and underlines the importance of coupling evaluation with aligned and differentiated professional learning opportunities. The professional learning system prioritizes peer-to-peer learning opportunities because leaders should consistently engage in reflection and planning iterative leadership actions in a cycle of inquiry that focuses on improving their effectiveness.



### Scope of Proposal

For 2014-2015, the LTF proposes to continue an additional year of a pilot. The pilot should consist of all principals. This will allow all school communities to pilot meaningful changes to our current principal evaluation process to learn how we can improve our ability to provide principals continuous growth and feedback. The pilot 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. The pilot will not be utilized as the official performance evaluation for participating principals. Additional support may be recommended based on the pilot evaluation results, but no adverse employment action shall result for permanent unit members solely based on their participation in the pilot.

### Leadership Growth and Development System Overview



Evaluation Component	Description
Asset Cycle of Inquiry: Professional Growth Goals	<ul style="list-style-type: none"> <li>• Follows an asset-based cycle of inquiry around leadership practice</li> <li>• Based on Oakland Leadership Dimensions</li> <li>• Two goals and action plan set collaboratively with supervisor after review of multiple quantitative and qualitative evidence</li> <li>• Action plan includes monthly leadership actions and outcomes, evidence collection, and support needed.</li> </ul>
OUSD Focus Leadership Practices Rubric	<ul style="list-style-type: none"> <li>• Based on the ten focus Indicators of Practice from the Dimension Document</li> <li>• Multiple sources of evidence are collected throughout the year, including artifacts, Leadership Survey, observation logs, and school outcome data</li> <li>• Data analysis and self-assessment are on-going throughout the process</li> </ul>



## II. Goal of Evaluation

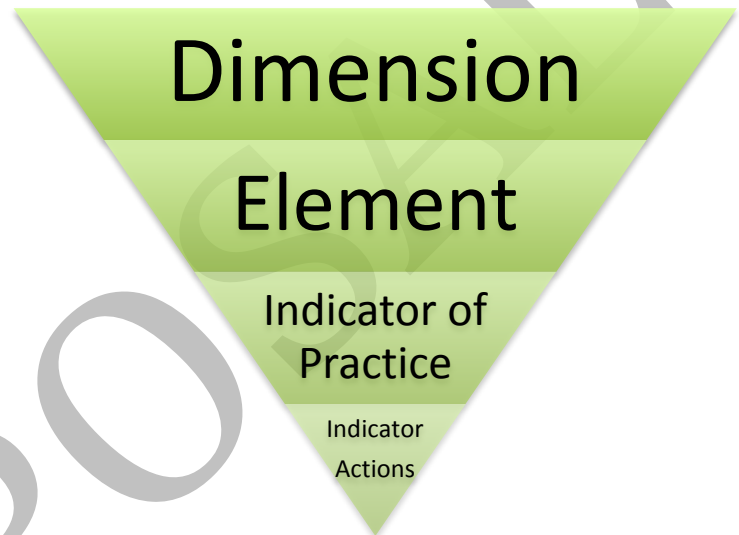
The overarching purpose of the Leadership Growth and Development System (LGDS) is to ensure all schools are equipped with highly qualified and effective leaders. This practitioner-created evaluation system facilitates this goal by:

- 1) Supporting leaders' growth and development through the annual goal-setting process and cycle of inquiry, and
- 2) Producing valid and reliable data using transparent measures of assessment.

## III. Overview of Leadership Dimensions and Focus Leadership Practices Rubric

### The Leadership Dimensions Document

Oakland principals participating in the Leadership Task Force (LTF) over four years (2010-2014) used evidence-based observations and analysis of multiple leaders and research regarding effective leadership to collectively determine eight leadership dimensions of practice of effective Oakland school leaders. These dimensions provide broad and aspirational goals for enacting the district vision. Dimensions 1 through 4 (Equity, Vision, Relationships, and Resilience) are necessary foundations for the more visible Dimensions 5 through 8 (Management, Partnership, Instruction and Accountability). The Dimensions each contain three Elements that are broken down into Indicators of Practice. Indicator Actions further describe leadership actions and strategies for principals to deepen practice in that dimension. This Dimension Document is used in the Asset Cycle of Inquiry to determine two Professional Growth Goals.



The Dimension Document is designed to reflect developmental levels of leadership from novice to exemplary. It is not necessary to be proficient or exemplary in every indicator of practice in each Dimension to be an exemplary leader. Rather, it is essential to focus on particular parts of practice depending on a school's current context, a leader's current assets and resources.

Every guide is designed to be aspirational as well as practical. The expertise level of the Leadership Dimension Document is designed to draw attention to the importance and necessity of shared leadership in achieving ambitious and robust outcomes for student learning. Because the principal role is tied to school level goals and outcomes, it is not possible to fully separate the leadership level indicators from the school level indicators of success. They are co-dependent in a positive way. However, in terms of assessing the performance capacity of the school leader, this document adheres to the role of the leader in each element level in each dimension.

### The OUSD Focus Leadership Practices Rubric

While the Dimension Document represents the broad and aspirational understanding of leadership in Oakland, this rubric focuses on the ten indicators of practice from the Dimension Document that all leaders need to be effective in Oakland, as determined by the Leadership Task Force members (principals and supervisors). The rubric specifies the actions associated with each Indicator and then describes four levels of performance. The rubric is a tool to provide an overall assessment by making explicit and specific the behaviors and actions present at each level of performance. It should be used to foster constructive feedback and dialogue about those expectations and how to improve practice and is intended to prompt careful analysis and discussion.



Evaluating a principal’s level of proficiency within the OUSD Focus Leadership Practices Rubric is half of the evaluation that is required for every principal. Principals will provide qualitative and quantitative evidence of these leadership practices in BloomBoard. As discussed in the proposal design principles, the goal is that a leader’s evaluation ratings are based on multiple measures. The same artifact may be analyzed for evidence for more than one indicator; however it is important to use different types of evidence (observation, survey, artifacts, school data) to have a holistic perspective a principal performance. The Professional Growth Goals can be based on these ten indicators of practice, but are not limited to this document and may come from other domains of the Leadership Dimension Document.

**Overview of OUSD Focus Leadership Practices Rubric**

**Indicators of Practice**  
The ten main focus indicators drawn from the Dimensions Document

OUSD Focus Leadership Practices Rubric

**Teacher, Staff and Student Evaluation Systems 8.1.3**

8.1.3      Dimension 7 – Instruction      Element 8.1 – Accountability Fundamentals

**Indicators**

- Communicates teacher and staff evaluation systems and expectations to all staff, normalizes the importance teacher and staff evaluation practices as a key lever in improving student outcomes
- Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student-learning
- Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff, including input on evaluations of partner staff
- Sets up systems for logistical and legal requirements related to administration for student assessments

Beginning	Developing	Proficient	Exceeding
Does not conduct formal and informal observations for teachers, or observations are strictly procedural and offer little opportunity for teacher's development	No policies or procedures exist to engage teacher feedback in the system of teacher observations; formal observations are set completely by the school leader's schedule and needs; coaching and debrief after formal observations seem perfunctory; informal observations rarely exist or are seen by teachers as punitive; school leader collects data regarding school discipline	Teacher feedback for observations is systematically collected; teachers feel that they have a voice during the observation process; school leaders set observation schedules, but are flexible about rescheduling if a teacher needs to reschedule; coaching and debrief after formal observations are focused on teacher development and are specific to each teacher; informal observations happen monthly and most teachers agree that the school leader knows their teaching style; school leader collects data and informs school-wide strategy regarding school discipline	Teacher feedback for observations is systematically collected; teachers feel that they have a voice during the observation process; school leader blocks off time for observations to facilitate teachers self-selecting time for their observations; coaching and debrief after formal observations are focused on teacher development and are specific to each teacher; informal observations happen monthly and all teachers agree that the school leader knows their teaching style; school leader collects data to inform school-wide strategy regarding school discipline; evaluates the impact of any school-wide change and makes sure that the change has been productive for students, teachers, and staff

**Element**  
Sub-category of principal leadership practice

**Dimension**  
Broad domain of leadership practice; each dimension includes three elements

**Indicator Actions**  
Specific actions taken by principals that support effective leadership

**Performance Levels**  
Four levels of principal practice



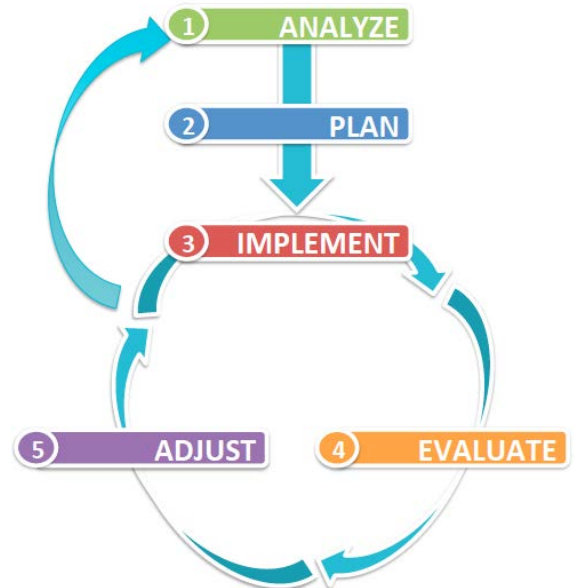
## IV. Asset Based Cycle of Inquiry

### Overview of the Process

The principal evaluation process is intended to be a cycle of continuous improvement, with principals playing a more active, engaged role in their own professional growth and development. The process begins with data analysis, self-reflection on current level of assets, and goal setting for the school year - given the current context and areas in need of development. This stage of analysis prepares the principal and supervisor to create a goal-driven Action Plan.

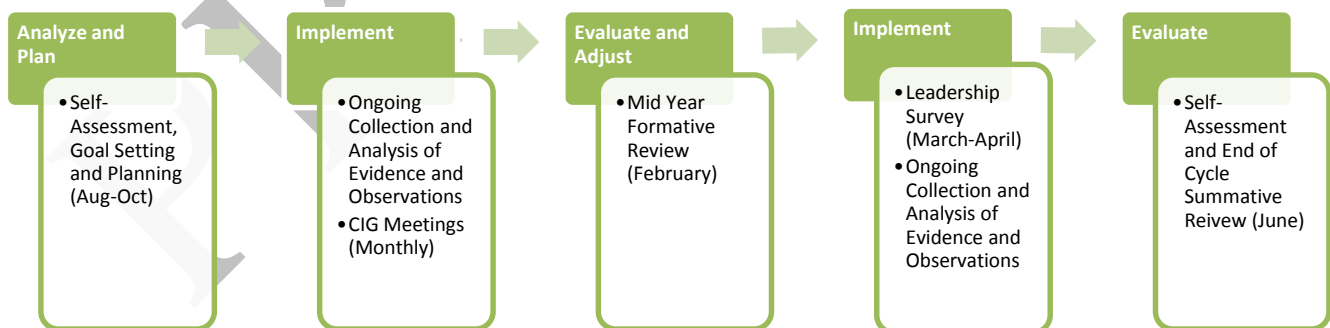
Throughout the school year, the leader implements the plan, collects evidence, and sets specific leadership actions on a monthly basis to move toward attainment of his/her goals. The cycle continues with a mid-year formative review,

followed by continued observations and administration of the Leadership Survey. The latter part of the process offers principals a chance to formally self-assess, review interim data and reflect on progress to date, a step that ultimately informs the summative evaluation. Evidence from the summative evaluation and self-assessment become important sources of information for the principal's subsequent goal setting, as the cycle continues into the following school year.



This process will be explained to principals during an orientation prior to the beginning of the cycle of inquiry. Principals will be provided with an overview of the principal evaluation process, key components, timelines and deadlines. **For more detailed descriptions of the steps of the evaluation process, please reference the LGDS Protocol document.**

### Leadership Growth and Development Process





### **Principal Self-Assessment and Initial Observation (by third Friday October)**

In consultation with the school's leadership team, the principal conducts a self-assessment using the Dimension Document and OUSD Focus Leadership Practices Rubric, data about student learning, past progress on school goals (when available), the prior year's evaluation and rating (when available), and other relevant evidence. The principal is encouraged to use video analysis and/or a Professional Critical Friend (PCF) visit to provide deeper insights into his or her current assets. Based on the initial self-assessment, the principal reflects on how to apply his/her assets to leadership growth areas, based on current school context and school level goals. The principal identifies two Professional Growth Goals to propose to the supervisor (see the Goal Setting Guide for further information on this process).

While the school leader conducts a self-assessment and begins thinking about possible goals, the supervisor begins the cycle of inquiry by observing the principal and gathering evidence about his/her current assets.

### **Goal Setting and Action Plan Conference (by last day in October)**

The principal meets individually with the supervisor to discuss the results of the self-assessment, the initial observation, and the school leader's proposed Professional Growth goals. The principal and supervisor co-develop an Action Plan. The plan includes the goals, key strategies, benchmarks of progress, and timelines. It also outlines the evidence that will be used to show goal attainment. The principal and supervisor will also review the OUSD Focus Leadership Practices Rubric.

### **Collection of Evidence, Observations, and Monthly Reflections**

As the principal implements the plan, he/she and the supervisor both collect evidence about the principal's Focus Leadership Practices and progress towards meeting the targeted Professional Growth goals. Evidence of principal practice comes in many forms and, when reviewed together, provides a comprehensive view of principal practice. Evidence is collected through direct and indirect observations of principal practice, artifacts, and school data. High-quality sources for evidence of principal practice include observations of leadership team or teacher team meetings, CIG meetings, principal conversations with staff, students, and families, and artifacts of data analysis with the associated plans for response. A complete list of recommended evidence by Indicator is detailed in the Evidence Alignment document. Guiding questions that can be used to conduct conversations around the evidence collected can be found in the LGDS Protocol document.

In order to support the goal attainment process, principals have the option to meet monthly with their Professional Critical Friend (PCF). During these meetings, the PCF will provide support as need and help principals to refine actions in service of achieving their overall leadership goals. The Leadership Effectiveness Team will support these meetings.

#### **Evidence of Leadership Practice**

A comprehensive effort to gather evidence of leadership practice includes three components:

- 1. Observation of principal practice.** The supervisor should conduct a minimum of four observations over the course of the year – two before the mid-cycle review and two after. One of these observations should take place before the Goal Setting and Action Plan meeting in order to assist principals in determining assets and developing goals. Observations of principal leadership may be *direct or indirect*. Direct observation occurs when the supervisor is physically present in the school or venue where the principal is present and leading. These observations include but are not limited to leadership team meetings, CIG team meetings, principals observing teacher practice, or principal to teacher feedback conversations. Supervisors may also engage in indirect observations when they are observing or reviewing systems or processes that have been developed and implemented by the principal but operate without the principal present. These indirect observations include but are not limited to attending teacher team meetings or collaboration sessions (where the principal is not present) or observing teacher practice across multiple classrooms. The types of observations used



for evaluation should be determined collaboratively with the principal based on his/her professional growth goals and the specific school context. *These observations should not be part of the OUSD "Extended Site Visit" protocol.*

2. **Artifacts documenting principal practice** include but are not limited to the strategic school plan, documentation of the school's instructional framework, and communications to families and community members. Principals will be responsible for gathering artifacts that show evidence of progress towards their goals as well as their overall leadership practice (based on the ten indicators in the OUSD Focus Leadership Practices Rubric). Principals will upload artifacts to BloomBoard and "tag" evidence to goals and the focus indicators of practice. It is the **analysis** of various artifacts that determines the value and strength of the evidence collected. For more guidance on how to effectively analyze qualitative evidence, see the tips found in the Goal Setting Guide.
3. **School data** are concrete results of a principal's work, including but not limited to direct evidence of student performance, and all leadership survey feedback. Types of formative and summative data may vary, but should be tied to the continuous improvement cycle.

### **Mid-Cycle Formative Review (by fourth Friday in February)**

Midway through the school year, when interim student assessment data are available for review, is an ideal time for a formal check-in between the principal and supervisor to review progress. In preparation for this check-in:

- The principal uses evidence to reflect on progress toward reaching Professional Growth Goals and determines if he/she is on track and whether action steps named were on target.
- The supervisor reviews evidence from the principal and evidence collected during observations, including feedback to the principal, to identify key themes for discussion.
- The principal analyzes available student achievement data, including data from the continuous improvement cycle, and considers progress toward student learning priorities.
- Using BloomBoard, both the principal and supervisor assign formative ratings to each of the ten Indicators of Practice on the OUSD Focus Leadership Practices Rubric based on evidence collected up to that point.
- Principal and Supervisor share their ratings with one another prior to the mid-year conference.
- Principal and Supervisor determine support needed to meet goals.

The principal and supervisor hold a mid-year formative conference with explicit discussion of progress toward Professional Growth goals, as well as growth in the Focus Leadership Practice areas. At the conference the leader will discuss any changes in the context (e.g., a large influx of new students) that would support a shift in student learning priorities or the leader's action steps. At the conclusion of this mid-year conference, the supervisor provides formal feedback to the principal. The school leader revises action steps to reflect how he/she will work toward meeting goal targets.

### **Leadership Survey (March; completed prior to Spring Break)**

In the spring, the principal administers the web-based OUSD Leadership Survey, which integrates teacher and support staff perspectives into the leader growth and development program. This customized survey is aligned to the OUSD Focus Leadership Practices Rubric. Rather focusing on an individual school leader's actions, the survey assesses whether the core leadership practices are present across the school building. Upon completion of the survey, school leaders receive automated targeted data and feedback designed to support school improvement and professional growth. The results of the survey should be uploaded to BloomBoard and tagged as another piece of evidence of leadership practice.

Principals have the option of also administering the survey in the fall to gather information for their goal setting.





## End of Cycle Summative Review (by June 30<sup>th</sup>)

In the spring, the principal assesses his/her leadership practice in relation to the OUSD Focus Leadership Practices Rubric and Professional goal attainment. The self-assessment informs the supervisor's summative evaluation rating of the principal and lays the groundwork for the next year's continuous improvement process.

Specifically, the principal:

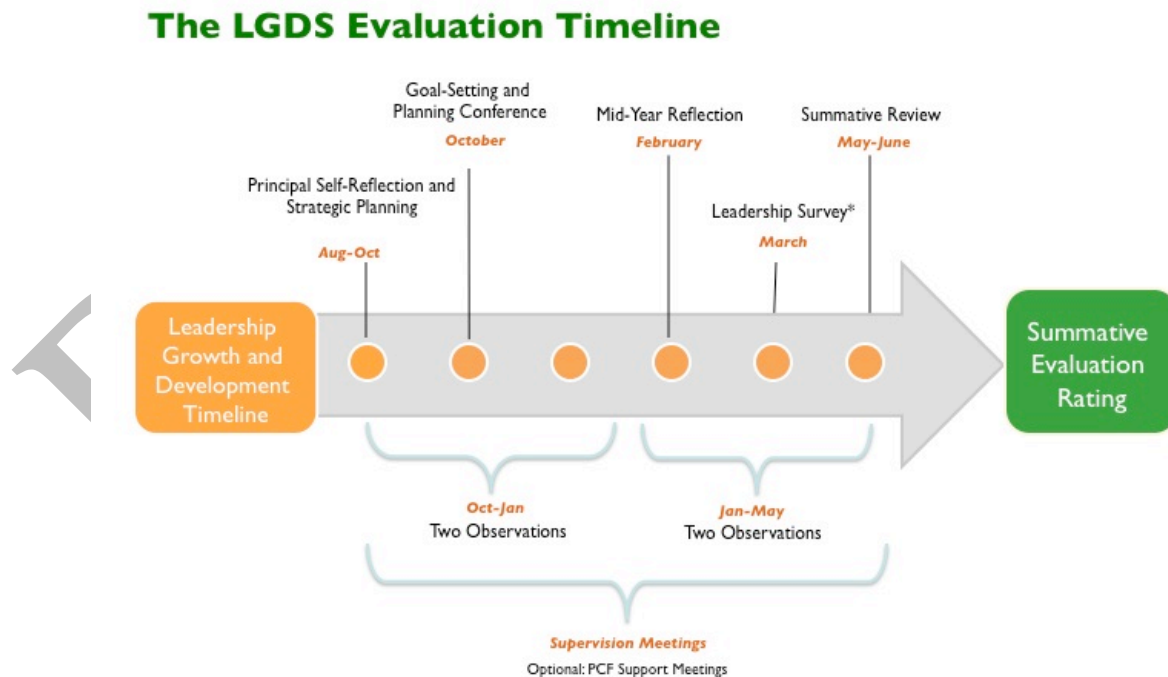
- Reviews all available evidence and supervisor and stakeholder feedback,
- Assigns a self-rating for each indicator on the OUSD Focus Leadership Practices Rubric, identifying areas of strength and growth, and
- Determines to what extent he/she was able to meet the identified Professional Growth goals.

At the end of the year, the supervisor assigns a summative rating. Specifically, the supervisor:

- Reviews the principal's self-assessment and all evidence collected over the course of the year and comes to a Leadership Practice rating and Professional Growth Goal Attainment rating.

The principal and supervisor hold an End-of-Year Conference, with explicit discussion of progress toward meeting Professional goals, as well as growth in the Focus Leadership Practice areas. The supervisor conveys strengths, growth areas, practice ratings with written evidence to support the rating for each standard, and a probable overall rating. After the End-of-Year conference, the supervisor makes a final determination about the overall rating and shares that rating with the principal.

## Proposed LGDS Timeline



\*Additional Fall Implementation of Leadership Survey is Optional



### Suggested Implementation Calendar for 2014-2015

JUNE						
S	M	T	W	T	F	7
1	2	3	4	5	6	14
8	9	10	11	12	13	21
15	16	17	18	19	20	28
22	23	24	25	26	27	
29	30					

JULY						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8/25: First Day of School

SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

NO SCHOOL

9/8-10/17: 1<sup>st</sup> Observation Window

10/17: Principal Self-Assessment and Initial Observation Complete  
Goal Setting and Planning Conference Complete

10/31 Goal Setting and Action Plan Complete

11/21 Self Assessment on 10 Focus Indicators Complete

DECEMBER						
S	M	T	W	T	F	6
	1	2	3	4	5	13
7	8	9	10	11	12	20
14	15	16	17	18	19	27
21	22	23	24	25	26	
28	29	30	31			

JANUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

12/1-1/30: 2<sup>nd</sup> Observation

2/27: Mid-Year Conference Complete

2/2-5/29: 3<sup>rd</sup> and 4<sup>th</sup> Observations Window

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

3/9-4/3: Leadership Survey Window

5/29: Observation Window Closes

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

6/11 Final Day Classes

6/30: Summative Reports Due



## V. Summative Ratings

The overall summative rating assigned to a principal is determined by the Focus Leadership Practices Rating (informed by ratings on the OUSD Focus Leadership Practices Rubric) and attainment of targeted Professional Growth Goals for the year.

### Focus Leadership Practices Rating

To assign a rating of a principal’s leadership practices using the OUSD Focus Leadership Practices Rubric, the supervisor takes the following steps:

- 1) Review all evidence collected using “Snapshot” in BloomBoard
- 2) For each of the ten indicators, determine the rating that matches the preponderance of evidence:
  - Exceeding,
  - Proficient,
  - Developing, or
  - Beginning

Beginning	Developing	Proficient	Exceeding
“Beginning” on at least three indicators of practice	At least “Developing” on at least eight indicators of practice	At least “Proficient” on at least six indicators of practice	“Exceeding” on at least six indicators of practice
		No ratings below “Developing” on any indicator	No rating below “Proficient” on any indicator

- 3) Use the table below to determine a Focus Leadership Practices Rating.

### Professional Growth Goal Attainment Ratings

In addition to the Focus Leadership Practices rating, each principal is also evaluated on the extent to which he/she is able to meet the target leadership goals identified at the beginning of the year. Based on the evidence collected and analyzed by the principal and supervisor, principals will receive one of the following levels of attainment:

- Exceeding Goals
- Meeting Goals
- Approaching Goals
- Not Meeting Goals

### Overall: Focus Leadership Practices + Goal Attainment = Summative Evaluation Rating

The Summative Evaluation Ratings are based in equal measure on the Focus Leadership Practices Rating and the Goal Attainment Rating. Each principal will annually receive an overall rating in one of 4 levels:

- Exceeding
- Proficient
- Developing
- Beginning



**Exceeding** ratings are reserved for performance that significantly exceeds proficiency and could serve as a model for leaders district-wide or even statewide. Few principals are expected to demonstrate Exceeding performance on more than a small number of practice and student outcome targets.

**Proficient** ratings represent fully satisfactory performance. It is the rigorous standard expected for most experienced principals and the goal for new principals or principals performing at the developing level. Proficient principals demonstrate acceptable leadership practice and meet or make progress on all leadership goals.

**Developing** ratings mean that performance is meeting proficiency in some components but not others. Improvement is necessary and expected, and two consecutive years at the Developing level is, for an experienced principal, a cause for concern. On the other hand, for principals in their first year, performance rated Developing is expected. If, by the end of 3 years, performance is still Developing, there is cause for concern.

**Beginning** ratings indicate performance that is unacceptably low on three or more areas of leadership practice and makes little or no progress on leadership targets. Ratings of Beginning are almost always a cause for concern.

Supervisors will use the following matrix to determine the overall rating based on the Focus Leadership Practice Rating and Professional Goal Attainment Rating. If the two categories are highly discrepant (e.g., a rating of “Exceeding” for practice and a rating of “Not Meeting” for goals), then the supervisor should examine the data and gather additional information in order to make a final rating. When there are more minor discrepancies, the final rating tilts toward Focus Leadership Practices (e.g., a rating of “Proficient” on practice and “Approaching” on goal attainment results in a Proficient rating, while the reverse, a “Developing” on practice and a “Meeting Goals” on goal attainment, results in a Developing rating).

Overall Summative Rating		OUSD Focus Leadership Practices Rating			
		Exceeding	Proficient	Developing	Beginning
Goal Attainment Rating	Exceeding Goals	Rate Exceeding	Rate Exceeding	Rate Proficient	Gather more information
	Meeting Goals	Rate Exceeding	Rate Proficient	Rate Developing	Rate Developing
	Approaching Goals	Rate Proficient	Rate Proficient	Rate Developing	Rate Beginning
	Not Meeting Goals	Gather more information	Rate Developing	Rate Beginning	Rate Beginning



## IV. Principal and Supervisor Responsibilities

### Principal Responsibilities

Principals play an important role in their own evaluations. As such, they must understand the Leadership Growth and Development System and the tools used within the system to evaluate practice. Many of the following steps will be completed using BloomBoard.

- Attend the evaluation Orientation.
- Goal-Setting and Strategic Planning
  - ✓ Reflect on practice, reviewing the Leadership Dimensions Document and the OUSD Focus Leadership Practices Rubric
  - ✓ Schedule an optional peer observation/Professional Critical Friend visit to support your self-assessment.
  - ✓ Based on the Self-Assessment and school context for the year, identify two Professional Growth goals.
  - ✓ Complete the Goal-Planning template, including leadership goals and professional growth strategies and support needed to achieve those goals.
  - ✓ Submit the proposed Goals and Action Plan to the supervisor prior to the Planning Session.
- Meet with supervisor for the Goal Setting Conference and finalize Goals and Action Plan.
- Optional: Meet with your Professional Critical Friend monthly, using evidence to reflect on progress and refine Action Plan (supported by Leadership Effectiveness Team)
- Collection of Evidence
  - ✓ Prepare for Observations and begin gathering other artifacts of principal practice and school data relevant to the continuous improvement cycle.
  - ✓ Tag evidence to goals and the OUSD Leadership Practices Rubric in BloomBoard.
  - ✓ Provide the supervisor with evidence via BloomBoard as appropriate prior to Mid-Year Review.
  - ✓ Prepare for the Mid-Year Review by using the Mid-Year Goal Reflection Form in BloomBoard.
  - ✓ Prior to the Mid-Year Review, submit formative ratings of Focus Leadership Practices based on evidence tagged in BloomBoard.
- Meet with supervisor for the Mid-Year Review, revise Action Plan and determine supports as needed.
- Prepare for the Summative Review Conference.
  - ✓ Submit final evidence collection and End-of-Year Goal Review Form in BloomBoard.
- Meet with the supervisor for the Summative Review Conference.
  - ✓ Use Summative Results to inform performance goals and professional development planning for the following year.
  - ✓ Sign-off on and submit final evaluation scores.

### Supervisor Responsibilities

A principal supervisor should serve both as a leadership coach and as an evaluator. The support a supervisor gives consistently, (coaching conversations), is different than evaluation, (rating of performance). The intent of this process is that the supervisor builds trust and rapport with the principal through monthly coaching conversations and honest feedback so that the mid year and year-end evaluation ratings are transparent and the result of a yearlong conversation about the principal's progress. The supervisor makes every effort to be collaborative and supportive, but as the ultimate evaluator, he/she will make final ratings of principal performance. As such, they must understand the Leadership Growth and Development System and the tools used within the system to evaluate practice.



- Schedule and carry out an initial observation.
- Schedule and facilitate initial reflection and goal-setting meeting.
- Observations
  - ✓ Complete a minimum of six Observations throughout the year (three each semester).
  - ✓ At least one Observation each semester must be scheduled in advance and include direct observation of principal practice, while the additional two Observations may be scheduled or unannounced.
  - ✓ Include a running log of the observations in BloomBoard and tag and rate evidence of leadership practice aligned to the principal's goals and the OUSD Focus Leadership Practices Rubric.
  - ✓ Observe leadership practice reflective of the principal's goals in order to provide constructive feedback.
  - ✓ Provide written or verbal formative feedback within one week of the scheduled Observations.
- Monitor Data collection throughout the year.
- Determine support plan to ensure follow through.
- Prepare for, schedule and facilitate the Mid-Year Formative Review.
  - ✓ Assign formative Focus Leadership Practices ratings based on observations and evidence.
  - ✓ Review progress toward Goals with the principal and facilitate any support needed to meet the target.
- Prepare for and schedule the Summative Review Conference.
  - ✓ Review all observations and evidence submitted by the Principal.
  - ✓ Assign overall Focus Leadership Practices Rating and Goal Attainment Rating.
  - ✓ Complete Summative Evaluation Form in BloomBoard.
- Facilitate the Summative Review Conference
  - ✓ Review evidence with Principal and discuss suggested ratings.
  - ✓ Discuss next steps to promote the strengths of the principal in the next year and discuss potential areas for growth.
  - ✓ Assign an overall rating of performance.

## VI. On-Going Evaluation of Implementation Process

Throughout the Leadership Growth and Development Pilot program, principals and supervisors will be asked to provide feedback on their experiences using the system and offer advice on how to make the evaluation process more meaningful and effective. The role of the pilot team is essential in helping to create a sustainable and efficient cycle of inquiry that can benefit all principals throughout the Oakland Unified School District.

## VII. Acknowledgements

This evaluation system is a result of the hard work and dedication of the many individuals who have participated in the Leadership Task Force over the years, including the UAOS leadership, numerous principals and community partners. A complete list of LTF participants can be found on page 14. ***A special thank you goes to Lynda Tredway of UC Berkeley's Principal Leadership Institute for her guidance and support.***

In addition to the information provided by the Leadership Task Force, this guide has also drawn on the following sources:

- The Principal Evaluation Process Manual published by the Wisconsin Department of Public Instruction,
- A Guide to Implementing Principal Performance Evaluation in Illinois,
- The New Leaders Principal Evaluation Handbook,
- The LAUSD School Leader Growth and Development Cycle,
- The Massachusetts Model System for Educator Evaluation, and
- The Denver Public Schools Continuous Improvement Guide.



## Oakland Unified School District Leadership Task Force Acknowledgements

We thank first and foremost the principals and assistant principals of the Leadership Task Force 2010-2014, which included 37 principals and 2 assistant principals. In Year One, 10 additional administrators served in an advisory capacity. 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.

### Leadership Task Force Participants (\* served 2 years, \*\* served 3 years, \*\*\*served all 4 years, + served on Task Force Lead or Core Team)

☐ **Sondra Aguilera**, Principal, Esperanza\*+ ☐ **Matin Abdel-Qwai**, Oakland HS ☐ **Zarina Ahmad**, Piedmont Ave. ES\*\*+ ☐ **Sheilagh Andujar**, Oakland Technical HS\*\*+ ☐ **Darren Avent**, Kaiser ES \*☐ **Nancy Bloom**, Montclair ES ☐ **Fulton Brinkley**, Ralph Bunche Alternative HS ☐ **Elia Bustamante**, United for Success Academy ☐ **Katherine Carter**, Manzanita Seed\*+ ☐ **Moyra Contreras**, Melrose Leadership Academy \*\*\*+☐ **Leroy Gaines**- Acorn Woodland ES\*\*+ ☐ **Carin Geathers**, Burkhalter ES\* \*+ ☐ **Robin Glover**, Dewey HS ☐ **Jerome Gourdine**, Frick MS\*+ ☐ **Monica Guzman**, International Community +☐ **Michael Hatcher**, AP Alliance Academy ☐ **Tom Hughes**, **Bret Harte MS**, ☐ **Kathrene Hatzke**, Emerson ES ☐ **Carol Johnson**, East Oakland Pride\* ☐ **Edith Jordan**, AP Roosevelt ☐ **Cheryl Lana**, Alliance Academy+ ☐ **LaResha Martin**, Hoover ES + ☐ **Jonathan Mayer** Chabot ES \* ☐ **John Melvin**, Lincoln ES\*\* ☐ **Monica Moreno-Bowie**, CUES\* ☐ **Sam Pasarow**, Edna Brewer MS ☐ **Clara Roberts**, Burkhalter ES ☐ **Alicia Romero**, Oakland HS \*+☐ **Paulette Smith**, Joaquin Miller ☐ **Ron Smith**, West Oakland MS \*☐ **Eyana Spencer** Manzanita Community ☐ **Mel Stenger**, Thornhill ES\* ☐ **Brandee Stewart**, Grass Valley ES ☐ **Sara Stone**, Redwood Heights ES \*+☐ **Nima Tahai**, Garfield ES ☐ **Kevin Taylor**, McClymonds HS\* ☐ **Natalie Tovani-Walchuk**, Glenview ES\*\*+ ☐

**Year One Advisory Administrators:** **Leo Fuchs**, Learning without Limits;, **Karen Haynes**, Lafayette ES: **Carolyn Howard**, Howard ES: **Beverly Jarrett**, Far West High School; **Misha Karigaca** Westlake Middle School; **Russom Mesfun**, Montara MS; **Carmelita Reyes**, Oakland International HS, **Laura Robell**, Elmhurst Prep; **Ben Schmookler**, AP Oakland HS; **Charles Wilson**, Korematsu Discovery Academy

**UAOS Leadership:** Wendi Caporicci\*, Joanna Lougin, Lauran Waters-Cherry

**Teachers:** Cheryl Ousley, Jane Klein, Lisa Oler

**Administrators/ ASAs:** Sondra Aguilera, David Chambliss, Kristina Tank Cresetto, Eve Gordon, Janette Hernandez\*\*\*, Kimi Keen, Sele Nadel- Hayes, Kyla Johnson Trammel, Asali Waters, Lauran Waters-Cherry (served in multiple capacities)

**University and Organizational Partners:** Maliika Chambers (Cal State East Bay), Scott Gaiber (New Leaders for New Schools), John Hall, (UC Berkeley), Rachel Reinhard (Teach for America), Jessica Rigby (UC Berkeley), Christopher Thomas, (USF);

**LTF Facilitators:** Anne Prozan, Aaron Townsend, Lynda Tredway, Gia Troung

## OAKLAND UNIFIED SCHOOL DISTRICT LEADERSHIP DIMENSIONS DOCUMENT

*Organization of Dimension Document: Each **dimension** includes **three elements**. Under each element, there are **indicators of practice**. Each indicator of practice has several bullets or **indicator actions**. As each element reads “across”, an asset cycle of inquiry is implied in*

**(.1) Developing Leader Capacity:** inventory and diagnosis of current practice,

**(.2) Cultivating School Level Capacity:** collaborative actions and evidence that will be analyzed to address that element, and

**(.3) Ensuring Collective Responsibility and Accountability:** collaborative monitoring and assessment of effectiveness of actions.

*As a result of the monitoring and assessment process in .3, the principal and teacher teams revise goals and actions, select appropriate evidence and data and begin the cycle of action and monitoring anew. Under each indicator of practice, the bulleted **indicator actions** support principals to think about specific leadership actions that comprise effective action. The **names of practice** are included after the dimension and detail definitions of terms and possible actions that may help the principal in developing specific actionable goals and choosing appropriate evidence.*

**In order to proceed directly to certain Dimension, click on a tab below.**



**Oakland Unified School District  
Leadership Task Force  
Acknowledgements**

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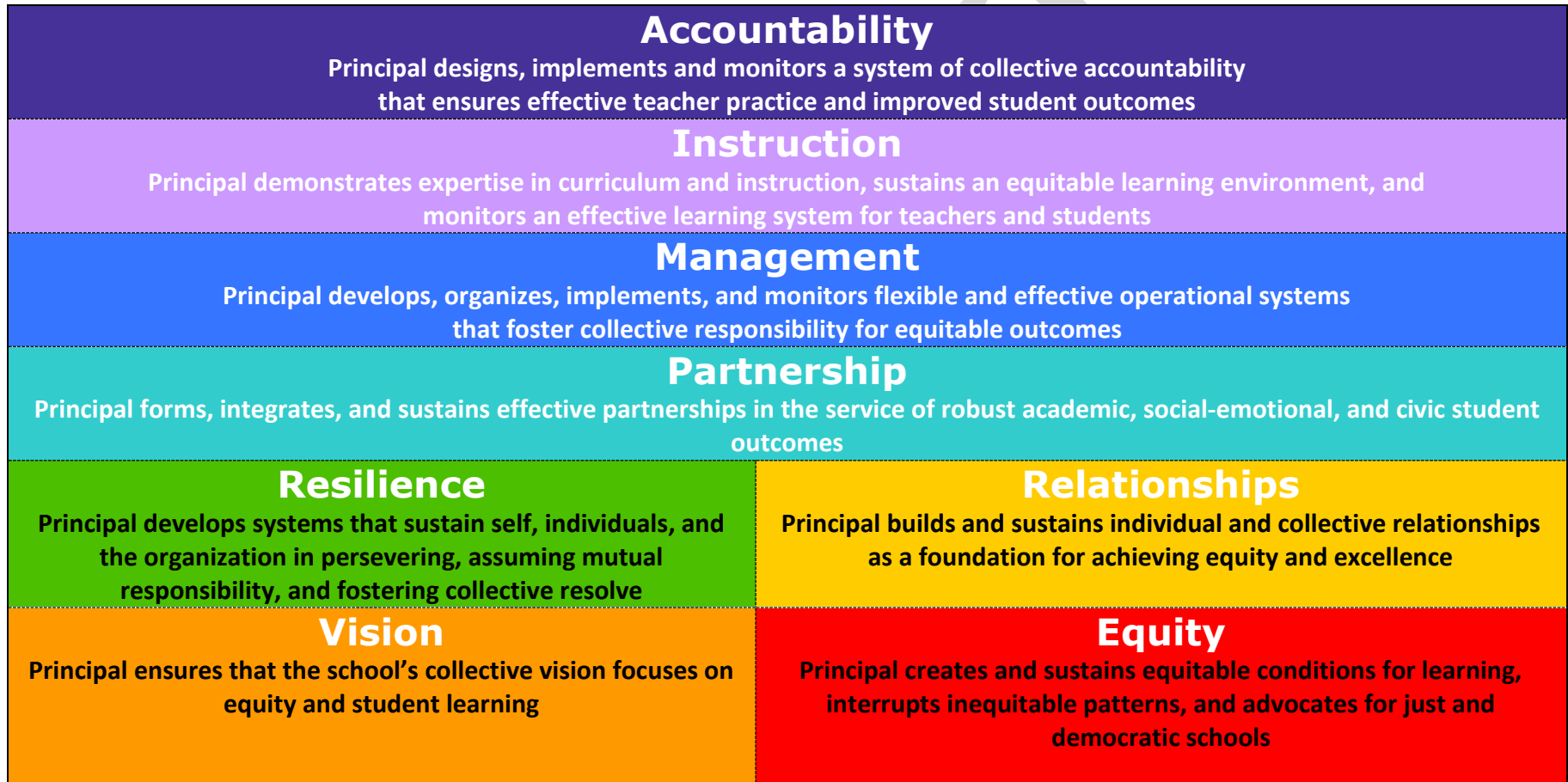
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**University and Organizational Partners:** Maliika Chambers (Cal State East Bay), Scott Gaiber (New Leaders for New Schools), John Hall, (UC Berkeley), Rachel Reinhard (Teach for America), Jessica Rigby (UC Berkeley), Christopher Thomas, (USF);

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## Leadership Dimensions

The four dimensions (equity, vision, relationships, and resilience) are key foundational requirements for accomplishing the more “visible” dimensions of leadership: partnership, management, instruction, and accountability. The dotted lines indicate that all dimensions are interconnected and interdependent



## DIMENSION DOCUMENT OVERVIEW AND DESIGN PRINCIPLES

Oakland principals participating in the Leadership Task Force (LTF) over four years (2010-2014) used research and observation collectively determined eight dimensions of practice that represent the lived experiences of effective Oakland school leaders. These dimensions provide broad and aspirational goals for enacting the district vision. Dimensions 1-4 (Equity, Vision, Relationships, and Resilience) are necessary foundations for the more visible Dimensions 5-8 (Management, Partnership, Instruction and Accountability). All dimensions are interconnected. As a statement of the OUSD vision, the equity and partnership dimensions are more deliberately woven into all dimensions.

The Dimension Document is meant as a guide, not a rulebook. Through the dimensions, elements, indicators of practices and the indicator actions that support each dimension, the OUSD Dimension Document provides guidelines that support leaders of excellence and equity. While all leaders are first and foremost instructional leaders, there are other leadership dimensions that are often less tangible and quantifiable. In specifying the indicators of practice for less tangible qualities and responsibilities of urban school leaders and making them visible and “enact-able”, the dimension document recognizes and celebrates the complexity of the principal’s work. The OUSD Dimension Document balances the often-unrecognized dimensions of equity, vision, relationships and resilience with instruction, management, partnership, and accountability.

Every guide is aspirational as well as practical. The expertise level is designed to draw attention to the importance and necessity of shared leadership in achieving ambitious and robust outcomes for student learning that must include engagement of all constituents in achieving those outcomes. Because the principal role is tied to school level goals and outcomes, it is not possible to fully separate the leadership level indicators from the school level indicators of success. They are co-dependent in a positive way. However, in terms of assessing the performance capacity of the school leader, this document adheres to the role of the leader in each element level in each dimension.

The Dimension Document is organized on these design principles that have emerged from four years of the Leadership Task Force:

- 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 eight OUSD leadership dimensions are a result of evidence-based observations and analysis of multiple leaders (principals and district) and research regarding effective leadership in vulnerable schools and communities. Asset observations for the purpose of principal professional learning are based on the leader’s current level of assets in multiple dimensions.
- c. All leadership dimensions need to be aligned with district vision and other district initiatives. In Oakland this includes the district’s full service community vision and its emphasis on civic engagement, school quality standards (SQR), social-emotional anchor standards and indicators (SEL),

and the five key curriculum and instructional foci. *NOTE: There are six (6) School Quality Indicators referenced in this document and each has subsections identified by numbers, i.e. 1.1, 5.2, etc. There are five (5) Social Emotional Learning Core Competencies referenced in this document with subsections identified by capital letters, i.e. 1A, 3D, etc.*

- d. The administrators' union in a district is a critical partner in the development of the Dimension Document and decisions about evaluation. United Administrators of Oakland Schools (UAOS) has been a key partner in the Dimension Document's development and approval process.
- e. While performance assessment/evaluation of OUSD principals is primarily used for ongoing professional learning, in the 2014-2015 Principal Evaluation Pilot, the Dimension Document will be used for one part of a principal's evaluation. Drawing from the eight dimensions, principals will set two goals in collaboration with their supervisors. Based on evidence collected and analyzed by the principal and evaluator, each principal will be rated on the extent to which he/she is able to meet the target leadership goals identified at the beginning of the year.
- f. In the Oakland Principal Dimension Document, for each dimension, three elements represent the leader's development at these levels of expertise:
  - (.1) Developing Leader Capacity:** inventory and diagnosis of current practice,
  - (.2) Cultivating School Level Capacity:** collaborative actions and evidence that will be analyzed to address that element, and
  - (.3) Ensuring Collective Responsibility and Accountability:** collaborative monitoring and assessment of effectiveness of actions.
- g. The Dimension document is designed to reflect developmental levels of leadership from novice or new to exemplary. It is not necessary to be proficient or exemplary in every indicator of practice in each Dimension to be an exemplary leader.
- h. The leader's level (.1, .2, .3) in this Dimension Document typically depends on two variables: the leader's experience and the number of years at a particular school. The leader's level in any element may include multiple levels or indicators of practice.
- i. Dimension Document language should be accessible and clear to educational professionals. However, the Dimension Document has language that may be unfamiliar, but has been determined by the Leadership Task Force to be useful terminology for advancing a concept or indicator. Examples of this type of terminology include asset observation, warm demander, and constituent. Please see Glossary (hyperlink below) to review those terms.
- j. There will be multiple documents to support the individual leader's use of the Dimension Document. (1) More extensive "names of practice" accompany each dimension and provide examples of multiple practices from which the principal could choose to accomplish the outcomes represented in the element and the indicators of practice. (2) The Leadership Practices Rubric, along with other tools, protocols, readings, and surveys, etc. accompany the document to provide guidance to the principal in attaining his/her goals.

A [GLOSSARY](#) on pp. 30-32 explains important key terms used in the Dimension Document.

## EQUITY

The equity dimension is a key foundation of the Dimension Document. Every attempt has been made to integrate the equity dimension across the entire Dimension Document and represent equity as a vital and necessary building block of the entire leadership framework. The leader personally and professionally demonstrates a strong commitment to equity as a foundation of excellence, takes substantive actions and has conversations with multiple constituents for the purpose of supporting equitable outcomes, is able to recognize and interrupt inequity, and advocates for just schools as a key component of maintaining the democracy.

The equity framework requires a definition of common language. These terms are important for this dimension:

- **Collective advocacy** for students and families/caregivers who are underserved and under-resourced
- **Constituents** refers to all participants of the school community. Constituent is used intentionally to signal community/civic participation of students, parents and caregivers, teachers, staff and community partners.
- **Diversity** includes: culture and language, ethnicity, race, class, gender, sexual orientation, able-ness, and varied perspectives/experiences.
- Levels of equity: **school levels outcomes related disaggregated quantitative evidence of demographic sub-groups** (Classroom: access, engagement, and participation patterns and rates; chronic absenteeism; attendance; participation and academic growth rates of focal students; parent participation; other metrics identified by voluntary resolution requirements). High school (in addition): AP class rosters and access for sub-groups, graduation rates, CASHEE pass rates.

### Dimension One Overview

### EQUITY

Principal creates and sustains equitable conditions for learning, interrupts inequitable patterns, and advocates for just and democratic schools

#### Element 1.1 PERSONAL COMMITMENT (Developing Leader Capacity)

Indicator of Practice 1.1.1 Framework and Actions

Indicator of Practice 1.1.2 Equity Evidence

#### Element 1.2 ADVOCACY (Cultivating School Level Capacity)

Indicator of Practice 1.2.1 Equity Dialogue

Indicator of Practice 1.2.2 Collective Equity Goals

#### Element 1.3 DEMOCRATIC LEADERSHIP (Ensuring Collective Responsibility and Accountability)

Indicator of Practice 1.3.1 Civic Engagement

Indicator of Practice 1.3.2 Monitoring Equity Outcomes

Dimension One Overview <b>EQUITY</b>		
Principal creates and sustains equitable conditions for learning, interrupts inequitable patterns, and advocates for just and democratic schools		
<p>Level 1 <b>Developing Leader Capacity</b></p> <p><b>Element 1.1 PERSONAL COMMITMENT</b> Develops and uses an equity framework, uses evidence to assess equity, and develops action plans for improving equitable access and participation</p>	<p>Level 2 <b>Cultivating School Level Capacity</b></p> <p><b>Element 1.2 ADVOCACY</b> Purposefully engages and facilitates the development of a school and community culture that builds individual and collective advocacy</p>	<p>Level 3 <b>Ensuring Collective Responsibility and Accountability</b></p> <p><b>Element 1.3 DEMOCRATIC LEADERSHIP</b> Systematically reinforces an equitable school culture that develops the civic capacity of all constituents, fosters equity collective responsibility for outcomes, and regularly revises systems to meet equity goals.</p>
<p><b>1.1.1 Equity Framework and Actions</b></p> <ul style="list-style-type: none"> <li>Communicates an understanding of <b>personal and professional identity</b> and <b>relative power and privilege</b> (race, class, culture, age, able-ness, and gender /SEL 1)</li> <li>Models an <b>equity frame</b> that interrupts inequity and advocates for equitable learning environment</li> <li>Uses <b>explicit equity language</b> to communicate an analysis of inequity with attention to opportunities for learning and structural inequity</li> <li>Develops <b>leadership equity goals</b> and strategic coalitions that fully represent the diversity of the school</li> </ul>	<p><b>1.2.1 Equity Dialogue</b></p> <ul style="list-style-type: none"> <li><b>Engages constituents</b> (staff, students, parents, partners) in examining identity and <b>relative power and privilege</b></li> <li><b>Provides feedback</b> in informal and formal conversations to build individual capacity to <b>interrupt inequity and advocate for equity</b></li> <li>Clearly <b>analyzes and communicates inequity</b> issues in the context of structural inequity</li> <li>Implements and <b>collects evidence about equity</b> goals and outcomes, including ability to develop strategic coalitions</li> </ul>	<p><b>1.3.1 Civic Engagement</b></p> <ul style="list-style-type: none"> <li><b>Assesses</b> degree to which all constituents perceive a <b>sense of belonging</b> in school community based on identity and relative power and privilege</li> <li><b>Assesses</b> degree to which all constituents <b>use of equity frames</b> in school and community conversations about issues of inequity</li> <li>Maintains conditions and <b>structures</b> that support constituent <b>dialogue</b> about issues of structural inequity</li> <li>Assesses degree to which equity goals have resulted in improving equitable conditions for learning and full participation of all constituents</li> </ul>
<p><b>1.1.2 Equity Evidence</b></p> <ul style="list-style-type: none"> <li><b>Uses equity inventories, data, and evidence</b> to assess levels of equity in classrooms, school, and community</li> <li>Clearly articulates <b>next steps</b> that foster equitable outcomes and address inequities</li> </ul>	<p><b>1.2.2 Collective Equity Goals</b></p> <ul style="list-style-type: none"> <li>Sets collaborative <b>equity goals and outcomes</b> based on evidence analysis to implement equity goals for classrooms, school and community</li> <li>Regularly <b>collects and analyzes evidence</b> about next steps and adjusts steps to achieve goals</li> </ul>	<p><b>1.3.2 Monitoring Equity Outcomes</b></p> <ul style="list-style-type: none"> <li><b>Monitors and adjusts collaborative equity goals</b> and outcomes</li> <li>Assesses and <b>reports</b> the levels of equity<sup>1</sup> and <b>celebrates equity</b> successes</li> </ul>

## VISION

A school leader comes to the school with a set of core beliefs and a vision of equitable education. Through his/her demeanor and intentionality, s/he merges his/her vision with the school vision and engages all constituents in communicating a collective vision that will determine the school’s road map for success in student learning. Through a consistent focus and a determination to support efficacy of individuals and the collective, the school vision serves as a north star for the leader, teachers, students, families and community as they collectively enact a vision for equity and excellence.

### Dimension Two Overview VISION

Principal ensures that the school’s collective vision focuses on equity and student learning

#### Element 2.1 SHARED VISION (Developing Leader Capacity)

- Indicator of Practice 2.1.1 Leader Core Beliefs
- Indicator of Practice 2.1.2 Vision Intentionality

#### Element 2.2 ENGAGEMENT (Cultivating School Level Capacity)

- Indicator of Practice 2.2.1 Collaborative Core Beliefs
- Indicator of Practice 2.2.2 Vision Implementation

#### Element 2.3 SHARED COMMITMENT (Ensuring Collective Responsibility and Accountability)

- Indicator of Practice 2.3.1 Calibration of Core Beliefs
- Indicator of Practice 2.3.2 Collective Vision

Dimension Two Overview <b>VISION</b>		
Principal ensures that the school’s collective vision focuses on equity and student learning		
<p><b>Developing Leader Capacity</b></p> <p><b>Element 2.1 SHARED VISION</b> Conveys core beliefs and inspirational professional demeanor, and exhibits intentionality in developing and articulating a shared vision focused on equity</p>	<p><b>Cultivating School Level Capacity</b></p> <p><b>Element 2.2 ENGAGEMENT</b> Communicates the shared vision and provides direction for implementing and sustaining an equitable vision of school improvement</p>	<p><b>Ensuring Collective Responsibility and Accountability</b></p> <p><b>Element 2.3 SHARED COMMITMENT</b> Enacts the vision so that it demonstrates a consistent equity focus, promotes constituent efficacy in ensuring student learning, and regularly attends to refining systems to meet vision.</p>
<p><b>2.1.1 Leader Core Beliefs</b></p> <ul style="list-style-type: none"> <li>Effectively communicates personal set of core beliefs that are grounded in knowledge about how children learn best</li> <li>Models and encourages learning from and about diverse perspectives, with emphasis on cultural context of school and community, to communicate leader core beliefs and inform shared vision</li> </ul>	<p><b>2.2.1 Collaborative Core Beliefs</b></p> <ul style="list-style-type: none"> <li>Engages teachers and staff in collaborative conversations about core beliefs and vision that are grounded in a shared set of beliefs about how students learn best (SQR 1.6)</li> <li>Incorporates individual and collaborative conversations about core beliefs and cultural context and responsiveness to develop the shared school vision</li> </ul>	<p><b>2.3.1 Calibration of Core Beliefs</b></p> <ul style="list-style-type: none"> <li>Regularly calibrates core beliefs about how children learn best with all current and new community constituents</li> <li>Consistently assesses the degree to which all constituents connect actions to shared core beliefs and vision</li> </ul>
<p><b>2.1.2 Vision Intentionality</b></p> <ul style="list-style-type: none"> <li>Takes deliberate actions connected to core beliefs and vision, including maintaining visibility and modeling productive contributions to the workplace, school and community (SEL 3B)</li> <li>Engages constituents in developing a communication plan for vision that ensures equitable participation and cultural responsiveness</li> <li>Gains consensus for vision by developing and/or revising shared vision that supports rigorous and equitable student learning</li> </ul>	<p><b>2.2.2 Implementation of Vision</b></p> <ul style="list-style-type: none"> <li>Builds capacity of adults and students to act on shared vision (SQR 5.1) that endows the community with the power of the possible in building and maintaining an equitable school community</li> <li>Demonstrates culturally appropriate and responsive choices in communicating and implementing vision</li> <li>Develops systems and allocates resources in support of the school’s vision (SQR 5.10), including deliberate actions regarding rituals and routines and visual artifacts that communicate the school vision</li> </ul>	<p><b>2.3.2 Collective Vision</b></p> <ul style="list-style-type: none"> <li>Engages multiple constituents in taking explicit actions that maintain the vision when communicating to all school audiences, including partners</li> <li>Assesses degree to which all constituents, including partners in school community, communicate coherent and shared set of beliefs that support the vision</li> <li>Re-engages constituents in refining the shared visions and communicates vision to new constituents</li> </ul>



## RELATIONSHIPS

The principal operates in a complex and dynamic organization. How s/he “shows up” as an individual in the organizational context has everything to do with how other adults are able to establish and maintain trust, the foundational resource for school effectiveness. There is no substitute for a leader who displays an optimizing, authoritative, empathetic, and caring presence in the service of the teachers, staff, families and children. An effective principal builds and sustains relationships, examines his/her identity in the context of the school community, and demonstrates emotional intelligence in relating to students, teachers, families and community. S/he establishes the conditions for building and sustaining interdependence and relational trust by understanding of complex dynamics and potential conflicts. The exemplary leader is able to use differences as an asset to school change and diverse ideas as a cornerstone a strong shared commitment to schools as democratic institutions. S/he can sustain a collective capacity for relational accountability that values reciprocity, holding each other accountable and engaging – and when necessary re-engaging ----- all constituents in the community in a shared commitment to school goals. The relationship dimension has significant intersection with the social-emotional goals of schooling and the district initiative to attend to SEL goals and outcomes in all settings.

Note overlap with equity dimension and the leader’s responsibility to examine identity in light of relative power and privilege...etc. A warm demander assumes models role as trusted colleague or supervisor who exhibits unconditional belief in and support for all constituents (colleagues, students, supervisors, etc.). At the same time, a warm demander actively persists in communicating to each person (student and adult), group, or partner the value of assuming personal responsibility for recursive self-reflection as a cornerstone of individual and collective learning and growth.

**Dimension Three Overview RELATIONSHIPS**  
**Principal builds and sustains individual and collective relationships as a foundation for achieving equity and excellence**

- Element 3.1 RELATIONSHIP BUILDING (Developing Leader Capacity)**
  - Indicator of Practice 3.1.1 Principal Relationships
  - Indicator of Practice 3.1.2 Principal Professional Stance
  - Indicator of Practice 3.1.3 Principal Emotional Intelligence
  - Indicator of Practice 3.1.4 Micro-political Context
- Element 3.2 RELATIONAL TRUST (Cultivating School Level Capacity)**
  - Indicator of Practice 3.2.1 Staff Relationship Capacity
  - Indicator of Practice 3.2.2 Professional Culture Development
  - Indicator of Practice 3.2.3 Staff Emotional Intelligence Capacity
  - Indicator of Practice 3.2.4 Conflict Management
- Element 3.3 RELATIONAL ACCOUNTABILITY (Ensuring Collective Responsibility and Accountability)**
  - Indicator of Practice 3.3.1 Interdependence
  - Indicator of Practice 3.3.2 Shared Culture
  - Indicator of Practice 3.3.3 Shared Emotional Intelligence
  - Indicator of Practice 3.3.4 Conflict Resolution

Dimension Three Overview <b>RELATIONSHIPS</b>		
Principal builds and sustains individual and collective relationships as a foundation for achieving equity and excellence		
<p><b>Developing Leader Capacity</b></p> <p><b>Element 3.1 RELATIONSHIP BUILDING<sup>2</sup></b> Uses interpersonal skills to demonstrate a positive professional stance, cultivate emotional intelligence and address micro-political complexities</p>	<p><b>Cultivating School Level Capacity</b></p> <p><b>Element 3.2 RELATIONAL TRUST</b> Effectively engages all constituents in developing interdependent, trusting relationships as a resource for school change efforts and addressing conflict</p>	<p><b>Ensuring Collective Responsibility and Accountability</b></p> <p><b>Element 3.3 RELATIONAL ACCOUNTABILITY</b> Monitors and regularly revises systems that support reciprocal responsibility, shared culture and ability to address conflicts in the service of collective responsibility for outcomes</p>
<p><b>3.1.1 Principal Relationships</b></p> <ul style="list-style-type: none"> <li>Analyzes <b>interpersonal strengths</b>, areas of growth, cultural assets, and aspirations (SEL 1B)</li> <li>Demonstrates empathy for other people’s emotions, perspectives and cultures (SEL 3A), and analyzes ability to <b>cultivate and develop relationships</b> with individuals or groups of diverse backgrounds, abilities, and life styles (SEL 3C, 4A/B)</li> <li>Creates an <b>inclusive, welcoming, caring community</b> that values differences (SQR 2.6)</li> </ul>	<p><b>3.2.1 Staff Relationship Capacity</b></p> <ul style="list-style-type: none"> <li>Sets <b>goals and collects evidence about</b> ability to foster interpersonal relationships (SEL 2C)</li> <li>Builds capacity of all constituents to value difference as a basis of <b>productive organizational relationships</b> and develop and sustain trusting, empathetic and respectful relationships (SQR 5.7)</li> <li>Incorporates <b>relational trust capacity building</b> as a part of all school activities and meetings</li> </ul>	<p><b>3.3.1 Interdependence</b></p> <ul style="list-style-type: none"> <li>Monitors goals and regularly assesses for maintaining collaborative relationships and relational trust (SEL 2C)</li> <li>Monitors and adjusts structures to ensure productive organizational relationships based on the value of diversity, relational trust, empathy and respect (SEL 5B)</li> <li>Regularly assesses the levels of relational trust in all school activities and meetings</li> </ul>
<p><b>3.1.2 Principal Professional Stance</b></p> <ul style="list-style-type: none"> <li>Communicates a <b>positive self-concept</b> (SEL 1D) and promotes a <b>sense of optimism, belonging and emotional safety</b> as a foundation for all individuals and groups contributing productively to workplace, school, and community (SEL 3B)</li> <li>Demonstrates <b>ethics and integrity</b> by communicating appropriate transparency and following through on commitments (SEL 2B)</li> <li>Communicates an understanding of the <b>ethical, safety, social factors, and well-being of others</b> when making decisions related to SEL (SEL 5A)</li> </ul>	<p><b>3.2.2 Professional Culture Development</b></p> <ul style="list-style-type: none"> <li>Collectively cultivates and ensures sense of optimism, belonging and emotional safety as foundation for all individuals and groups, including new community members</li> <li>Sets up structures for collective transparency and following through on commitments</li> <li>Determines the individual and collective needs of staff and students with regard to SEL standards and establishes structures to support them</li> </ul>	<p><b>3.3.2 Shared Culture</b></p> <p>The level 3 descriptions apply to all the 3.1.2 and 3.2.2 (professional stance: self-concept, ethics, integrity, school well-being, personal rights and responsibilities, and sense of belonging and emotional safety)</p> <ul style="list-style-type: none"> <li>Regularly assesses perceptions and experiences of all constituents with respect to:                             <ul style="list-style-type: none"> <li>professional stance of principal</li> <li>ethics and integrity of school leader</li> <li>school well-being and shared commitment to relational accountability for school SEL outcomes</li> </ul> </li> </ul>

		- sense of belonging and emotional safety
<p><b>3.1.3 Principal Emotional Intelligence</b></p> <ul style="list-style-type: none"> <li>• Uses a <b>range of communication skills</b> to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and life styles (SEL 4A)</li> <li>• Demonstrates <b>self-regulation</b> in developing and sustaining relationships</li> <li>• Exhibits a high degree of <b>emotional acuity</b>, (managing emotions, thoughts, impulses and stress/SEL 1A; SEL 2A) and displays <b>empathetic responses</b> to other people’s emotions, perspectives, and cultures so that constituents feel heard and understood (SEL 3A)</li> <li>• Uses appropriate inventories to gauge the emotional intelligence of staff members and customizes relational responses to individual and groups (SEL 4A)</li> <li>• Develops and practices skills as <b>warm demander</b></li> <li>• Engages in <b>courageous conversations</b> with trusted individuals and groups in the service of collective outcomes (SQR 5.8)</li> </ul>	<p><b>3.2.3 Staff Emotional Intelligence Capacity</b></p> <ul style="list-style-type: none"> <li>• Engages all constituents in developing emotional intelligence with regard to communication skills, self-regulation, emotional acuity, and empathy</li> <li>• Coaches individuals and groups as necessary to cultivate self-regulation</li> <li>• Coaches individuals and groups as necessary to cultivate emotional acuity and empathy as norms for school well-being</li> <li>• Recognizes leadership capacity in others and uses their talents as key leverage for school improvement in the areas of emotional intelligence (SEL 3D; SQR 5.1)</li> <li>• Prepares all staff to develop capacity as warm demanders</li> <li>• Ensures emotionally safe spaces for courageous conversations by using structures and protocols that promote engagement and possibility</li> </ul>	<p><b>3.3.3 Shared Emotional Intelligence</b></p> <p>The level 3 descriptions apply to the 3.1.3 and 3.2.3 (communication, self-regulation, emotional acuity and empathy)</p> <ul style="list-style-type: none"> <li>• Regularly assesses communication skills, ability to self-regulate, emotional acuity and empathy of self and others</li> <li>• Adjusts policies and practices to support open increased and productive emotional relationships among all constituents</li> <li>• Monitors the conditions for and makes adjustments to school structures related to emotional intelligence</li> </ul> <p>Monitors the use of processes and protocols that encourage trusted colleagues to hold each other mutually accountable for academic, SEL, and civic outcomes</p>
<p><b>3.1.4 Micro-political Context</b></p> <ul style="list-style-type: none"> <li>• Recognizes and respects <b>similarities and differences</b> (SEL 3D) and authorizes <b>productive conflict</b> as essential to change</li> <li>• Establishes protocols and norms for engaging in <b>complex conversations</b></li> <li>• Assesses <b>political and micro-political dynamics</b> of individual and organizational context (SEL 5C)</li> </ul>	<p><b>3.2.4 Conflict Management</b></p> <ul style="list-style-type: none"> <li>• Uses <b>conflict as opportunity</b> to support constituents to “move through” complexities</li> <li>• Prepares all constituents to engage in complex conversations</li> <li>• Manages the <b>political and micro-political dynamics</b> of individuals and groups</li> </ul>	<p><b>3.3.4 Conflict Resolution</b></p> <ul style="list-style-type: none"> <li>• Engages in and resolves interpersonal conflicts with the goal of healthy and effective outcomes for all (SEL 4C)</li> <li>• Assesses the degree to complex conversations result in changing micro-political dynamics and contributing to conflict resolution</li> <li>• Assesses, monitor, and adjusts the political and micro-political dynamics of the school to support a dynamic and mutually respectful organizational culture</li> </ul>

## RESILIENCE

Resilience is learnable and demonstrable. At times certain individuals because of their experiences or history have what seems to be a natural bent toward resilience, but all individuals and systems can become more resilient through effort and practice. By developing systems that improve working conditions, enhance motivation, and foster perseverance and collective resolve, the principal is the prime optimizer and model of resilient behaviors. S/he fosters the importance of networks of individuals committed to courageous acts of justice as a primary factor for increased resilience. S/he is purposeful about de-escalating and de-personalizing complex situations so that s/he models resilience for others. Validating effort and the results of trying hard on difficult tasks of academic, social-emotional, and civic learning actually produces more resilience in individuals and systems. The leader makes understands deeply that an increased sense of efficacy is a key component in teacher and student learning outcomes.

### Dimension Four Overview RESILIENCE

Principal develops systems to sustain self, individuals, and the organization in persevering, assuming mutual responsibility, and fostering collective resolve for equitable outcomes

#### Element 4.1 PERSEVERANCE FACTORS (Developing Leader Capacity)

- Indicator of Practice 4.1.1 Principal Purposefulness
- Indicator of Practice 4.1.2 Resolve, Flexibility, and Validation

#### Element 4.2 COLLECTIVE RESOLVE (Cultivating School Level Capacity)

- Indicator of Practice 4.2.1 Persistence
- Indicator of Practice 4.2.2 Collective Resolve, Flexibility and Validation

#### Element 4.3 ORGANIZATIONAL EFFICACY (Ensuring Collective Responsibility and Accountability)

- Indicator of Practice 4.3.1 Assessing Organizational Persistence
- Indicator of Practice 4.3.2 Assessing Organizational Efficacy

Dimension Four Overview <b>RESILIENCE</b> Principal develops systems to sustain self, individuals, and the organization in persevering, assuming mutual responsibility, and fostering collective resolve for equitable outcomes		
<b>Developing Leader Capacity</b>  <b>Element 4.1 PERSEVERANCE FACTORS</b> Cultivates purposefulness and validates self and others	<b>Cultivating School Level Capacity</b>  <b>Element 4.2 COLLECTIVE RESOLVE</b> Practices and advocates for a culture of resilience that fosters enhanced efficacy	<b>Ensuring Collective Responsibility and Accountability</b> <b>Element 4.3 ORGANIZATIONAL EFFICACY</b> Maintains, monitors, and regularly revises systems of persistence that result in efficacy
<b>4.1.1 Principal Purposefulness</b> <ul style="list-style-type: none"> <li>Optimizes capacity to assess assets, respond to complexities and maintain self and others in the face of adversity</li> <li>Inventories and communicates vulnerability factors in school and community and models perseverance in adverse situations (SQR 5.8)</li> <li>Describes why and how interrupting inequities develops persistence and optimism</li> <li>Maintains personal commitment and health and wellness by engaging in professional learning, seeking out inspiration and support from trusted colleagues (SEL 1E) and networks, and establishing healthy routines that support principal commitment and persistence</li> <li>Sets context for productive problem-posing and courageous conversations (SEL 5)</li> </ul>	<b>4.2.1 Persistence</b> <ul style="list-style-type: none"> <li>Recognizes and utilizes common assets as a foundation for persistence</li> <li>Develops organizational goals that establish response to vulnerable circumstances as a key driver of resilience and equitable outcomes</li> <li>Acknowledges innovative thought and supports processes that contribute to the renewed commitment to equity</li> <li>Sets up structures for staff health and wellness and professional support and networks that provide inspiration and support</li> <li>Ensures emotionally safe spaces for productive problem-solving and courageous conversations</li> </ul>	<b>4.3.1 Assessing Persistence</b> <ul style="list-style-type: none"> <li>Determines the degree to which constituents perceive sustainable sense of individual and collective persistence and effectiveness</li> <li>Assesses, monitors and adjusts organizational goals and equitable outcomes based on evidence of vulnerable circumstances</li> <li>Assesses, monitors and adjusts how self and staff are developing persistence in the face of inequity</li> <li>Monitors the professional learning and wellness systems for self and staff to meet organizational persistence and efficacy outcomes</li> <li>Assesses individual and collective usefulness of courageous conversation structures and adjusts protocols in the service of increased efficacy</li> </ul>
<b>4.1.2 Resolve, Flexibility and Validation</b> <ul style="list-style-type: none"> <li>Maintains resolve by maintaining appropriate distance from distractions and remaining calm and flexible in the face of complexities</li> <li>Reframes issues as dilemmas on which collective reflection and action can have an impact</li> <li>Specifically praises and endorses efforts and accomplishments</li> </ul>	<b>4.2.2 Collective Resolve, Flexibility, and Validation</b> <ul style="list-style-type: none"> <li>Establishes group processes for maintaining collective resolve and flexibility of individuals and the organization</li> <li>Sets up processes and protocols to address dilemmas and maintain a collective responsibility for decisions and outcomes</li> <li>Establishes structures for effort, feedback, affirmations and reflective practice as key ingredients of organizational validation and persistence</li> </ul>	<b>4.3.2 Assessing Organizational Efficacy</b> <ul style="list-style-type: none"> <li>Assesses, monitors and adjusts how self and staff are maintaining resolve and flexibility</li> <li>Monitors and adjusts processes and protocols for addressing dilemmas and maintaining collective responsibility for decisions and outcomes</li> <li>Monitors, reports on, and celebrates the success of collective efficacy and resilience</li> </ul>

## PARTNERSHIP

Effective partnerships with families, community organizations, and communities enhance the ability of schools and leaders who serve vulnerable students, families, and communities to ensure equity and excellence. The principal’s responsibility is to form, integrate, and sustain partnerships with families and community agencies to substantially increase the school’s possibility of achieving robust learning outcomes for students. Effective school-family-community partnerships inventory and incorporate the assets and resources of parents and community partners in the service of school goals. And the principal’s role is pivotal in ascertaining the school’s and the partner’s levels of readiness for forming partnerships, aligning partnership goals and activities with the school vision and the instructional program, and including opportunities for shared governance and decision-making. The principal is central in making certain that the family and community partnerships are sustained and effective.

<b>Dimension Five Overview</b>		<b><u>PARTNERSHIP</u></b>
Principal forms, integrates, and sustains effective partnerships in the service of robust academic, civic, and social-emotional student outcomes		
<b>Element 5.1 FORMATION (Developing Leader Capacity)</b>		
Indicator of Practice 5.1.1	Family and Community Inventory	
Indicator of Practice 5.1.2	Partnership Development	
Indicator of Practice 5.1.3	Governance and Resource Inventory	
<b>Element 5.2 INTEGRATION (Cultivating School Level Capacity)</b>		
Indicator of Practice 5.2.1	Family and Community Involvement	
Indicator of Practice 5.2.2	Partnership Collaboration	
Indicator of Practice 5.2.3	Governance and Resource Management	
<b>Element 5.3 SUSTAINABILITY (Ensuring Collective Responsibility and Accountability)</b>		
Indicator of Practice 5.3.1	Shared Responsibility for Outcomes	
Indicator of Practice 5.3.2	Partnership Efficacy and Outcomes	
Indicator of Practice 5.3.3	Governance and Resource Oversight	

**Dimension Five Overview: P A R T N E R S H I P**

Principal forms, integrates, and sustains effective partnerships in the service of robust academic, civic, and social-emotional student outcomes

<p><b>Developing Leader Capacity</b></p> <p><b>Element 5.1 PARTNERSHIP FORMATION</b> Inventories assets and resources of self, school, family, student, partner organizations, and community and ensures readiness of school and partners to engage in partnerships with families and community</p>	<p><b>Cultivating School Level Capacity</b></p> <p><b>5.2 PARTNERSHIP INTEGRATION</b> Ensures that instruction, participatory structures, governance and resource management are fully integrated in the service of meaningful family and community partnerships (SQR 4.5)</p>	<p><b>Ensuring Collective Responsibility and Accountability</b></p> <p><b>5.3 PARTNERSHIP SUSTAINABILITY</b> Promotes shared responsibility and accountability for partnership outcomes and regularly assesses partnership efficacy and uses evidence to refine goals and action steps.</p>
<p><b>5.1.1 Family and Community Inventory</b></p> <ul style="list-style-type: none"> <li>Engages all constituents in mapping and inventorying the school and community assets, resources, and challenges for the purpose of school and classroom connections, family engagement and partnership relationships</li> <li>Inventories the readiness of self, staff, and school to engage in authentic, useful, equitable and democratic partnership relationships with families that support robust academic, civic, and social-emotional learning for students and district vision</li> <li>Inventories all afterschool services to determine alignment with school goals for curriculum and instruction and family partnership</li> </ul>	<p><b>5.2.1 Family and Community Involvement</b></p> <ul style="list-style-type: none"> <li>Uses mapping and inventories to create goals and action steps support professional learning about the community, strengthen teacher-student connectedness, and inform curricular content and pedagogical choices</li> <li>Uses mapping and inventories with school teams to create goals and action steps to deepen authentic, useful, equitable and democratic relationships with families</li> <li>Co-develops and implements goals and action plan with afterschool services to align program(s) with school goals for curriculum and instruction and family partnership</li> </ul>	<p><b>5.3.1 Family and Community Shared Responsibility for Outcomes</b></p> <ul style="list-style-type: none"> <li>Assesses with school teams the use and usefulness of community mapping to teacher practice: improving classroom connections and personal relationships with students, incorporating community in curricular content, and making culturally relevant pedagogical choices</li> <li>Assesses with school teams the degree to which students and families consider their involvement authentic, useful, equitable, and democratic</li> <li>Assesses the degree to which goals for afterschool services align with school goals for curriculum and instruction and family partnership</li> </ul>
<p><b>5.1.2 Partnership Development</b></p> <ul style="list-style-type: none"> <li>Inventories the readiness of self, students, staff, and school to engage in partnership relationships with organizations that support the district vision</li> </ul>	<p><b>5.2.2 Partnership Collaboration</b></p> <p>Uses mapping and inventories to engage students and staff in proposing and developing partnership relationships with organizations that support learning outcomes for students</p>	<p><b>5.3.2 Partnership Efficacy and Outcomes</b></p> <p>Assesses the degree to which school, teachers, families and /or students successfully engage with partner organizations to support school and district goals</p>

<ul style="list-style-type: none"> <li>Assesses which potential or current partners are appropriate and consistent with the school and community vision and goals, assets, safety, and local context</li> </ul>	<p>Co-develops goals and measures for partnership effectiveness that align with CSSSP/ Community Strategic School Site Plan and uses agreements to determine collaborative structures, outline personnel roles and responsibilities, and coordinate implementation</p>	<ul style="list-style-type: none"> <li>Monitors and assesses degree to which partnerships are effective in meeting school and partnership goals; recognizes and celebrates individual and collaborative successes of partnerships</li> </ul>
<ul style="list-style-type: none"> <li>Consistently communicates to school and potential partners the importance of reciprocal responsibility for robust student outcomes (<b>SQR 4.1 and 4.5</b>), and participatory structures necessary to achieve district vision</li> </ul>	<p>Collectively develops criteria for partnership engagement and structures that detail decision-making and joint responsibility for student outcomes</p>	<ul style="list-style-type: none"> <li>Develops and implements monitoring systems for documenting partnership participation and participant efficacy</li> </ul>
<ul style="list-style-type: none"> <li>Cultivates a presence in the school and community that communicates the assets and successes of the school and partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Cultivates cross-boundary<sup>3</sup> school and community leadership for school goals and partnership engagement</li> </ul>	<ul style="list-style-type: none"> <li>Assesses and monitors degree to which cross-boundary leadership supports school and partnership goals</li> </ul>
<ul style="list-style-type: none"> <li>Determines appropriate level of student voice and decision-making in school-community partnerships in the service of civic outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Provides opportunities that incorporate student voice and participation (SQR 3.5), appropriate to developmental level of students and civic outcomes for students</li> </ul>	<ul style="list-style-type: none"> <li>Monitors and assesses use and efficacy of student voice and participation in achieving partnership goals and student learning about civic participation</li> </ul>
<p><b>5.1.3 Partnership Governance and Resource Inventory</b></p> <ul style="list-style-type: none"> <li>Inventories current level of fiscal, human, and partner resources; inventories and gathers tools and templates for partnership oversight, including supervising and evaluating partnership staff if appropriate</li> <li>Develops democratic governance structures for family, community and student involvement and prepares families, students, and partner staff to engage in partnerships that support civic goals (<b>SQR 4.4; 4.5</b>)</li> </ul>	<p><b>5.2.3 Partnership Governance and Resource Management</b></p> <ul style="list-style-type: none"> <li>Aligns resources and determines collective human resource capacity for achieving goals; appropriately supports partnership grants in accordance with district policy; and co-develops process for appropriate oversight, including supervision and evaluation of staff</li> <li>Collectively develops criteria for partnership engagement and ensures that all constituents share responsibility for family and community communication structures and outcomes, including collaborative capacity of all constituents to give input, participate in, or lead decisions (SQR 3.5)</li> </ul>	<p><b>5.3.3 Partnership Governance and Resource Oversight</b></p> <ul style="list-style-type: none"> <li>Monitors and assesses effectiveness of fiscal and human resources (school, district and/or partnership grants) and partner capacity to fulfill agreements and achieve school goals</li> <li>Exercises appropriate and systematic oversight of partnerships to ensure all partners and staff are working in common to achieve collective goals and outcomes and assesses effectiveness of democratic governance structures for family, community, and student involvement</li> </ul>

<sup>3</sup> *Cross-boundary leadership includes all potential community leaders and partner organizations that have direct or tangential relationships with school and affect students and families. A principal who engages in cross-boundary leadership brokers the relationships between teachers and outside staff, including those staff that may spend all or most of their day offering support services to students or families and those program staff who may come to the school for selected service delivery (community based organizations with specific functions at specific times of day, week or month); intentionally cross-pollinates ideas of groups and recognizes other individuals who can successfully cross-pollinate.*



**M A N A G E M E N T**

All operational systems are in the service of effective teacher and learning systems and improved student outcomes. A principal maintains a focus on equitable student learning by creating, revising, and aligning equitable systems that foster a productive, collaborative, and culturally responsive culture. By instituting shared and distributed leadership practices, high-functioning teams, and collaborative decision-making structures, the principal supports a collaborative management system that in turn leads to effective learning conditions. By taking responsibility for the operational and compliance responsibilities efficiently, the principal ensures a productive management structure that is necessary for effective learning to take place. The school as a learning organization has processes for internal self-analysis, monitoring, and adjustment so that the school as a whole exhibits the ability to achieve organizational balance and coherence.

Dimension Six Overview **M A N A G E M E N T**  
**Principal organizes, implements, and monitors flexible and effective operational systems that foster collective responsibility for equitable outcomes**

- Element 6.1 SYSTEMIC PERSPECTIVE (Developing Leader Capacity)**
- Indicator of Practice 6.1.1 Organizational Diagnostics
- Indicator of Practice 6.1.2 Resource Assessment and Allocation
- Indicator of Practice 6.1.3 Preparation for Effective Teams
- Indicator of Practice 6.1.4 Decision-Making: Structures
- Indicator of Practice 6.1.5 Politics and Policy: Alignment and Coherence
- Element 6.2 EQUITABLE SYSTEMS (Cultivating School Level Capacity)**
- Indicator of Practice 6.2.1 Organizational Capacity-Building
- Indicator of Practice 6.2.2 Collaborative Responsibility for Resources
- Indicator of Practice 6.2.3 High Functioning Teams
- Indicator of Practice 6.2.4 Decision-Making: Implementation
- Indicator of Practice 6.2.5 Politics and Policy: Implementation for Coherence
- Element 6.3 SYSTEMIC MONITORING (Ensuring Collective Responsibility and Accountability)**
- Indicator of Practice 6.3.1 Organizational Balance
- Indicator of Practice 6.3.2 Systemic Monitoring of Resources
- Indicator of Practice 6.3.3 Distributed Leadership
- Indicator of Practice 6.3.4 Decision-Making: Monitoring
- Indicator of Practice 6.3.5 Politics and Policy: Monitoring for Coherence

Dimension Six Overview <b>MANAGEMENT</b>		
Principal organizes, implements, and monitors flexible and effective operational systems that foster collective responsibility for equitable outcomes		
<p><b>Developing Leader Capacity</b></p> <p><b>Element 6.1 Systemic Perspective</b> Diagnoses and aligns organizational systems<sup>4</sup>, structures<sup>5</sup> and resources<sup>6</sup>, collaborative and decision-making structures, and political and policy context</p>	<p><b>Cultivating School Level Capacity</b></p> <p><b>Element 6.2 Equitable Systems</b> Cultivates and maintains equitable and effective organizational capacity for culture and climate, fiscal and facilities, collaboration, high functioning teams, decision-making and coherence</p>	<p><b>Ensuring Collective Responsibility and Accountability</b></p> <p><b>Element 6.3 Systemic Monitoring</b> Monitors, assesses, and regularly revises systems for organizational balance, levels of distributed leadership, and organizational effectiveness in achieving excellence and equity outcomes</p>
<p><b>6.1.1 Organizational Diagnostics</b></p> <ul style="list-style-type: none"> <li>• Inventories the <b>readiness levels</b> of organizational systems/structures to meet current and emerging challenges of school improvement (SQR 5.10)</li> <li>• Inventories the degree to which <b>systems and structures</b> align with legal and policy requirements, equitable outcomes, and district policies</li> <li>• Inventories and establishes <b>systems for school climate</b> and <b>culture</b> and <b>disciplinary policies</b> that cultivate a welcoming, safe, nurturing, inclusive, and visually inviting environment in school and classrooms (SQR 1.2; SQR 2.6)</li> <li>• Inventories the <b>current attendance structures</b></li> </ul>	<p><b>6.2.1 Organizational Capacity-Building</b></p> <ul style="list-style-type: none"> <li>• <b>Sets up an expectation of and systems</b> for regular feedback on organizational systems and structures</li> <li>• <b>Sets up</b> processes (in collaboration with appropriate teams) to align systems and structures, policies and practices (including legal), collective vision, equitable outcomes, and current district policies</li> <li>• Maintains <b>shared expectations for discipline</b> and <b>manages the disciplinary processes</b> of the school so that equitable structures and procedures are maintained</li> <li>• Collectively sets up structures to address <b>chronic absenteeism</b></li> </ul>	<p><b>6.3.1 Organizational Balance</b></p> <ul style="list-style-type: none"> <li>• Assesses and adjusts organizational systems, structures and resources to meet current and emerging challenges of school improvement</li> <li>• Uses data/evidence sources to make adjustments in alignment of systems and structures</li> <li>• Regularly re-assesses the school climate, culture, attendance and disciplinary structures to ensure safe, nurturing, inclusive and equitable systems for students, parents, teachers and staff</li> <li>• Makes adjustments in policies and practices based on routine analysis of data/evidence</li> </ul>

<sup>4</sup> **Systems** include legal requirements and district and school level policies for: fiscal, student discipline, special education, access and equity, testing, services for English language learners, governance, human resource management (including evaluations), facilities, school schedule and calendar, communication, co-curricular services and programs, roles and responsibilities of staff, culture and climate

<sup>5</sup> **Required structures** include: English Language Advisory Committee (ELAC), School Site Council (SSC), IEP Meetings. Required district teams include Instructional Leadership Team, Coordinated Services Team (COST), and collaborative learning teams. Other **structures** include forms of collaboration, protocols, teams, decision-making, and alignment,

<sup>6</sup> **Resources** are **fiscal, structural** (eg, time, schedules, student assignment, curricular coherence, professional learning, and allocation of people to positions and responsibilities) **human** ( eg., leadership, relationships, levels of trust, parent engagement), facilities, etc.

<p><b>6.1.2 Resource Assessment and Allocation</b></p> <ul style="list-style-type: none"> <li>Assesses the connection of the school’s vision to fiscal and facilities resource allocation and articulates the complexity of the resource picture (footnotes 1,2,3 and list at end of Dimension Document) for the purpose of engaging in creative thinking about types and use of resources</li> <li>Develops budgets that adhere to district policy and maximize connection to school vision</li> <li>Inventories the use of time, personnel assignment and schedules and calendars<sup>7</sup> to maintain equitable access to high quality and differentiated teaching and learning and uses research examples to recommend structures for personnel assignments and school and student schedules</li> <li>Inventories the demands on and use of principal time for addressing important priorities and adapts to organizational needs</li> <li>Articulates the differences<sup>8</sup> among urgent and important and not important and not urgent and how time can be organized</li> </ul>	<p><b>6.2.2 Collaborative Responsibility for Resources</b></p> <ul style="list-style-type: none"> <li>Engages appropriate teams in understanding the complexity of the resource picture and connecting school’s vision of equitable outcomes to fiscal and facilities resource allocation</li> <li>Engages appropriate teams in fiscal decisions based on shared decision-making and achieving equitable outcomes and developing and maximizing resources for school</li> <li>Fully engages the staff in appropriate levels of decisions about school schedule (including inclusion, interventions, acceleration), and personnel assignments and facilitates conversations about equitable access for all students</li> <li>Seeks out coaching support from internal leadership and external departments to effectively complete deliverables</li> <li>Addresses urgent needs while maintaining consistent progress on important goals</li> </ul>	<p><b>6.3.2 Systemic Monitoring of Resources</b></p> <ul style="list-style-type: none"> <li>Uses monitoring systems to ensure that school’s resources are maximized to achieve school and district vision for equitable results</li> <li>Monitors, assesses, and adjusts the fiscal, facilities and budgetary decisions, based on collaborative input, to ensure equitable student outcomes and school vision</li> <li>Regularly assesses personnel assignment and school and student schedules based on goal of equitable access and adjusts schedules and assignments, based on input and evidence</li> <li>Adjusts use of time to maintain consistent progress on important goals</li> <li>Monitors the use of principal time by engaging in time-coding analysis and using evidence to adjust principal schedule</li> </ul>
<p><b>6.1.3 Preparation for Effective Teams</b></p> <ul style="list-style-type: none"> <li>Enunciates belief in and understanding of the tenets of distributed leadership and inventories/assesses<sup>9</sup> team structures and leadership capacity of staff</li> <li>Implements team structures that work collaboratively to meet district and school goals</li> </ul>	<p><b>6.2.3 High Functioning Teams</b></p> <ul style="list-style-type: none"> <li>Fully implements effective shared leadership structures and processes for decision-making and communication</li> <li>Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively</li> </ul>	<p><b>6.3.3 Distributed Leadership</b></p> <ul style="list-style-type: none"> <li>Assesses and monitors the structures, policies and results of collaborative structures that ensure shared leadership</li> <li>Adjusts structures, policies and protocols to support fully shared leadership for the benefit of equitable student outcomes</li> </ul>

<sup>7</sup> Schedules: student and teacher schedules, school calendar, compliance requirements calendar

<sup>8</sup> Covey Quadrant of urgent/important; not urgent but important; urgent and unimportant; not urgent and not important

<sup>9</sup> NOTE: Assessment of relational trust (Dimension 3) is a key component of preparation for collaboration and development of high functioning teams that foster distributed leadership

<p><b>6.1.4 Decision-making: Structures</b></p> <ul style="list-style-type: none"> <li>Clarifies differences between leader decisions and collective decisions, including legal and policy decisions that can only be made by principal and sets up protocols for shared decision-making and communicating decisions</li> <li>Consistently documents all decisions and operational communications</li> <li>Inventories the possible and appropriate levels student voice in decisions and the student access to adult decision-making</li> </ul>	<p><b>6.2.4 Decision-making: Implementation</b></p> <ul style="list-style-type: none"> <li>Implements and fine-tunes decision-making protocols and collectively communicates shared decisions to the school community</li> <li>Refines documentation and decision-making systems</li> <li>Engages student voice in school decision as appropriate to grade level and provides appropriate student leader access to adult decision-makers and supports them to be strong representatives of students (SQR 5.3)</li> </ul>	<p><b>6.3.4 Decision-making: Monitoring</b></p> <ul style="list-style-type: none"> <li>Monitors, assesses, and adjusts the use of decision-making protocols and communication structures</li> <li>Monitors and adjusts decision-making and documentation systems</li> <li>Monitors, assesses, and adjusts the use of student voice in school decisions, the types of student voice structures, and student access to adult decision-making</li> </ul>
<p><b>6.1.5 Politics and Policy: Alignment and Coherence</b></p> <ul style="list-style-type: none"> <li>Articulates how macro and micro systems contribute to equitable student outcomes and regularly informs constituents of shifts in district, state, or national policies that affect school</li> <li>Engages in micro-political conversations as needed to ensure school goals and outcomes and build organizational coherence</li> <li>Brokers and buffers policy decisions to align with district vision and student outcomes</li> <li>Aligns operations and governance structures with Education Code, contractual responsibilities, and funding requirements, including equitable membership in school/family governance</li> <li>Establishes appropriate legal, personnel and support structures for special education and student discipline</li> <li>Develops feedback systems to assess organizational well-being</li> <li>Engages all constituents in examining evidence in routine cycles of inquiry (COI) to make decisions about how systems are contributing to equitable outcomes</li> </ul>	<p><b>6.2.5 Politics and Policy: Implementation for Coherence</b></p> <ul style="list-style-type: none"> <li>Uses collaborative structures to gather information on and analyze how macro and micro inequities and new policies affect school outcomes.</li> <li>Build collaboration and coherence from analyzing micro-political conversations that surface evidence about inequities and policies that are affecting school outcomes</li> <li>Troubleshoots inconsistencies between district policies and site-based implementation needs and initiates workable alternatives</li> <li>Uses appropriate co-designed structures required by legal and policy requirements, including equitable and shared governance structures</li> <li>Implements structures to maintain policies and practices for special education and student discipline</li> <li>Implements feedback systems for assessing organizational well-being</li> <li>Develops a school site plan focused on (a) multiple student outcomes and multiple metrics (academic, social-emotional and civic); (b) responsibilities for all constituents</li> </ul>	<p><b>6.3.5 Politics and Policy: Monitoring for Coherence</b></p> <ul style="list-style-type: none"> <li>Monitors and reports on how macro and micro systems and policies are contributing to equitable student outcomes</li> <li>Assess degree to which micro-political climate builds school coherence and achieves outcomes</li> <li>Monitors and assesses school level evidence to substantiate and support site level adjustments and decisions</li> <li>Monitors and reports effectiveness and equity of required governance structures</li> <li>Monitors and reports appropriate legal requirements of special education and student discipline</li> <li>Reports levels of organizational well-being to school constituents and community partners</li> <li>Uses evidence from routine cycles of inquiry (COI) to make decisions about improvement and alignment with equity goals and vision and revise school site plan</li> </ul>

## INSTRUCTION

The principal as instructional leader is at the heart of leadership responsibility; his/her ability to set the working conditions and motivate teachers to address the content, pedagogy and rigor required for achieving academic, social-emotional and civic outcomes are the meat and potatoes of school life. As such, multiple responsibilities for the instructional program are on the principal's list from the first moment s/he accepts the position. In fact, all other dimensions are aligned so that they contribute to and support the school's focus on the academic, social-emotional and civic learning of students. The principal's instructional expertise and role of principal-teacher guides the curricular and instructional program. S/he should have expert knowledge of content standards, curriculum, pedagogy, and technology and a clear direction and capacity to ensure and maintain professional learning systems. By insisting on a culture of high expectations and a learning environment that supports access and rigor, the principal ensures collaborative capacity and responsibility for learning outcomes. S/he takes the role of observer and coach seriously, providing feedback to teachers on their practice and setting up systems in which teachers take on that role for their colleagues. In this way, s/he fosters an effective learning system in which teachers and students are thriving and learning.

### Dimension Seven Overview **INSTRUCTION**

Principal demonstrates expertise in curriculum and instruction, sustains an equitable learning environment, and monitors an effective learning system for teachers and students

#### **Element 7.1 INSTRUCTIONAL EXPERTISE: LEADER (Developing Leader Capacity)**

Indicator of Practice 7.1.1	Curricular Balance
Indicator of Practice 7.1.2	Pedagogical Expectations
Indicator of Practice 7.1.3	Technology Integration
Indicator of Practice 7.1.4	Conditions for Adult Learning
Indicator of Practice 7.1.5	Conditions for Student Learning
Indicator of Practice 7.1.6	Classroom Observation Evidence

#### **Element 7.2 INSTRUCTIONAL EXPERTISE: TEACHERS AND TEAMS (Cultivating School Level Capacity)**

Indicator of Practice 7.2.1	Collaborative Curricular Balance
Indicator of Practice 7.2.2	Pedagogical Collaboration
Indicator of Practice 7.2.3	Collaborative Technology Integration
Indicator of Practice 7.2.4	Collaboration for Adult Learning
Indicator of Practice 7.2.5	Collaboration for Student Learning Conditions
Indicator of Practice 7.2.6	Collaboration for Classroom Observations and Evidence

#### **Element 7.3 LEARNING SYSTEMS (Ensuring Collective Responsibility and Accountability)**

Indicator of Practice 7.3.1	Monitoring Curricular Balance
Indicator of Practice 7.3.2	Pedagogical Assessment and Alignment
Indicator of Practice 7.3.3	Technology Monitoring
Indicator of Practice 7.3.4	Monitoring Adult Learning Conditions
Indicator of Practice 7.3.5	Assessing Student Learning Conditions
Indicator of Practice 7.3.6	Assessing Classroom Observations and Evidence

Dimension Seven Overview <b>INSTRUCTION</b>		
Principal demonstrates expertise in curriculum and instruction, sustains an equitable and rigorous learning environment for teachers and students, and monitors an effective learning system for teachers and students		
<p><b>Developing Leader Capacity</b></p> <p><b>Element 7.1 INSTRUCTIONAL EXPERTISE: LEADER</b> Develops and uses curricular and instructional expertise to ensure a balanced curriculum<sup>10</sup>, set pedagogical expectations that attend to the engagement of each and every student, integrate technology, and set up the conditions for adult and student learning and effective observation of classrooms</p>	<p><b>Cultivating School Level Capacity</b></p> <p><b>7.2 INSTRUCTIONAL EXPERTISE: TEACHERS AND TEAMS</b> Collaborates with teachers and teams to ensure balance, rigor, and relevance in the curriculum, culturally relevant and engaging pedagogy, appropriate and regular use of technology, ongoing learning for adults and students and use of classroom evidence for meaningful professional learning</p>	<p><b>Ensuring Collective Responsibility and Accountability</b></p> <p><b>7.3 INSTRUCTIONAL LEARNING SYSTEMS</b> In collaboration with teacher teams, monitors, assesses, and regularly revises systems for curricular balance, pedagogical strengths and challenges, use of technology, adult and student learning conditions and use of classroom observation evidence for meaningful professional learning.</p>
<p><b>7.1.1 Curricular Balance</b></p> <ul style="list-style-type: none"> <li>• Articulates rationale for purposeful and rigorous curriculum: assessment of site-based context; integration state/district standards with school context; and academic, social-emotional, civic, artistic, and health/fitness outcomes</li> <li>• Establishes expectations and structures for a purposeful, balanced, and rigorous curriculum that draws on student, family, cultural, and community assets</li> <li>• Ensures use of social emotional (SEL) learning standards in curriculum and in strategies to implement those standards (SQR 2.3)</li> <li>• Sets expectation for and models use of curricular standards for college and career readiness</li> </ul>	<p><b>7.2.1 Collaborative Curricular Balance</b></p> <ul style="list-style-type: none"> <li>• Collaborates with teachers leaders to ensure balance, rigor, and integration of state and district standards and school context in all curricular content and instructional practices</li> <li>• Collaborates with teachers and teacher teams to develop shared expectations and content for rigorous teaching and learning that incorporates student prior knowledge and community assets</li> <li>• Ensures all teaching, learning and assessments include SEL and coaches adults and students in achieving SEL standards aligned with academic outcomes (SQR 2.3)</li> <li>• Collaborates with teachers and teacher teams to incorporate college and career readiness in curricular content</li> </ul>	<p><b>7.3.1 Monitoring Curricular Balance</b></p> <ul style="list-style-type: none"> <li>• Monitors and adjusts curriculum to ensure balance, rigor, and integration of state and district standards with school context</li> <li>• Monitors how effectively shared and rigorous expectations and structures for teaching and learning are based on student and community assets</li> <li>• Assesses the levels of SEL implementation and integration and fosters full alignment of SEL with academic outcomes (SQR 2.3)</li> <li>• Assesses and monitors how effectively college and career readiness is incorporated in curricular content</li> </ul>

<sup>10</sup> Balanced curriculum implies that there is attention to academic, social-emotional, and civic learning outcomes, and that the arts and health and fitness are included as key components of the curriculum. A balanced curriculum takes into consideration the cultural and community assets as a source of curricular content.

<p><b>7.1.2 Pedagogical Expectations</b></p> <ul style="list-style-type: none"> <li>• Models, guides, and supports the development of quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6)</li> <li>• Uses inventories, surveys, and classroom evidence to diagnose current pedagogy in school and aligns instructional practices across the school that support rigor and engagement in student and teacher learning</li> <li>• Advocates for and models the use of culturally and linguistically relevant pedagogy that includes cultural and community assets of students and families in professional learning opportunities for teachers</li> </ul>	<p><b>7.2.2 Pedagogical Collaboration</b></p> <ul style="list-style-type: none"> <li>• Collaborates with teachers and teacher teams to ensure quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6)</li> <li>• Collaborate with teachers and teams to analyze and use data, evidence, and research-based instructional knowledge to design implement, and/or refine pedagogical strategies and plan professional learning that models engaging pedagogy (includes coaching, workshops, and informal learning opportunities for teachers)</li> <li>• Collaborates with teachers to ensure that pedagogy is culturally and linguistically relevant in classrooms and professional learning for teachers</li> </ul>	<p><b>7.3.2 Pedagogical Assessment and Alignment</b></p> <ul style="list-style-type: none"> <li>• Assesses the levels of rigor for student thinking, listening, speaking and writing</li> <li>• Regularly re-aligns school-wide instructional practices in coaching, professional learning workshops and informal learning for teachers based on data, evidence, and research</li> <li>• Assesses and monitors use of culturally and linguistically relevant practices and reports results to teaching staff</li> </ul>
<p><b>7.1.3 Technology Integration</b></p> <ul style="list-style-type: none"> <li>• Consistently refines technological knowledge and skill</li> <li>• Uses knowledge and practices of technological innovations to effectively develop and support adult and student learning</li> <li>• Facilitates the integration of STEM content and pedagogy in curriculum and instruction</li> </ul>	<p><b>7.2.3 Collaborative Technology Integration</b></p> <ul style="list-style-type: none"> <li>• Ensures access of staff and students to technological knowledge and skill</li> <li>• Collaborates with teachers to incorporate technological innovations in adult professional learning and differentiate for adult learners</li> <li>• Collaboratively designs integration of STEM content and pedagogy in curricular and instructional program</li> </ul>	<p><b>7.3.3 Technology Monitoring</b></p> <ul style="list-style-type: none"> <li>• Monitors staff and student access to technological knowledge and skill</li> <li>• Assesses effectiveness of use of technology and differentiation in adult professional learning</li> <li>• Monitors integration of STEM content and pedagogy in curricular and instructional program</li> </ul>
<p><b>7.1.4 Conditions for Adult Learning</b></p> <ul style="list-style-type: none"> <li>• Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams</li> <li>• Set up structures for professional learning and school coaching by site-based and district coaches</li> </ul>	<p><b>7.2.4 Collaboration for Adult Learning</b></p> <ul style="list-style-type: none"> <li>• Supports structures and resources for formal and informal coaching of peers and teacher teams</li> <li>• Supervises and supports school coaches, who coach teachers, and teachers, who engage in peer observations and coaching</li> </ul>	<p><b>7.3.4 Monitoring Adult Learning</b></p> <ul style="list-style-type: none"> <li>• Monitors the effectiveness of teacher and staff learning structures and revises based on analysis of evidence and collective feedback (SQR 3.4)</li> <li>• Regularly seeks feedback on principal and coach effectiveness and adjusts/supports coaches to adjust practices</li> </ul>

<ul style="list-style-type: none"> <li>Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices</li> <li>Works with teacher leadership to implement professional learning<sup>12</sup> that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)</li> </ul>	<ul style="list-style-type: none"> <li>Supports peer learning that encourages informal conversations and courageous conversations about instructional practices<sup>11</sup></li> <li>Engages teacher leaders in using instructional evidence to plan and implement effective professional learning for teachers and staff (SQR 3.1; 5.6; 5.9) that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)</li> </ul>	<ul style="list-style-type: none"> <li>Monitors the effectiveness of informal adult learning structures and courageous peer conversations about instructional practices</li> <li>Monitors effectiveness and usefulness of teacher-facilitated professional learning and facilitates teacher leaders in re-design based on evidence</li> </ul>
<p><b>7.1.5 Conditions for Student Learning</b> Discipline also addressed in Management Dimension.</p> <ul style="list-style-type: none"> <li>Models personalization in student relationships that demonstrate the importance of teacher connectedness to students</li> <li>Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners<sup>13</sup></li> <li>Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions</li> <li>Documents and analyzes classroom and school discipline data trends for inequities and efficacy</li> </ul>	<p><b>7.2.5 Collaboration for Student Learning Conditions</b></p> <ul style="list-style-type: none"> <li>Collaboratively develops and implements teacher practices that ensure teacher connectedness to students and engages in conversations with teachers who experience difficulty in this area</li> <li>Collaboratively designs and implements instructional practices that provide all students equitable access to curriculum</li> <li>Collaboratively establishes and implements student discipline systems that adhere to equity principles and developmentally appropriate practices and are used consistently by teachers, staff, service providers, and administrators (SQR 2.6)</li> <li>Collaboratively analyzes discipline data, including student perceptions of discipline system</li> </ul>	<p><b>7.3.5 Assessing Student Learning Conditions</b></p> <ul style="list-style-type: none"> <li>Assesses degree to which students report effective and connected relationships with teachers</li> <li>Assesses the degree to which students have equitable access to curriculum and uses evidence to develop professional learning for teachers</li> <li>Regularly assesses the effectiveness of school classroom and school environment in supporting teaching and learning outcomes (SQR 2.6)</li> <li>Monitors and re-aligns disciplinary practices to meet equity and access goals</li> </ul>
<p><b>7.1.6 Classroom Observation Evidence</b> Formal evaluation responsibilities are in Accountability Dimension</p> <ul style="list-style-type: none"> <li>Sets up structures and schedule for strategic and supportive systems for formal and informal</li> </ul>	<p><b>7.2.6 Collaboration for Classroom Observations and Evidence</b></p> <ul style="list-style-type: none"> <li>Utilizes observational evidence of teaching and learning to develop individual and collective teacher capacity to achieve equitable and rigorous</li> </ul>	<p><b>7.3.6 Assessing Classroom Observations and Evidence</b></p> <ul style="list-style-type: none"> <li>Regularly analyzes qualitative and quantitative evidence to assess the usefulness, viability, and success of teaching and learning systems</li> </ul>

<sup>11</sup> This would include the warm demander protocols and practice in the management dimension for developing high functioning teams.

<sup>12</sup> Professional learning structures are addressed in Management Dimensions related to high functioning team structures and decision-making

<sup>13</sup> Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identify as LGBTQ, and students from vulnerable families and communities that are in economic distress



<p>observations and formative feedback for and among teachers and staff</p>	<p>academic, social-emotional, and civic outcomes for students, including effective professional learning for teachers and staff (SQR 3.1; 5.6; 5.9)</p>	
<ul style="list-style-type: none"> <li>Models observational practices for teachers and coaches</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, in collaboration with teachers, key formative evidence to assess effectiveness of learning systems (walk-through or informal observations) and calibrates observational evidence and feedback using common protocols</li> </ul>	<ul style="list-style-type: none"> <li>Regularly re-assesses and re-aligns evidence systems for classroom observations by administrator(s), coaches, and peers</li> </ul>
<ul style="list-style-type: none"> <li>Develops systems for collecting teacher, staff, student, and family feedback on instructional leadership</li> </ul>	<ul style="list-style-type: none"> <li>Effectively engages staff in distributed/collaborative leadership for instructional leadership outcomes by collectively analyzing evidence about instructional leadership</li> </ul>	<ul style="list-style-type: none"> <li>Uses results from instructional leadership analysis to revise instructional systems (SQR 4) and assess effectiveness of collaborative instructional leadership</li> </ul>

DRAFT

## ACCOUNTABILITY

Accountability for outcomes is represented in each dimension in the .3 or “Ensuring Collective Responsibility and Accountability” section of each dimension. In the ACCOUNTABILITY DIMENSION, the focus is the principal’s accountability for teacher practice and equitable and rigorous academic, civic, and social-emotional student outcomes. This dimension is an extension of the Instructional dimension, which focuses on instruction and professional learning. The principal’s actions in the accountability dimension consistently demonstrate a laser focus on ensuring teacher practice that in turn leads to improved student learning. As the principal responds to and communicates district, state, and federal accountability policies and mandates, s/he holds fast to a more comprehensive and complex system using multiple measures of academic, civic, and social-emotional learning. The principal exhibits a deep understanding of the quantitative data, qualitative evidence, and technology systems that will support data-driven cycles of inquiry and inform intentional and thoughtful change efforts. S/he communicates a comprehensive accountability frame to teachers, students, parents, and partner organizations. The leader is responsible for the quality of teaching and learning in the school, and that requires considerable and consistent attention to the supervision, support, and evaluation of teachers, staff and programs.

### Dimension Eight Overview ACCOUNTABILITY

Principal designs, implements, and monitors a system of collective accountability that ensures effective teacher practice and improved student learning outcomes

#### Element 1.1 ACCOUNTABILITY FUNDAMENTALS (Developing Leader Capacity)

- Indicator of Practice 8.1.1 Accountability Framework
- Indicator of Practice 8.1.2 Accountability System
- Indicator of Practice 8.1.3 Teacher, Staff and Student Evaluation Systems

#### Element 1.2 ACCOUNTABILITY SYSTEMS (Cultivating School Level Capacity)

- Indicator of Practice 8.2.1 Collaborative Accountability Knowledge and Use
- Indicator of Practice 8.2.2 Collaborative Accountability System
- Indicator of Practice 8.2.3 Collaborative Engagement in Teacher, Staff and Student Evaluation Systems

#### Element 1.3 ACCOUNTABILITY MONITORING (Ensuring Collective Responsibility and Accountability)

- Indicator of Practice 8.3.1 Monitoring Accountability Knowledge and Use
- Indicator of Practice 8.3.2 Monitoring Accountability System
- Indicator of Practice 8.3.3 Monitoring Teacher, Staff and Student Evaluation Systems

<b>Dimension Eight Overview    A C C O U N T A B I L I T Y</b> <b>Principal designs, implements, and monitors a system of collective accountability that ensures effective teacher practice and improved student learning outcomes</b>		
<p><b>Developing Leader Capacity</b></p> <p><b>Element 8.1 ACCOUNTABILITY FUNDAMENTALS</b>  <b>Ensures that accountability and evaluation systems promote effective teacher practice and rigorous student outcomes</b></p>	<p><b>Cultivating School Level Capacity</b></p> <p><b>8.2 ACCOUNTABILITY SYSTEMS</b>  <b>Develops the collaborative capacity to engage in for data-driven cycles of inquiry and fully implements evaluation and accountability systems for assessing effective teacher practice and student outcomes</b></p>	<p><b>Ensuring Collective Responsibility and Accountability</b></p> <p><b>8.3 ACCOUNTABILITY MONITORING</b>  <b>Ensures collective responsibility for improved teacher practice and student outcomes by assessing and monitoring results of accountability systems, and regularly refines systems as needed.</b></p>
<p><b>8.1.1 Accountability Framework</b></p> <ul style="list-style-type: none"> <li>Communicates rationale for and builds capacity of teachers in understanding current accountability context (local, state and national) in an equity context and analyzing quantitative data and qualitative evidence effectively to ensure equitable results</li> <li>Collects, analyzes, and disaggregates multiple metrics (forms of data<sup>14</sup> and evidence) for racial, linguistic, disability, and/or gender inequities in student outcomes, disciplinary actions, and access to learning opportunities</li> <li>Coordinates with district (BSC &amp; district research and assessment) in using and analyzing data and evidence effectively for school improvement</li> <li>Communicates and puts structures in place to analyze the emotional content of data use and maintain resilience for long-term goals</li> </ul>	<p><b>8.2.1 Collaborative Capacity for Accountability Knowledge and Use</b></p> <ul style="list-style-type: none"> <li>Engages leadership team in communicating accountability context and value of data and evidence and in developing professional learning opportunities for using data to make decisions that achieve equitable results</li> <li>Engages teachers and teams in choosing and analyzing multiple metrics to address inequities in student outcomes, disciplinary actions, and access</li> <li>Implements systems for collecting, calibrating, and analyzing data and evidence that corresponds to Balanced Score Card</li> <li>Engages teachers and teams in reflecting on and using protocols and processes to address the emotional content of data and evidence</li> </ul>	<p><b>8.3.1 Monitoring Accountability Knowledge and Use</b></p> <ul style="list-style-type: none"> <li>Collaborates with leadership team to revise use of data and evidence within current accountability context for all staff and student learning</li> <li>Monitors and assesses choice, use, and usefulness of multiple metrics in diagnosing and designing interventions to improve results</li> <li>Reviews Balanced Score Card (BSC) and re-aligns metrics with school and district goals</li> <li>Monitors the effective use of processes and protocols for data and evidence analysis so that teachers and teams can maintain resilience for achieving long-term goals</li> </ul>

<sup>14</sup> In this document, data (singular datum and plural data) is a term used to indicate quantitative metrics and evidence is used to indicate qualitative information; together these are termed multiple metrics.

<p><b>8.1.2 Data-driven Inquiry Systems</b></p> <ul style="list-style-type: none"> <li>• Designs systems for data-driven cycles of inquiry to collect and analyze multiple forms of data and evidence (SQR 3.9)</li> <li>• Communicates the process for calibrating criteria for high quality work, scoring and grading</li> <li>• Creates and/or maintains technology systems that support data analysis and reporting</li> <li>• Institutes systems to report and discuss assessments with students, families, and community about how student is progressing and participating in school (SQR 4.5)</li> </ul>	<p><b>8.2.2 Collaborative Capacity for Data-driven Inquiry Systems</b></p> <ul style="list-style-type: none"> <li>• Builds capacity of teachers and teams in using data-driven cycles of inquiry (including data conferences) to improve student performance and student experience in learning (SQR 3.2)</li> <li>• Builds capacity of teachers to use evidence and data effectively (SQR 5.8) to collaboratively calibrate what constitutes high quality work and common scoring and grading practices</li> <li>• Engages teachers and teacher teams in using technology for data analysis and reporting</li> <li>• 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 (SQR 4.6)</li> </ul>	<p><b>8.3.2 Monitoring Data-driven Inquiry Systems</b></p> <ul style="list-style-type: none"> <li>• Analyzes how data-driven cycles of inquiry contribute to school change and improved learning outcomes</li> <li>• Monitors implementation of use of data and evidence to calibrate scoring and grading</li> <li>• Monitors the usefulness of technology systems in supporting data analysis and reporting</li> <li>• Maintains and assesses the usefulness of structures that authentically and successfully communicate achievement data to families and community</li> </ul>
<p><b>8.1.3 Teacher, Staff and Student Evaluation Systems</b></p> <ul style="list-style-type: none"> <li>• Communicates teacher and staff evaluation systems and expectations to all staff, normalizes the importance teacher and staff evaluation practices as a key lever in improving student outcomes,</li> <li>• Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student learning</li> <li>• Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff , including input on evaluations of partner staff</li> <li>• Sets up systems for logistical and legal requirements related to administration for student assessments</li> </ul>	<p><b>8.2.3 Collaborative Capacity for Engagement in Teacher, Staff and Student Evaluation Systems</b></p> <ul style="list-style-type: none"> <li>• Writes and communicates teacher and staff evaluation using specific data and evidence for evaluation decisions</li> <li>• Analyzes evidence of teacher evaluations to guide differentiated professional learning and coaching of teachers and inform teachers of connection between teacher performance and impact on student learning</li> <li>• Troubleshoots possible barriers and challenges to completing formal observation cycle and addresses those with supervisor and/or appropriate teachers</li> <li>• Coordinates and troubleshoots logistical and legal issues related to assessment administration and teacher and staff evaluation</li> </ul>	<p><b>8.3.3 Monitoring Teacher, Staff and Student Evaluation Systems</b></p> <ul style="list-style-type: none"> <li>• Monitors and assesses the effectiveness the principal processes and evaluation practices in supporting changed teacher practice and improved student outcomes</li> </ul> <p>Regularly assesses the effectiveness of evaluation in meeting goals of collective responsibility for outcomes and ensuring that evaluation has a demonstrable impact on teacher performance and student learning/social development (SQR 3.5)</p> <ul style="list-style-type: none"> <li>• Collects and analyzes feedback on the formal evaluation processes and revises processes as needed</li> <li>• Monitors the logistics and legal issues of student assessment administration</li> </ul>

## GLOSSARY

Key terms used in this Dimension Document may not be completely familiar. In general Dimension Document terminology should be accessible and clear to users. However, the Leadership Task Force made strategic decisions about language that helped to enhance a concept or indicator of practice.

**ASSET** An asset is the current strength or level of practice. The current levels of practice comprise the leader’s current assets. The current assets imply the current readiness level; growth and improvement only occurs from the current level of strength, knowledge or skill. The leader analyzes his/her practices and decides on focused goals for improvement. In many cases, the leader can draw on his/her strength in one area and apply it to an area on which s/he chooses to focus.

**ASSET OBSERVATION** The process of observing, scripting, and naming/coding current practices of an individual or group. The asset observation provides evidence of the current levels of practice and can be used in collaborative dialogue to decide on goals and next steps.

**COHERENCE** The level of consistency and unity in a school about desired goals and collaborative actions in the service of change and reform. In a fully coherent school, individual and collective expectations, responsibility, and accountability practices are synchronized. Elmore (2004) describes three levels of coherence: atomized, emerging, or nearly coherent. Grubb and Tredway (2010) have added pre-atomized to indicate a school that exhibits some chaotic conditions.

**CONSTITUENT** This word replaces stakeholder in educational lexicon. A constituent is a fundamental participant who has a vested in an outcome, particularly in creating and being a part of a democratic organization. The term connotes the importance of each person as a citizen-participant who maintains interdependence and reciprocity with other members of a group. Note: Stakeholder has been used for ownership as stakeholders put stakes in the ground to claim land that is often not theirs to claim.

**CRITICAL FRIEND** A colleague who acts as important or vital listener and responder to dilemmas of practice, using a critical friends protocol (consultancy or tuning protocols are most common). The critical friend is able to be a warm demander and gives warm and cool feedback to colleague(s).

**CROSS-BOUNDARY LEADERSHIP** Relying on the role of formal and informal multiple leaders (students, family, school leaders, in schools) to create optimal conditions for partnerships and achieving robust and rigorous student outcomes. This kind of leadership means welcoming the rich diversity in language, culture and outlook that changing student populations bring to schools, and refusing to evade the challenges posed by race, equity and poverty issues. Boundary crossers understand that networks of responsibility—not traditional models of isolated leadership—are needed to solve 21st century challenges, including those facing our schools. They share an ability to “break through the barriers that divide and diminish our communities” and they have the imagination and determination to build new public systems. By making the best use of all community assets, leaders can scale up their efforts to create community schools and embrace the full service community school mission (Blank, 2006). Navigating cross-boundary leadership requires a school leader to believe in and fully practice shared leadership and develop relationships and agreements for which clear goals, outcomes, roles and responsibilities of all constituents.

**CROSS-POLLINATION** The process of using learning from conversations with teachers, parents, staff ,or students to inform other adults about effective practices; often this includes making suggestions about which peers would be useful to observe or act as a mentor.

**CULTURAL CONSONANCE** The ability to align and harmonize the cultural representation of the students, families and community with school; consonance is the agreement or compatibility between opinions or actions and the recurrence of similar actions in close proximity to each other to create a similar “sound”.

**DISCOURSE II** A process for having conversations about practice and change that includes a non-blaming, non-judgmental approach. The premise of Discourse II is that organizational actors adopt a problem-posing, problem- solving frame of mind. The leader meets the constituents at their level of readiness and honors their thoughts and work. This form of discourse is the foundation of respectful resolution of conflicts and is a fundamental component of democratic engagement.

**DISCIPLINE** The term discipline connotes developing social-emotional habits that are useful as a student, family member, and citizen. It originates from the word disciple, which means to follow someone because he or she is modeling behavior one wants to emulate. The discipline space in schools has often become contentious because of the legal climate that has surrounded school since “zero tolerance” practices developed. Many of the discipline policies are counter to the tone of this Dimension Document and support punitive and authoritarian responses. These subvert the democratic purposes of school and are counterproductive to student learning. This Dimension Document supports discipline policies that include restorative justice and equitable and dignified treatment of diverse students.

**EQUITABLE PARTICIPATION** All constituents have access to the conversation in ways that are fair and reasonable to the situation (classroom, meeting, school community); the participatory structures consistently and intentionally include the voices of all constituents in building democratic structures.

**EQUITY TRAP** The possibility of relying on a constricting view of the situation that limits the ability to take responsibility for achieving outcomes for students. The equity traps include deficit thinking or conversations, erasure (acting if one does not see racial categories), the gaze (diminishing expectations in racially diverse schools and keeping peer teachers “in line” in terms of what is expected of teachers), and para-logical beliefs (attributing low performance to external factors by not assuming personal responsibility) (McKenzie & Scheurich, 2004).

**EVIDENCE-BASED PRACTICE** The process of supporting teachers and leaders to use nonjudgmental quantitative and qualitative data that inform decisions about teaching and learning or other areas of improvement.

**INVENTORY** The process of taking stock of key aspects of a school or community in order to use the evidence to make decisions.

**MICRO-POLITICAL** The use of formal and informal power by individuals and groups to achieve their goals within organizations.

**MULTIPLE MEASURES/METRICS** The practice of using formative and summative assessments from several reliable and valid sources to assess student progress. More complex assessments (exhibitions or portfolios using rubrics) are more difficult to use, but critical in gaining a full portrait of student learning.

**OPERATIONS** The variety of management systems include schedules and relationships with teachers, support staff, parents/caregivers and community-based organizations (CBO): egress and ingress patterns, bus duty and schedules, yard or playground supervision, cafeteria and hallway procedures, teacher release periods, substitute procedures, calendars for professional development, rituals and celebrations, committees, reports, planning, CBO participation, etc.

**SHARED AGENCY/RESPONSIBILITY** Those who act on each other's behalf or on the behalf of an organizational goal. A metaphor for the role of principal in the FSCS is an insurance agent, who establishes common policies and outcomes and represents the best interests of the school in partnership with district managers and community-based organizations serving student learning outcomes. *Sharing* an intention and acting *with* others depends on collaborating with other agents or organizational actors with whom you share a common purpose and intent and with whom you act in concert, not independently. The principal needs to consistently be explicit about the intent and purposes so that the individuals can act in concert and result in reciprocal and collective outcomes. Everyone may have "good intentions" but if they act in different ways – even with the same goal – often the activities are working at cross instead of common purposes. Thus, shared agency/responsibility is the shared intention to engage in a structure of related intentions that serves to coordinate action and planning, as well as structure bargaining between and among participants.

**SIGHTING** The opportunity, often sudden and striking as in an epiphany, to see and understand the beliefs that animate the behaviors and policies of a school. May result from mulling over an incongruity. A moment when a belief intersects with a practice that "bubbles up" from constituents and causes one to rethink direction (McDonald, 1996).

**WARM DEMANDER** A warm demander is a trusted colleague who communicates unconditional positive regard coupled with active insistence on supporting self-reflection as a cornerstone of learning and growth. The warm demander uses warm and cool feedback in enacting the role of critical friend.

## Teacher Growth and Development System (TGDS)

Launched in 2011, as an outgrowth of the Strategic Plan, the OUSD Effective Teaching Task Force developed a homegrown framework for effective teaching and a correlating evaluation system that pulls from local and national research. Both are grounded in the specific priorities, context and needs of Oakland's teachers and students. The resulting Oakland Effective Teaching Framework (OETF) and 'Teacher Growth and Development System (TGDS) were implemented as one of three teacher evaluation pilots in OUSD during the 2013-2014 academic year.

TGDS aims to provide teachers with a meaningful evaluation experience through the following design principles:

- **Clear, rigorous and equity focused expectations:** All TGDS observations and feedback are grounded in the Oakland Effective Teaching Framework (OETF), a practitioner designed tool that represents research-based best practices in teaching as well as the priorities and needs of Oakland's teachers and students.
- **Evidence & data based:** Observers script observations and tag evidence to OETF using an online tool. At the individual level, the online tool helps teachers & observers surface patterns of strengths and areas for growth. At the school and district level, the online tool helps to capture data that can point to areas for professional learning and support.
- **Developmentally focused:** The OETF offers teachers and observers a developmental continuum to measure teaching actions (Beginning, Developing, Proficient, Exemplary) Standards and indicators demonstrate measurable behaviors and offer teachers an illustrative "next step" to advance their practice.
- **Provide frequent and targeted feedback:** Teachers evaluated through the TGDS system receive 2 long observations and up to 6 short (15-20 minute) observations and feedback loops. Observation and feedback are focused on teachers areas for growth and or SMARTe goals (as determined through the preliminary observation at the beginning of the academic year)
- **Include multiple measures & perspectives:** Teachers evaluations ratings are based on multiple measures (observations, student work samples, student performance, student survey) and from varied observers to allow for a comprehensive and objective picture of teacher practice and to provide teacher with a rich bank of evidence to move practice forward. The TGDS system will include observer training and require full certification for all observers.
- **Build Collaboration and Leadership:** TGDS focuses on collaboration through a peer observation cycle, professional learning focused on SMARTe goals. It aims to provide formal leadership opportunities for teachers through the creation of new opportunities for teachers (site observers, implementation leads).





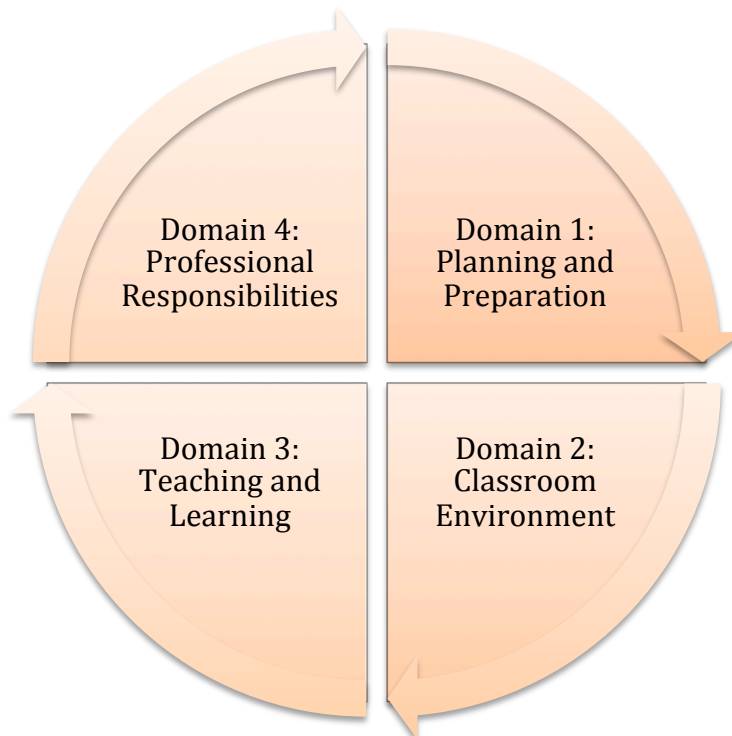
## TGDS Foundation: Oakland Effective Teaching Framework (OETF)

The Oakland Effective Teaching Framework serves as the foundation for the TGDS evaluation process. It provides a shared understanding of the effective teaching practices have the greatest potential to transform student learning across Oakland. The OETF is a reflection of the Oakland context and the needs of our students. It is aligned to our district priorities (Academic Discussion, African American America Male Achievement, Social Emotional Learning) and the shifts of the Common Core.

The OETF is divided into four domains of effective teaching: Planning and Preparation, Classroom Environment, Teaching and Learning and Professional Responsibilities. The framework is used as an observation tool for the **Classroom Environment** and **Teaching and Learning** domains, which reflect the effective teaching practices that can be observed in the classroom. The **Planning and Preparation** and **Professional Responsibilities** domains are used to evaluate the important teaching practices that typically happen outside of the classroom.

The OETF offers teachers and observers a developmental continuum by which to evaluate teaching practice. The framework provides four distinct levels of teaching performance (Beginning, Developing, Proficient, Exemplary) that describe measurable teaching actions and provide a roadmap for improvement in teaching practice.

[View the Oakland Framework for Effective Teaching](#)



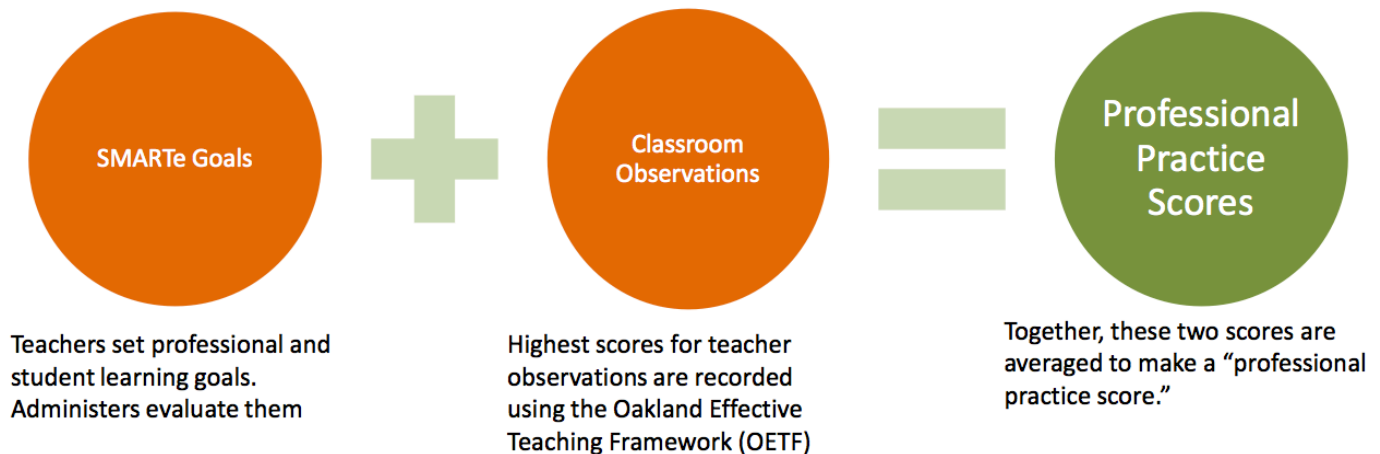
## TGDS: A Focus on Continuous Growth

The Teacher Growth and Development System was designed to provide teachers with frequent opportunities to receive objective, aligned feedback from multiple sources. The multiple measures of the evaluation process (observations, student work samples, student performance, student survey) help give teachers a comprehensive picture of their teaching practice, enabling them to identify areas of strength and growth opportunities. Teachers use observation data to set targeted SMARTe goals and continue to use the consistent and frequent feedback loops throughout the school year to drive their professional learning and make specific adjustments to their teaching to better support student learning.

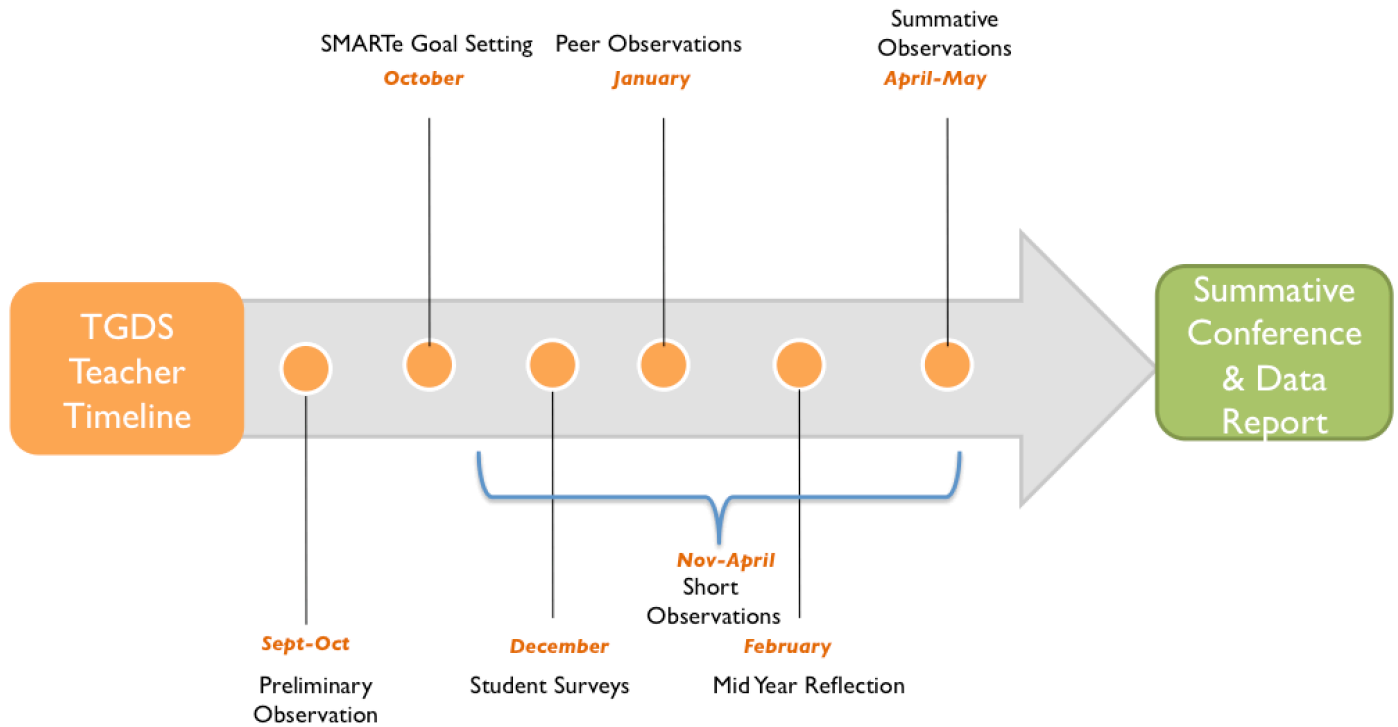
At the close of the evaluation cycle, teachers will have a portfolio of data reflecting their teaching practice and progress towards their two SMARTe goals (student learning and professional practice). Final evaluation scores are divided equally between progress towards goals and classroom observations.

**Classroom Observations:** Throughout the year, teachers will have the opportunity to demonstrate mastery in the observable domains of the Oakland Effective Teaching Framework. At the end of the year, the highest score of every indicator (regardless of whether obtained in a short or long observation) will be averaged together to form the best and broadest view of classroom practice.

**Progress towards goals:** Teachers supply evidence throughout the year that demonstrates student learning and professional practice growth. Administrators draw upon all of the evidence collected throughout the evaluation cycle to determine a numeric ranking (Insufficient Progress-1, Developing-2, Met Goals-3, Exceeded Goals-4) of progress towards completion of both goals.



## TGDS Evaluation Cycle



Evaluation Step	Description
Preliminary Observation Cycle	<ul style="list-style-type: none"> <li>-Includes Pre-Conference/Post Conference</li> <li>-Long Observation 30+ Minutes</li> <li>-Teacher completes self reflection and submits rating prior to post-conference</li> </ul>
SMARTe Goals/Action Plan	<ul style="list-style-type: none"> <li>-Based on the preliminary observation, teacher self-assessment and post conference</li> <li>-3-4 SMARTe Goals: student achievement, professional goal, school site &amp; or grade-level team goal</li> </ul>
Short Observations	<ul style="list-style-type: none"> <li>-4-6 short observations</li> <li>-Focused on SMARTe Goals</li> <li>-15-20 minutes</li> <li>-Post conference only</li> </ul>
Mid-Year Reflection	<ul style="list-style-type: none"> <li>-Evaluator/Educator meet to discuss progress toward SMARTe goals and discuss any necessary next steps/revisions</li> </ul>



Student Survey	<ul style="list-style-type: none"> <li>-Measures how students view a teacher's expectations, equity in the classroom, and classroom management</li> <li>-Teacher administered</li> </ul>
Summative Evaluation Cycle	<ul style="list-style-type: none"> <li>-Includes Pre-Conference/Post Conference</li> <li>-Long observation 30+ Minutes</li> <li>- Teacher completes self reflection and submits rating prior to post-conference</li> </ul>
Summative Conference	<ul style="list-style-type: none"> <li>-Reflects growth and development across evaluation cycle</li> <li>-Teacher provided with multiple performance rating: one for each of the 4 domains, one for professional growth (based on SMARTe goals) and one overall rating</li> </ul>

