

PRINCIPAL PREPARATION PROGRAM CANDIDATE SELF-ASSESSMENT RUBRIC BASED ON THE ILLINOIS PERFORMANCE STANDARDS FOR SCHOOL LEADERS

Name: _____ Pre _____ Post _____

I. LIVING A MISSION, VISION, AND BELIEFS FOR RESULTS – The candidate works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.						
Element:	I have basic knowledge of this (1)	I have substantial knowledge of this (2)	I am prepared to lead this (3)	I have led this (4)		Candidate Evidence:
a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and to student improvement for all learners.						
Collaborates to develop and maintain a shared vision of high expectations	I have basic knowledge of how to involve staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students.	I have substantial knowledge of how to involve staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students.	I am prepared to involve staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students.	I have created a shared vision of high expectations with multiple stakeholders; build staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness.	4 3 2 1	Candidate Evidence:
Examples of evidence: <ul style="list-style-type: none"> • There is visible alignment between the vision and the school goals [observations and artifacts: the School Improvement Plan, School Report Card, and grade level goals] • School vision and goals are shared with stakeholder groups [observations and artifacts: presentation to stakeholders] • Building level staff development plan supports and is aligned to the School Improvement Plan and the district vision and mission [observations and artifacts: the School Improvement Plan and the building staff development plan] • Written values and beliefs reflect high expectations for all students [observations and artifacts: school level and grade level goals] 						
b. Ensures that the school's identity, vision, mission, drive school decisions						
Ensures vision and mission drive school decisions	I have basic knowledge of how to use the vision and mission to make all decisions, & create and use protocols aligned to the vision and mission to make decisions.	I have substantial knowledge of how to use the vision and mission to make all decisions, & create and use protocols aligned to the vision and mission to make decisions.	I am prepared to use the vision and mission to make all decisions, & create and use protocols aligned to the vision and mission to make decisions.	I have used the vision and mission to make all decisions, use protocols for making decisions that refer staff and team decisions back to the vision and mission; & build staff capacity to use the vision and mission to make instructional decisions.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> • Building wide goals and vision are shared and widely known within the school community [observations and artifacts: posters and newsletters] • Parents, staff and others are clear about academic expectations and homework guidelines [observations and artifacts: homework policy, academic guidelines, parent handbook] • Team meetings focus on improving student achievement [observations and artifacts: team meeting agendas and minutes] 						
Confronts low expectations and deficit thinking towards students and families.	I have basic or no knowledge of how to address staff who contradict the vision by their display of low expectations and deficit thinking towards students and families; & contest class offerings and grading policies that contradict the vision.	I have substantial knowledge of how to address staff who contradict the vision by their display of low expectations and deficit thinking towards students and families; & contest class offerings and grading policies that contradict the vision and mission.	I am prepared to address staff who contradict the vision by their display of low expectations and deficit thinking towards students and families; & contest class offerings and grading policies that contradict the vision and mission.	I have built the capacity of staff to address other staff or stakeholders who contradict the vision by displaying low expectations and deficit thinking towards students and families; & contest or eliminate courses and grading policies that contradict the vision and mission.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> • Academic work and homework guidelines are shared with parents, staff and others to ensure that expectations are clear to all [observations and artifacts: homework policy and academic guidelines] • Builds effective professional learning communities within the building that use data to develop plans and strategies to improve student achievement for all students [observations and artifacts: PLC learning agendas and plans] 						

c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.						
Conducts difficult Conversations to Improve Student Results	I have basic knowledge of how to address areas of underperformance in a timely manner with individuals, teams and staff; & how to proactively lead difficult conversations with staff to improve and enhance student learning and results as necessary.	I have substantial knowledge of how to address areas of underperformance in a timely manner with individuals, teams and staff; & how to proactively lead difficult conversations with staff to improve and enhance student learning and results as necessary.	I am prepared to address areas of underperformance in a timely manner with individuals, teams and staff; & how to proactively lead difficult conversations with staff to improve and enhance student learning and results as necessary.	I have built the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; & model how to conduct difficult conversations with individuals, teams, and staff based on student performance data.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> School staff development plan addresses difficult conversations to improve and enhance student learning [observations and artifacts: school development plan] Teacher conversations and meetings are focused on improving student achievement and demonstrate high expectations [observations and artifacts: team meeting minutes or staff development plans] Faculty meetings are focused on improving results [observations and artifacts: meeting agendas and minutes] 						
II. LEADING AND MANAGING SYSTEMS CHANGE—The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.						
Element:	I have basic knowledge of this (1)	I have substantial knowledge of this (2)	I am prepared to lead this (3)	I have led this (4)		Candidate Evidence:
a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement.						
Include a School-wide Equity Audit in the School Improvement Plan	I have basic knowledge of how to conduct an equity audit and develop a plan to address achievement gaps and equity issues in the School Improvement Plan.	I have substantial knowledge of how to conduct an equity audit and develop a plan to address achievement gaps and equity issues in the School Improvement Plan.	I am prepared to conduct an equity audit and develop a plan to address achievement gaps and equity issues in the School Improvement Plan.	I have effectively conducted an equity audit and developed a plan to address achievement gaps and equity issues in the School Improvement Plan.	4 3 2 1	Candidate Evidence:
Assesses the Current State of School Performance	I have basic knowledge of how to assess the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' school improvement plan to track, and review progress.	I have substantial knowledge of how to assess the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' school improvement plan to track, and review progress.	I am prepared to assess the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' school improvement plan to track, and review progress.	I have completed a comprehensive assessment of the school's strengths/weaknesses including an assessment of the school practices and student learning outcomes.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Uses disaggregated student data to determine the current state of the school [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan] School Improvement Plan reflects current state of the school developed through analysis of disaggregated data [observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan] 						
Develops a School Improvement Plan	I have basic knowledge of how to use the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; name milestones and benchmarks of student progress and develop a school improvement plan that identifies a strategy to reach school-wide targets and goals.	I have substantial knowledge of how to use the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; name milestones and benchmarks of student progress and develop a school improvement plan that identifies a strategy to reach school-wide targets and goals.	I am prepared to use the outputs from a school-wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; name milestones and benchmarks of student progress and develop a school improvement plan that identifies a strategy to reach school-wide targets and goals.	I have used a comprehensive analysis of the school to determine appropriate grade and content area targets and priorities for improvement with staff; organize staff to monitor, track, and review progress and create a detailed school improvement plan that identifies a strategy to reach school-wide targets and goals.	4 3 2 1	Candidate Evidence:

Examples of Evidence:						
<ul style="list-style-type: none"> The School Improvement Plan identifies strategies to reach school and grade level goals [observations and artifacts: the School Improvement Plan, presentation or materials on data and how data will be used] Grade level targets are derived from the assessment of the current state and support the School Improvement Plan [observations and artifacts: grade level targets, analysis of data, RTI data and team minutes, formative and summative assessment analysis, and the School Improvement Plan] 						
Maintains a Focus on Results	I have basic knowledge of how to demonstrate focus on improving student achievement results; keep the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; & track progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies.	I have substantial knowledge of how to demonstrate focus on improving student achievement results; keep the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; & track progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies.	I am prepared to demonstrate focus on improving student achievement results; keep the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; & track progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies.	I have focused on student achievement results; building staff ownership for the goals and building capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have traditionally not been successful in the school.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Faculty assume shared accountability to reach goals [observations and artifacts: staff goals aligned to school goals, school staff development plan, and team meetings focus on student results] Staff adjust strategies and plans if interim benchmarks are not met [observations and artifacts: grading systems that focus on meeting standards over time, RTI data and meeting minutes, and analysis of disaggregated data] Student and staff successes are celebrated when milestones and benchmarks are met [observations and artifacts: assemblies and recognition programs] 						
b. Creates a safe, clean, and orderly learning environment.						
Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly	I have basic knowledge of how to ensure that the learning environment is conducive to learning and positive; supervise facilities and equipment management to enhance learning and ensure that the school environment is safe and comply with the Illinois Safety Drill Act.	I have substantial knowledge of how to ensure that the learning environment is conducive to learning and positive; supervise facilities and equipment management to enhance learning and ensure that the school environment is safe and comply with the Illinois Safety Drill Act.	I am prepared to ensure that the learning environment is conducive to learning and positive; supervise facilities and equipment management to enhance learning and ensure that the school environment is safe and comply with the Illinois Safety Drill Act.	I have planned for and implemented facility and equipment expansions & improvements and identified creative solutions to maximize and share space; complied with all components of safety drills and conduct multiple trainings with staff and multiple drills every year; built staff capacity to lead and manage components of school safety.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Routines and procedures are in place, discussed, and implemented [observations and artifacts: severe weather and drill plans, school crisis plan, completed Illinois drill documentation form, building rules are posted, student handbooks/parent handbook, bus duty hall duty schedules] School building is clean and safe-all basic facilities are in working order [observations and artifacts; bathrooms, windows, sinks, locks] Physical plant supports major academic priorities/initiatives [observations and artifacts: reading nooks, improved library, enhanced computer lab, comfortable staff lounge/meeting area] 						
c. Collaborates with staff to allocate personnel, time, and adult learning resources appropriately to achieve the school improvement plan targets.						
Allocates Resources to Support Student Learning	I have basic knowledge of how to allocate and maximize resources in alignment with mission and student learning goals, and assess external resources to fill gaps; ensure that staff have necessary materials, supplies, and equipment; effectively plan and manage a fiscally responsible budget that supports the school's goals, and ensure the school is financially secure in the long-term.	I have substantial knowledge of how to allocate and maximize resources in alignment with mission and student learning goals, and assess external resources to fill gaps; ensure that staff have necessary materials, supplies, and equipment; effectively plan and manage a fiscally responsible budget that supports the school's goals, and ensure the school is financially secure in the long-term.	I am prepared to allocate and maximize resources in alignment with mission and student learning goals, and assess external resources to fill gaps; ensure that staff have necessary materials, supplies, and equipment; effectively plan and manage a fiscally responsible budget that supports the school's goals, and ensure the school is financially secure in the long-term.	I have assessed and reassessed resources and creatively utilized and leveraged existing school and district resources, and relentlessly accessed human and fiscal resources that aligned to strategic priorities to support the achievement of school improvement plan targets; built capacity of staff to have an appropriate role in the creation and monitoring of budgets.	4 3 2 1	Candidate Evidence:

Examples of Evidence:						
<ul style="list-style-type: none"> Resources support the core components of academic, social, emotional, behavioral, physical development, educator quality, and learning environment [observations and artifacts: building staff development plan, budget, professional learning structures, and the School Improvement Plan] Finances and other resources are aligned with strategic priorities [observations and artifacts: budget and run rate] Support Staff (e.g. ELL, literacy and math teachers, and gifted and talented instructors) are strategically utilized to support the implementation of the School Improvement Plan [observations and artifacts: teacher schedules, the School Improvement Plan, and school budget] 						
Prioritizes Time	I have basic knowledge of how to prioritize the use of school time to ensure that staff and student activities focus on improving student learning; organize professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.	I have substantial knowledge of how to prioritize the use of school time to ensure that staff and student activities focus on improving student learning; organize professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.	I am prepared to prioritize the use of school time to ensure that staff and student activities focus on improving student learning; organize professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.	I have prioritized and monitored the use of school time to ensure that staff and student activities focus on improving student learning; organized how professional time is used and adjusted how time is spent to support student learning activities.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Organizes adults into learning communities whose goals are aligned with those of the district and the school [observations and artifacts: Building staff development plan and calendar of professional learning] School time is focused on the improvement of student achievement in alignment with the School Improvement Plan and the district and school goals [observations and artifacts: periodic assessments, team meetings and team minutes, walk through data] 						
d. Utilizes current technologies to support leadership and management functions.						
Employs Current Technologies	I have basic knowledge of how to identify and consistently apply new technologies to improve and support leadership and management functions.	I have substantial knowledge of how to identify and consistently apply new technologies to improve and support leadership and management functions.	I am prepared to identify and consistently apply new technologies to improve and support leadership and management functions.	I have modeled continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Communication among leadership, staff, students and parents utilizing current technological tools Models incorporation of various current technological hardware and software resources/tools. 						
III. IMPROVING TEACHING AND LEARNING—The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.						
Element:	I have basic knowledge of this (1)	I have substantial knowledge of this (2)	I am prepared to lead this (3)	I have led this (4)		Candidate Evidence:
a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom.						
Implements Curricular Scope and Sequence	I have basic knowledge of how to improve components of the instructional scope and sequence to improve alignment with year-end goals.	I have substantial knowledge of how to improve components of the instructional scope and sequence to improve alignment with year-end goals.	I am prepared to improve components of the instructional scope and sequence to improve alignment with year- end goals.	I have ensured year end goals and student needs are met by using formative and interim assessments to modify the instructional scope and sequence.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college and career readiness track [observations and artifacts: assessment calendar and grade and content curriculum guide] Lesson plans and curriculum materials produce explicit evidence of curriculum coordination and alignment to Common Core standards [observations and artifacts: staff lesson plans] 						

Reviews Instructional Practices	I have basic knowledge of how to assess instructional practices, identify a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices.	I have substantial knowledge of how to assess instructional practices, identify a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices.	I am prepared to assess instructional practices, identify a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices.	I have assessed instructional practices and built 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 the learning of all students.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> Staff have a broad repertoire of instructional strategies that they reference in their lesson plans [observations and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations and instructional strategy professional development session plan] Throughout the school classroom activities are designed to engage students in cognitively challenging work that is aligned to the standards [observations and artifacts: staff lesson plans, walkthroughs, teacher observations and evaluations] Consistent practices are observable across multiple classrooms [observations and artifacts: lesson plans, walkthroughs and teacher observations] 						
b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes.						
Implements Data Driven Decision Making	I have basic knowledge of how to use data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.	I have substantial knowledge of how to use data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.	I am prepared to use data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement.	I have consistently used and analyzed multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> Key data is reviewed at every meeting and all teachers are aware of school and grade targets and have aligned individual targets for their students [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used] Uses disaggregated student data to determine adult priorities, monitor progress, and help sustain continuous improvement [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used] Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, individual student performance data, student work and evidence of data use in team meetings and planning] 						
Implements Data Driven Instruction	I have basic knowledge of how multiple sources are used to drive instructional decisions and use 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.	I have substantial knowledge of how multiple sources are used to drive instructional decisions and use 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.	I am prepared to use multiple sources to drive instructional decisions and use 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.	I have supported and developed the staff's ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; built staff capacity to use data in determining team and individual goals.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> Continuous data review process is in place to ensure that students learned taught material [observations and artifacts: analyses of interim and formative assessments, classroom observations, and re-teaching based on results] Multiple analyses of student performance data is examined to support informed decision making [observations and artifacts: grade-level performance data, subject-area performance data, classroom level performance data, individual student performance data, and evidence of data use in team meetings and planning] Clear re-teaching plans are used to guide the work of individual teachers [observations and artifacts: re-teaching plan, teacher observers] 						
c. Implements student interventions that differentiate instruction based on student needs						

Uses Disaggregated Data	I have basic knowledge of how to use disaggregated data to support differentiation and re-teaching to ensure that instructional strategies are matched to the needs of all students; & engage all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions.	I have substantial knowledge of how to use disaggregated data to support differentiation and re-teaching to ensure that instructional strategies are matched to the needs of all students; & engage all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions.	I am prepared to use disaggregated data to support differentiation and re-teaching to ensure that instructional strategies are matched to the needs of all students; & engage all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions.	I have used disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focused all staff on closing achievement gaps between subgroups of students and use data to quickly determine appropriate interventions for students or subgroups not making progress.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> Differentiated classroom activities based on students reading or achievement levels are present in every classroom [observations and artifacts: classroom observations, lesson plans, student work] Disaggregated student data informs instruction [observations and artifacts: analysis of data, RTI data and team minutes, formative and summative assessment analysis, the School Improvement Plan, and evidence of how data is used] Students receive rapid, data-driven interventions matched to current needs, and intervention assignments and schedules are frequently updated to reflect student needs and progress [observations and artifacts: individual student performance data, professional learning on differentiation, RTI Team minutes and data, student work, classroom observations of differentiated instruction] Most effective teachers are teaching the students with the greatest needs for growth [observations and artifacts: student data, teacher evaluation data] 						
d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning						
Selects and Assigns Effective Teachers	I have basic knowledge of how to use a clear and articulated selection criteria in place and assess staff skills to place teachers in grade level and content areas.	I have substantial knowledge of how to use a clear and articulated selection criteria in place and assess staff skills to place teachers in grade level and content areas.	I am prepared to use a clear and articulated selection criteria in place and assess staff skills to place teachers in grade level and content areas.	I have implemented a clear selection criteria and strategically assessed and placed teachers in grade level and content areas to create a balanced team with a variety of strengths.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> Selection processes focus on matching staff to specific position expectations [observation and artifacts: building staffing plan and interview questions] 						
Retains Effective Teachers	I have basic knowledge of how to identify effective teachers and move them into leadership roles; & to implement a formal retention strategy that recognizes effective staff through performance evaluation and give retention offers based on effectiveness.	I have substantial knowledge of how to identify effective teachers and move them into leadership roles; & to implement a formal retention strategy that recognizes effective staff through performance evaluation and give retention offers based on effectiveness.	I am prepared to identify effective teachers and move them into leadership roles; & to implement a formal retention strategy that recognizes effective staff through performance evaluation and give retention offers based on effectiveness.	I have used multiple data sets including teacher evaluations to inform a formal retention strategy that created opportunities for growth and development including opportunities for staff to assume additional leadership roles.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data] High percentage of teachers rated effective stay in the school [observation and artifacts: school retention data, new staff supports, staff climate survey, and exit interview data] 						
e. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system.						
Observes Staff and Gives Feedback	I have basic knowledge of how to provide frequent and regular observations and actionable feedback and/or have systems in place so that staff receive specific feedback from multiple observers.	I have substantial knowledge of how to provide frequent and regular observations and actionable feedback and/or have systems in place so that staff receive specific feedback from multiple observers.	I am prepared to provide frequent and regular observations and actionable feedback and/or have systems in place so that staff receive specific feedback from multiple observers.	I have ensured that systems for observations occurred multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan from multiple observers.	4 3 2 1	Candidate Evidence:

Examples of Evidence:						
<ul style="list-style-type: none"> Observation protocol/practice includes not only consistent school-wide expectations but individual teacher development areas and study of specific student sub-groups as identified by data [observation and artifacts: schedule of teacher observation and feedback meetings; written teacher evaluations, and teacher goal setting worksheets] Teachers receive frequent observations and actionable feedback [observation and artifacts: classroom observations, observation records, teacher goal setting worksheets and written feedback] 						
Evaluates Staff	I have basic knowledge of how to complete all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensure that evaluation processes are clear and transparent to all staff and include assessment of student outcomes, learning environment, quality of instruction and planning and preparation.	I have substantial knowledge of how to complete all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensure that evaluation processes are clear and transparent to all staff and include assessment of student outcomes, learning environment, quality of instruction and planning and preparation.	I am prepared to complete all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensure that evaluation processes are clear and transparent to all staff and include assessment of student outcomes, learning environment, quality of instruction and planning and preparation.	I have completed all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensured that evaluation processes were clear and transparent to all staff which included assessment of student outcomes, learning environment, quality of instruction and planning and preparation.	4 3 2 1	Candidate Evidence:
Examples of Evidences:						
<ul style="list-style-type: none"> Performance expectations are clear and aligned with district's policies, the school mission and school wide expectations [observation and artifacts: written teacher evaluations aligned to student achievement goals, improvement plans for underperforming staff] Rigorous completion of the full evaluation process is completed for every teacher [observation and artifacts: evaluation documentation and consistency between practice ratings and student outcomes over time] 						
f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance						
Develops an Instructional Team	I have basic knowledge of how to ensure that effective teacher teams use student learning data and student work to advance student outcomes.	I have substantial knowledge of how to ensure that effective teacher teams use student learning data and student work to advance student outcomes.	I am prepared to ensure that effective teacher teams use student learning data and student work to advance student outcomes.	I have implemented a strategy that built the capacity of teacher teams to lead effective meetings focused on student learning data and student work.	4 3 2 1	Candidate Evidence:
g. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose						
Implements Professional Learning	I have basic knowledge of how to create multiple structures for teacher learning including large group professional development, grade level and content team specific development; & protect staff time for development opportunities,	I have substantial knowledge of how to create multiple structures for teacher learning including large group professional development, grade level and content team specific development; & protect staff time for development opportunities,	I am prepared to create multiple structures for teacher learning including large group professional development, grade level and content team specific development; & protect staff time for development opportunities,	I have implemented a job-embedded professional learning system of consistent support, development, coaching, and peer learning opportunities; & allocated regular time for whole group and individual staff development and learning opportunities.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Teacher-driven professional development focuses on student learning challenges and progress toward student achievement goals [observation and artifacts: teacher team meetings, building staff development plan, and peer visitations] Staff develop a broad repertoire of instructional strategies that they reference in their lesson plans [observation and artifacts: staff lesson plans, teacher observations, walkthroughs and evaluations and instructional strategy professional development session plan] Structures are established for job-embedded collaborative learning [observation and artifacts: professional learning communities, common planning time, protocols for examination of practice designed to guide collaboration] 						
h. Advances Instructional Technology within the learning environment						
Promoting Growth of Technology	I have basic knowledge of how to encourage implementation of technology to enhance student growth.	I have substantial knowledge of how to encourage implementation of technology to enhance student growth.	I am prepared to encourage implementation of technology to enhance student growth.	I have actively supported the implementation of technology to enhance student growth.	4 3 2 1	Candidate Evidence:

<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • A culture and expectation of employing a creative use of technology within the school. • Visible inclusion of digital-age tools utilized in a variety of types of classrooms and learning environments. • Student engagement is enhanced because of integration of digital-age tools in the classrooms and school environment • Implements and evaluates technological resources and applicable utilizations. 						
IV. BUILDING AND MAINTAINING COLLABORATIVE RELATIONSHIPS—The principal creates a collaborative school community where the school, staff, families, and community interact regularly and share ownership for the success of the school.						
Element:	I have basic knowledge of this (1)	I have substantial knowledge of this (2)	I am prepared to lead this (3)	I have led this (4)		Candidate Evidence:
a. Creates, develops and sustains relationships that result in active student engagement in the learning process						
Builds Respectful Relationships with students and families	I have basic knowledge of how to build respectful relationships across cultural differences including communication with families in multiple languages and that is sensitive to various family structures as well as diverse cultural, linguistic, and socioeconomic backgrounds.	I have substantial knowledge of how to build respectful relationships across cultural differences including communication with families in multiple languages and that is sensitive to various family structures as well as diverse cultural, linguistic, and socioeconomic backgrounds.	I am prepared to build respectful relationships across cultural differences including communication with families in multiple languages and that is sensitive to various family structures as well as diverse cultural, linguistic, and socioeconomic backgrounds.	I have developed school-wide capacity to build respectful relationships across cultural differences including communication with families in multiple languages and that is sensitive to various family structures as well as diverse cultural, linguistic, and socioeconomic backgrounds.	4 3 2 1	Candidate Evidence:
<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • Processes are in place to ensure multiple opportunities for school staff to meet, interact and work with families and members of the community [observations and artifacts: building climate survey results, community and university partnerships] • Staff and community members report are positive relationships with the principals and other members of the school [observations and artifacts: school climate survey] • School communication that is available in multiple languages. • School communication that expands beyond print based communication. • Community events attended by school personnel that are typically attended by culturally and linguistically diverse students and families in the school. • School personnel are able to identify their own cultural biases and discuss ways they adapt their communication styles to be more culturally responsive. • Creation of a family/parent center at the school. 						
b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies						
Includes Multiple Voices and Perspective	I have basic knowledge of how to incorporate different perspectives into decisions and create forums to hear multiple and dissenting viewpoints.	I have substantial knowledge of how to incorporate different perspectives into decisions and create forums to hear multiple and dissenting viewpoints.	I am prepared to incorporate different perspectives into decisions and create forums to hear multiple and dissenting viewpoints.	I have incorporated different perspectives into decisions and created forums to hear multiple and dissenting viewpoints to improve the school's instructional program. I have ensured translators are available to improve school and family communication. I have actively reach out to families from various backgrounds that reflect the student body to provide feedback that assisted in the creation of school policies.	4 3 2 1	Candidate Evidence:
<p>Examples of Evidence:</p> <ul style="list-style-type: none"> • Community leaders and school system managers are active partners in the leader's decision making process [observations and artifacts: parent advisory agendas and minutes, school leadership team includes parents or community members, times and locations for all meetings are known, school-wide open door policy] 						
c. Proactively engages families and communities in supporting their child's learning and the schools learning goals						
Engages Families	I have basic knowledge of how to respectfully inform families of learning expectations and specific ways they can support their children's learning.	I have substantial knowledge of how to respectfully inform families of learning expectations and specific ways they can support their children's learning.	I am prepared to respectfully inform families of learning expectations and specific ways they can support their children's learning.	I have continuously created two-way links between family presence in the school environment and the instructional program.	4 3 2 1	Candidate Evidence:

Examples of Evidence: <ul style="list-style-type: none"> Families are included and invested in the school community [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy] Families are aware of learning expectations and strategies to support student learning outside the school day [observations and artifacts: parent engagement and survey data, PTO/PTA meeting attendance, student progress reports, parent access to grades, and parent outreach strategy] 						
d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively						
Builds Capacity to Manage Change	I have basic knowledge of how to directly address and help stakeholders understand that change may raise questions, doubt, and feelings and positively support staff as they face challenges; & balance the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills.	I have substantial knowledge of how to directly address and help stakeholders understand that change may raise questions, doubt, and feelings and positively support staff as they face challenges; & balance the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills.	I am prepared to directly address and help stakeholders understand that change may raise questions, doubt, and feelings and positively support staff as they face challenges; & balance the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills.	I have created space for staff, students, and families to share feelings about change and supported the community while describing the possibilities present in the future; & maintained a focus on meeting school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> Staff are supported through the change process [observations and artifacts: professional development on the research on change] School improvement outlines multiple tactics and strategies and can be adapted to reach identified goals [observations and artifacts: the School Improvement Plan, formative and summative evaluation data] 						
Demonstrates Personal Resolve and Response to Challenges	I have basic knowledge of how to demonstrate personal resolve and maintain staff focus on student achievement goals and demonstrate persistence for the staff in the face of challenges.	I have substantial knowledge of how to demonstrate personal resolve and maintain staff focus on student achievement goals and demonstrate persistence for the staff in the face of challenges.	I am prepared to demonstrate personal resolve and maintain staff focus on student achievement goals and demonstrate persistence for the staff in the face of challenges.	I have focused conversations, initiatives and plans on improving student achievement and relentlessly pushed staff to maintain and improve their focus on student outcomes; & I have used every challenge as an opportunity to learn and develop self and staff.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> Processes are in place to identify and address challenges when they arise [observations and artifacts: staff feedback survey data, building climate survey, and superintendent observation] 						
V. LEADING WITH INTEGRITY AND PROFESSIONALISM—The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.						
Element:	I have basic knowledge of this (1)	I have substantial knowledge of this (2)	I am prepared to lead this (3)	I have led this (4)		Candidate Evidence:
a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff						
Models Equity and Dignity	I have basic knowledge of how to uphold the foundations of mutual respect for all stakeholders and meet all legal requirements for work relationships; nor how to develop procedures for reporting and responding to allegations of inequity.	I have substantial knowledge of how to uphold the foundations of mutual respect for all stakeholders and meet all legal requirements for work relationships; & develop procedures for reporting and responding to allegations of inequity.	I am prepared to uphold the foundations of mutual respect for all stakeholders and meet all legal requirements for work relationships; & develop procedures for reporting and responding to allegations of inequity.	I have developed structures, outreach and training to ensure that staff develop the skill sets to treat all people equitably and with respect. I have developed procedures for reporting and responding to allegations of inequity.	4 3 2 1	Candidate Evidence:
Examples of Evidence: <ul style="list-style-type: none"> All staff are treated with respect and conflicts are dealt with quickly and efficiently [observations and artifacts: conflict resolution protocol, building staff development plan, disciplinary report data] Attends community events that are attended by students and families to develop relationships and become more culturally aware. 						
b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff						

Protects Rights and Confidentiality	I have basic knowledge of how to follow FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life) confidential.	I have substantial knowledge of how to follow FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life) confidential.	I am prepared to follow FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life) confidential.	I have taught all staff about FERPA and developed systems to ensure that on-going training and monitoring occur.	4 3 2 1	Candidate Evidence:
Evidence of Examples:						
<ul style="list-style-type: none"> Staff are aware of the laws, policies, procedures and guidelines around student confidentiality [observations and artifacts: FERPA training, volunteer and staff confidentiality statements, and parent notification of rights] Parents are aware of their rights [observations and artifacts: parent handbook, protocols for sharing IEP minutes] 						
c. Create and supports a climate that values, accepts and understands diversity in culture and point of view						
Assessment of Culturally Relevant School Practices	I have basic knowledge of how to assess instruction, curricula, and behavior policies to ensure they are culturally relevant.	I have substantial knowledge of how to assess instruction, curricula, and behavior policies to ensure they are culturally relevant.	I am prepared to assess instruction, curricula, and behavior policies to ensure they are culturally relevant.	I have assessed instruction, curricula, and behavior policies to ensure they are culturally relevant.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> School actively creates opportunities for all community members to support diverse student needs [observations and artifacts: professional learning activities build capacity of staff to support diverse student needs] Opportunities exist for students to be in diverse settings and to learn about diverse cultures [observations and artifacts: partnerships with schools that may have different populations, intra-school conversations for students to explore culture and diversity] 						
Creates a Culturally Responsive School Climate	I have basic knowledge of how to create a culturally responsive climate.	I have substantial knowledge of how to develop a culturally responsive school climate.	I am prepared to create a culturally responsive climate.	I have implemented school practices that encourage a culturally responsive climate.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity [observations and artifacts: building staff development plan] School policies include how to respect holidays in a manner that is sensitive to the varying religions and cultural practices of the student populations. 						
Engages in Courageous Conversations about Equity and Diversity	I have basic knowledge of how to build the schools' and communities' collective capacity by initiating direct conversations about inequity and diversity, and how they impact student learning.	I have substantial knowledge of how to build the schools' and communities' collective capacity by initiating direct conversations about inequity and diversity, and how they impact student learning.	I am prepared to build the schools' and communities' collective capacity by initiating direct conversations about inequity and diversity, and how they impact student learning.	I have developed staff capacity to engage in courageous conversations about inequity and diversity—and how they impact student learning. I have led discussions about race, culture, religion, ethnicity, class, gender, and sexual orientation with staff, students, and families.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Community conversations about culture and diversity occur regularly [observations and artifacts: PTA/PTO meetings, professional learning conversations to develop staff capacity to initiate conversations about culture and diversity] 						
VI. CREATING AND SUSTAINING A CULTURE OF HIGH EXPECTATIONS—The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.						
Element:	I have basic knowledge of this (1)	I have substantial knowledge of this (2)	I am prepared to lead this (3)	I have led this (4)		Candidate Evidence:
a. Builds a culture of high aspirations and achievement for every student						

Links Aspiration to College and Career Opportunities	I have basic knowledge of how to shape the environment to make explicit links between student aspirations, classes and content they are learning in school; create structures that expose all students to college and career experiences; connects aspirations to college and career opportunities.	I have substantial knowledge of how to shape the environment to make explicit links between student aspirations, classes and content they are learning in school; create structures that expose all students to college and career experiences; connects aspirations to college and career opportunities.	I am prepared to shape the environment to make explicit links between student aspirations, classes and content they are learning in school; create structures that expose all students to college and career experiences; connects aspiration to college and career opportunities.	I have created structures and processes to make explicit links between student aspirations, classes and content they are learning in school and overall academic achievement; created opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> • Growth, not just attainment is recognized [observations and artifacts: parent education programming on growth and attainment] • Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort] • Students and families engage in rich college-going and career access experiences [observations and artifacts: college visits, community partnerships, job shadowing, internship, field trips, career day, family college and career awareness programming, and career programs] • Students communicate their aspirations and can identify connections to current learning goals [observations and artifacts: student goal sheets] 						
Develops a Student Goal Setting Process	I have basic knowledge of how to implement a system where students create short and long term goals; ensure that students review goals at the end of the year, and ensure that goals are adapted and adjusted throughout the year.	I have substantial knowledge of how to implement a system where students create short and long term goals; ensure that students review goals at the end of the year, and ensure that goals are adapted and adjusted throughout the year.	I am prepared to implement a system where students create short and long term goals; ensure that students review goals at the end of the year, and ensure that goals are adapted and adjusted throughout the year.	I have created systems for students to develop goals, created a plan on how they will reach their goals, benchmarked how to track their progress, and taught students how to adapt their goals and plans as necessary; created systems for sharing goals and learning.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> • Students track their own progress [observations and artifacts: student portfolios, evidence of students tracking their own progress, and student surveys] 						
b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission						
Translates the School Values into Specific Behaviors	I have basic knowledge of how to translate the school values into specific behaviors and ensure that all staff and students learn the expected behaviors; ensure staff deliver clear and consistent messaging about that values and behaviors to students.	I have substantial knowledge of how to translate the school values into specific behaviors and ensure that all staff and students learn the expected behaviors; ensure staff deliver clear and consistent messaging about that values and behaviors to students.	I am prepared to translate the school values into specific behaviors and ensure that all staff and students learn the expected behaviors; ensure staff deliver clear and consistent messaging about that values and behaviors to students.	I have translated the school values into specific age-appropriate behaviors and ensured that all staff and students learned the expected behaviors; built staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> • Values and behaviors are referenced in daily school structures: [observations and artifacts: School Improvement Plan, PBIS building plan, code of conduct, parent/student handbook, and referral logs - discipline, tardies, absences] • A system of positive and negative consequences is consistent with the school values (with age appropriate differentiation) across classrooms, grades and content areas [observations and artifacts: PBIS plan for building, code of conduct, parent/student handbook, referral logs - discipline, tardies, absences] • Written values and beliefs reflect high expectations for all students [observations and artifacts: school level and grade level goals] 						
Develops a Code of Conduct that is research based and culturally responsive.	I have basic knowledge of how to develop a Code of Conduct that is research based and culturally responsive; ensure that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented.	I have substantial knowledge of how to develop a Code of Conduct that is research based and culturally responsive; ensure that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented.	I am prepared to develop a Code of Conduct that is research based and culturally responsive; ensure that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented.	I have implemented a research based and culturally responsive Code of Conduct. This includes a tracking system to assess how well individual students and student cohort groups meet conduct expectations; used multiple forms of student data to monitor and revise the code of conduct and identified areas for improvement based upon equity data.	4 3 2 1	Candidate Evidence:

Examples of Evidence:						
<ul style="list-style-type: none"> School-wide code of conduct aligned with district and school priorities is in place [observations and artifacts: consistent code of conduct across classrooms, data on attendance, tardies, and office referrals, analysis of students most frequently referred] Code of conduct is consistently implemented across all classrooms [observations and artifacts: positive recognition of students and staff who consistently demonstrate positive behaviors] 						
c. Leads a school culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical						
Creates a Culture that Supports Social Emotional Learning	I have basic knowledge of how to train adults on how to support positive student growth through the development of the Illinois Social- Emotional Learning Competencies (self- awareness; self-management; social awareness; relationships skills and responsible decision making); use a variety of assessments to gauge the SEL skills of students and use that data to develop additional curriculum and supports.	I have substantial knowledge of how to train adults on how to support positive student growth through the development of the Illinois Social- Emotional Learning Competencies (self- awareness; self-management; social awareness; relationships skills and responsible decision making); use a variety of assessments to gauge the SEL skills of students and use that data to develop additional curriculum and supports.	I am prepared to train adults on how to support positive student growth through the development of the Illinois Social- Emotional Learning Competencies (self- awareness; self-management; social awareness; relationships skills and responsible decision making); use a variety of assessments to gauge the SEL skills of students and use that data to develop additional curriculum and supports.	I have built the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); used a variety of assessments to gauge the SEL skills of students and used that data to develop additional curriculum and supports; built the capacity of all adults to support the positive growth of student emotional skills.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Adults support SEL skill development [observations and artifacts: referral data, student survey] Students demonstrate an increase in SEL skills [observations and artifacts: student referral data and positive relationship] Appropriate socio-emotional supports are provided to all students [observations and artifacts: Building staff development plan, teacher training on SEL, and observation and walkthrough data] Core components of social, emotional, behavioral supports are in place to support student learning [observations and artifacts: teacher lesson plans, student survey data, positive peer, family, and work relationships] 						
Creates a Culture that Supports Effective Effort	I have basic knowledge of how to train adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student.	I have substantial knowledge of how to train adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student.	I am prepared to train adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student.	I have created structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporated effective effort into every aspect of the school culture.	4 3 2 1	Candidate Evidence:
Examples of Evidence:						
<ul style="list-style-type: none"> Effective effort is acknowledged and celebrated [observations and artifacts: assemblies, community service programs, teacher observation and walkthrough data, student recognition for effort] Students describe and demonstrate effective effort behaviors and beliefs across classrooms [observations and artifacts: communication service and student work] 						

| Based on the Illinois Performance Standards for School Leaders which were developed by New Leaders for New Schools & ISBE

The following items are not a part of the IL Performance Standards for School Leaders but are either elements contained in the legislation or are deemed essential for principal preparation in the state of Illinois:

Assess, Analyze, and Anticipate Emerging Trends	I have basic knowledge of how to assess, analyze, and anticipate emerging trends to shape school or district decision making.	I have substantial knowledge of how to assess, analyze, and anticipate emerging trends to shape school or district decision making.	I am prepared to assess, analyze, and anticipate emerging trends to shape school or district decision making.	I have assessed, analyzed, and anticipated emerging trends to shape school or district decision making.	4 3 2 1	Candidate evidence:
Promote a Culture of Data-based Inquiry that includes school personnel, parents, and community members.	I have basic knowledge of how to promote a culture of data-based inquiry and continuous learning that includes school personnel, parents, and community members.	I have substantial knowledge of how to promote a culture of data-based inquiry and continuous learning that includes school personnel, parents, and community members.	I am prepared to promote a culture of data-based inquiry and continuous learning that includes school personnel, parents, and community members.	I have promoted a culture of data-based inquiry and continuous learning that includes school personnel, parents, and community members.	4 3 2 1	Candidate evidence:

Maintain a Systems Perspective and Coherence Across the School and District	I have basic knowledge of how to maintain a systems perspective and promotes coherence across all dimensions of the school or district.	I have substantial knowledge of how to maintain a systems perspective and promotes coherence across all dimensions of the school or district.	I am prepared to maintain a systems perspective and promotes coherence across all dimensions of the school or district.	I have maintained a systems perspective and promoted coherence across all dimensions of the school or district.	4 3 2 1	Candidate evidence:
Assuring Appropriate materials and Resources for Students	I have basic knowledge of how to evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student.	I have substantial knowledge of how to evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).	I am prepared to evaluate a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).	I have evaluated a school to ensure the use of a wide range of printed, visual, or auditory materials and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, students with disabilities, and struggling and advanced readers).	4 3 2 1	Candidate evidence:
Work With Special Education and Bilingual Education Teachers to Identify and Select Assessment Strategies and Devices	I have basic knowledge of how to work with special education and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural, background, and primary language on measuring knowledge and performance of students leading to school improvement.	I have substantial knowledge of how to work with special education and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural, background, and primary language on measuring knowledge and performance of students leading to school improvement.	I am prepared to work with special education and bilingual education teachers to identify and select assessment strategies and devices that are nondiscriminatory to be used by the school, and take into consideration the impact of disabilities, methods of communication, cultural, background, and primary language on measuring knowledge and performance of students leading to school improvement.	In conjunction with special education and bilingual education teachers I have identified and selected assessment strategies and devices that are nondiscriminatory to be used by the school, and taken into consideration the impact of disabilities, methods of communication, cultural, background, and primary language on measuring knowledge and performance of students leading to school improvement.	4 3 2 1	Candidate evidence:
Work with Teachers to Develop a Focus on the Needs of the School to Support Services Required to Meet Individualized Instruction for Students	I basic knowledge of how to work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted).	I have substantial knowledge of how to work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted).	I am prepared to work with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted).	I have worked with teachers to develop a plan that focuses on the needs of the school to support services required to meet individualized instruction for students with special needs (i.e., students with IEPs, IFSPs, or Section 504 plans, ELLs, and students identified as gifted).	4 3 2 1	Candidate evidence:
Meeting the needs of ELLs and Students with Disabilities	I have basic knowledge of how to use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of ELL students and students with disabilities.	I have substantial knowledge of how to use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of ELL students and students with disabilities.	I am prepared to use student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of ELL students and students with disabilities, and to incorporate the data into the School Improvement Plan.	I have used student data to work collaboratively with teachers to modify curriculum and instructional strategies to meet the needs of each student, including ELLs and students with disabilities, and to incorporate the data into the School Improvement Plan.	4 3 2 1	Candidate evidence:

Designing Instruction to meet the needs of all learners that is culturally responsive.	I have basic knowledge of how to analyze and use student information to design culturally responsive instruction that meets the diverse needs of all students and leads to ongoing growth and development of culturally and linguistically diverse students.	I have substantial knowledge of how to analyze and use student information to design culturally responsive instruction that meets the diverse needs of all students and leads to ongoing growth and development of culturally and linguistically diverse students.	I am prepared to analyze and use student information to design culturally responsive instruction that meets the diverse needs of all students and leads to ongoing growth and development of culturally and linguistically diverse students.	I have analyzed and used student information to design culturally responsive instruction that meets the diverse needs of all students and leads to ongoing growth and development of culturally and linguistically diverse students.	4 3 2 1	Candidate evidence:
Systems of support for ELLs Diverse Learners, and Bi-lingual students and families.	I have basic understanding of how to recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs by using community resources available for immigrant families and second language acquisition.	I have substantial understanding of how to recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs by using community resources available for immigrant families and second language acquisition.	I am prepared to recognize the individual needs of students and work with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs by using community resources available for immigrant families and second language acquisition.	I have recognized the individual needs of students and worked with special education and bilingual education teachers to develop school support systems so that teachers can differentiate strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs by using community resources available for immigrant families and second language acquisition.	4 3 2 1	Candidate evidence:
Proactively Advocating for All Students and Families	I have basic knowledge of how to proactively serve all students and their families with equity and honor and to advocate on their behalf, ensuring the well-being of each child and an opportunity to learn.	I have substantial knowledge of how to proactively serve all students and their families with equity and honor and to advocate on their behalf, ensuring the well-being of each child and an opportunity to learn.	I am prepared to proactively serve all students and their families with equity and honor and to advocate on their behalf, ensuring the well-being of each child and an opportunity to learn.	I have proactively served all students and their families with equity and honor and advocated on their behalf, ensuring the well-being of each child and an opportunity to learn.	4 3 2 1	Candidate evidence:
Proactively advocated for Family and Community Engagement	I have basic knowledge of research and best practices in relation to family and community engagement.	I have substantial knowledge of research and best practices in relation to family and community engagement.	I am prepared to use research and best practices in relation to family and community engagement.	I have proactively implemented research based practices to increase family and community engagement.	4 3 2 1	Candidate evidence:
Self-Reflection and Cultural Awareness	I have basic knowledge of my own racial, ethnic, and cultural background and understand how it affects my perceptions and values. I rarely seek opportunities to learn about the cultural practices in my school community, including staff, families, and students.	I have substantial knowledge of my own racial, ethnic, and cultural background and understand how it affects my perceptions and values. I have sought, but rarely, opportunities to learn about the cultural practices in my school community, including staff, families, and students.	I prepared with an understanding of my own racial, ethnic, and cultural background and how it affects my perceptions and values. I understand my need to become more culturally aware and am taking advantage of more opportunities to learn about the cultural practices in my school community, including staff, families, and students.	I have explained how my own racial, ethnic, and cultural background affects my perspectives and values. I have provided examples of where I have purposefully sought to increase my cultural awareness, especially in relation to staff, families, and students.	4 3 2 1	Candidate evidence:

Supports professional development for faculty and staff to examine cultural awareness and develop culturally relevant school wide and classroom practices.	I have basic knowledge of how to identify and implement quality professional development for examining cultural awareness and culturally relevant practices for faculty and staff.	I have substantial knowledge of how to identify and implement quality professional development for examining cultural awareness and culturally relevant practices for faculty and staff.	I am prepared to identify and implement quality professional development for examining cultural awareness and culturally relevant practices for faculty and staff.	I have planned for and implemented quality professional development for examining cultural awareness and culturally relevant practices for faculty and staff.	4 3 2 1	Candidate evidence:
Monitors fund-raising and financial activities within the school environment and advocates for resources to meet culturally diverse needs of all students	I have basic knowledge of how to monitor fund-raising and financial activities within the school environment and advocate for resources to meet culturally diverse needs of all students.	I have substantial knowledge of how to monitor fund-raising and financial activities within the school environment and advocate for resources to meet culturally diverse needs of all students.	I am prepared to monitor fund-raising and financial activities within the school environment and advocate for resources to meet culturally diverse needs of all students.	I have monitored fund-raising and financial activities within the school environment and advocated for resources to meet culturally diverse needs of all students.	4 3 2 1	Candidate evidence: