NJ LoTi Principal Observation Instrument:

DOMAIN I: LEARNING VISION

I-A: Executing a Shared Vision for Learning

Ineffective Look-For:

> Principal prevents stakeholders from adopting a learning vision and is disinterested in the entire process

Ineffective Description:

> The principal's lack of communication and/or collaboration strategies prevents stakeholders from adopting any vision for student learning. The principal exhibits little or no effort to monitor any implementation plan or articulate a vision for student learning. The principal is fundamentally disinterested in the entire process.

Partially Effective Look-For:

> Principal assists some stakeholders in adopting his/her learning vision, but only periodically references the plan and does not leverage existing resources to impact learning

Partially Effective Description:

> The principal's limited use of communication and/or collaboration strategies assists some stakeholders in adopting the principal's vision for student learning. The principal periodically references the implementation plan aligned to his/her vision for student learning, but does not leverage existing resources to ensure its intended impact on student learning.

Effective Look-For:

> Principal assists most stakeholders in adopting and maintaining a shared learning vision, monitors most aspects of the plan, and leverages existing resources to impact learning

Effective Description:

> The principal's general use of communication and collaboration strategies assists most stakeholders in adopting and maintaining a shared vision for student learning. The principal effectively executes and monitors most aspects of the implementation plan aligned to this shared vision and leverages existing resources to ensure its intended impact on student learning outcomes.

Highly Effective Look-For:

> Principal assists all stakeholders in adopting and sustaining a shared learning vision, monitors all aspects of the plan, and leverages new and existing resources to impact learning

Highly Effective Description:

> The principal's comprehensive use of communication and collaboration strategies assists all stakeholders in adopting and sustaining a shared vision for student learning. The principal effectively executes and monitors all aspects of the implementation plan aligned to this shared vision and leverages new and existing resources to ensure its intended impact on student learning outcomes.

I-B: Making Data-Driven Decisions

Ineffective Look-For:

Principal does not use any strategies to assess organizational effectiveness; no effort is made to execute recommended adjustments

Ineffective Description:

The principal does not use any instructional or non-instructional assessment strategies to assess organizational effectiveness. No effort is made to execute recommended adjustments/changes to any implementation plan nor is any data shared with stakeholders.

Partially Effective Look-For:

Principal uses limited data sources to assess organizational effectiveness; data is used sparingly to adjust instructional goals and/or practices

Partially Effective Description:

The principal uses limited instructional and/or non-instructional data sources to assess organizational effectiveness. Recommended adjustments/changes aligned to the building's vision for student learning are implemented with only casual reference to the data. Data is seldom reported to stakeholders and is used sparingly to adjust instructional goals and/or practices.

Effective Look-For:

Principal uses general data sources to assess organizational effectiveness; data is sometimes used to adjust instructional goals and/or practices

Effective Description:

The principal uses general instructional and non-instructional data sources to assess organizational effectiveness and recommend adjustments/changes aligned to the building's vision for student learning. Data reported to most stakeholders are clearly articulated and are sometimes used to adjust instructional goals and/or practices.

Highly Effective Look-For:

Principal uses a variety of data sources to assess organizational effectiveness; data is consistently used to adjust instructional goals and practices

Highly Effective Description:

The principal uses a variety of instructional and non-instructional data sources to assess organizational effectiveness and recommend adjustments/changes aligned to the building's vision for student learning. Data reported to stakeholders are clearly articulated and are consistently used to adjust instructional goals and practices.

I-C: Creating Viable Implementation Plans

Ineffective Look-For:

Principal does not use any data to facilitate a campus plan for student academic success or no plan exists; if a plan exists, no teachers reference the plan to design professional growth and/or monitor personal progress

Ineffective Description:

The principal does not use any data to facilitate the development of an implementation plan or no implementation plan is in existence. If a plan does exist, it is too general and/or ambiguous to provide any stakeholder with a pathway to achieve student academic success. No teachers reference the plan to design professional growth interventions and/or to monitor their own personal progress.

Partially Effective Look-For:

Principal uses a narrow list of data sources to facilitate an ambiguous campus plan for student academic success; few teachers reference the plan to design professional growth and/or to monitor personal progress

Partially Effective Description:

The principal uses limited data collected from a narrow list of data sources to facilitate the development of an implementation plan aligned to a campus vision for student learning. The plan is somewhat ambiguous and does not provide most stakeholders with a viable pathway to achieve student academic success. Very few teachers reference the plan to design professional growth interventions and/or to monitor their own personal progress.

Effective Look-For:

Principal uses traditional data sources to facilitate a campus plan for student academic success; some teachers reference the plan to design professional growth and/or to monitor personal progress

Effective Description:

The principal uses general data collected from traditional data sources to facilitate the development of an implementation plan aligned to a campus vision for student learning. The plan clearly articulates to most stakeholders a general pathway to achieve student academic success. Some teachers reference the plan to design professional growth interventions and/or to monitor their own personal progress.

Highly Effective Look-For:

Principal uses a variety of data sources to facilitate a well-articulated campus plan for student academic success; most teachers reference the plan to design professional growth and to monitor personal progress

Highly Effective Description:

The principal uses comprehensive data collected from a variety of data sources to facilitate the development of an implementation plan aligned to a campus vision for student learning. The plan clearly articulates to all stakeholders a clear and concise pathway to achieve student academic success. Most teachers reference the plan to design professional growth interventions and to monitor their own personal progress.

I-D: Sustaining Continuous Improvement

Ineffective Look-For:

Principal does not plan for or recommend staff development; feedback is not constructive nor supportive of teachers' personal goals

Ineffective Description:

The principal does not plan for any professional development nor does he use collected data to design or recommend any follow-up interventions for staff. Feedback, if any, relating to instructional practices is not constructive nor supportive of teachers' personal goals.

Partially Effective Look-For:

Principal uses data from limited sources to recommend staff development; few teachers receive constructive feedback and/or the principal monitors teachers' personal goals

Partially Effective Description:

The principal uses data from limited sources to recommend staff development interventions that address the pedagogical needs of teachers. Few teachers receive constructive feedback about their instructional practices and/or the principal monitors all teachers' personal goals.

Effective Look-For:

Principal uses data from conventional sources to design staff development and promote continuous improvement; teachers receive constructive feedback and/or self-monitor personal goals

Effective Description:

The principal uses general data collected from conventional sources to design staff development interventions that address the pedagogical needs of most teachers and promote a cycle of continuous improvement. Teachers receive constructive feedback about their instructional practices and/or are involved in developing self-assessment strategies to monitor personal goals.

Highly Effective Look-For:

Principal uses data from a variety of sources to design staff development and promote continuous improvement; all teachers receive constructive feedback and self-monitor personal goals; some teachers set their own staff development goals based on feedback

Highly Effective Description:

The principal uses comprehensive data collected from a variety of data sources to design or recommend staff development interventions that address the pedagogical needs of teachers and promote a cycle of continuous improvement. All teachers receive constructive feedback about their instructional practices and are involved in developing self-assessment strategies to monitor personal goals; some teachers set their own staff development goals based on administrative and/or collegial feedback.

I-E: Assessing Organizational Progress

Ineffective Look-For:

Principal does not use any process to gauge organizational progress or inform future decisions; teacher feedback, if any, is counterproductive

Ineffective Description:

The principal either does not provide any teacher feedback or the feedback is counterproductive. The principal does not use any process to gauge organizational progress aligned to the school improvement plan and campus vision for student learning. Decisions are made haphazardly without any regard to teacher and/or student data. No stakeholders have any knowledge or ways of accessing updates about the school implementation plan.

Partially Effective Look-For:

Principal uses a dearth of teacher and/or student data to gauge organizational progress and/or provide teacher feedback that is not constructive

Partially Effective Description:

The principal provides teacher feedback consistent with the campus vision for student learning, but is frequently ill-timed and/or not constructive. The principal's use of limited inputs to gauge organizational progress is sometimes inconsistent with the school improvement plan. A dearth of teacher and/or student data are used to inform future organizational decision-making. Few stakeholders have access to the latest updates involving the school implementation plan.

Effective Look-For:

Principal uses selected teacher and student data to gauge organizational progress, provide constructive teacher feedback, and inform future decision-making

Effective Description:

The principal provides constructive teacher feedback consistent with the campus vision for student learning. The principal's use of conventional inputs to gauge organizational progress is consistent with the school improvement plan. Selected teacher and student data are used directly to inform future organizational decision-making. Most stakeholders have access to the latest updates involving the school implementation plan.

Highly Effective Look-For:

Principal uses an extensive array of teacher and student data to gauge organizational progress, provide timely and constructive teacher feedback, and inform future decision-making

Highly Effective Description:

The principal provides timely and constructive teacher feedback consistent with the campus vision for student learning. The principal's use of a variety of formal and informal inputs to gauge organizational progress is consistent with the school improvement plan. An extensive array of teacher and student data are used directly to inform future organizational decision-making. Stakeholders have immediate access to the latest updates involving the school implementation plan.

DOMAIN II: CULTURE OF LEARNING

II-A: Cultivating High Expectations

Ineffective Look-For:

> Principal maintains little or no expectations for academic progress/success and does not support the use of developmentally-appropriate learning activities or traditional assessments

Ineffective Description:

> The principal maintains little or no expectations for student achievement levels. The use of traditional assessments is either not supported or is inconsistent with the developmental needs of the students. Classroom learning environments do not provide a viable way for students to achieve academic success, and develop self-confidence and subject-matter competence.

Partially Effective Look-For:

> Principal communicates few expectations for academic progress/success and encourages some staff through a single channel to use conventional assessments and learning activities

Partially Effective Description:

> The principal communicates few expectations for instructional delivery and student academic progress. The principal encourages some staff through a single channel to use conventional assessments and learning activities aligned to the standards to achieve academic success, and develop subject-matter competence.

Effective Look-For:

> Principal promotes reasonable expectations for academic progress/success and encourages most staff through multiple channels to use conventional assessments and developmentally-appropriate learning activities

Effective Description:

> The principal promotes reasonable expectations for instructional delivery and student academic progress. The principal encourages most staff through multiple channels to use conventional assessments and developmentally-appropriate learning activities to achieve academic success, and develop self-confidence and subject-matter competence.

Highly Effective Look-For:

> Principal promotes high expectations for academic progress/success and encourages all staff through multiple channels to use a variety of assessments and rigorous, developmentally-appropriate learning activities

Highly Effective Description:

> The principal promotes high expectations for instructional delivery and student academic progress. The principal encourages all staff through multiple channels to use a variety of assessments and rigorous, developmentally-appropriate learning activities adjusted to individual learning profiles to achieve academic success, and develop self-confidence and subject-matter competence.

II-B: Executing Systematic Instruction

Ineffective Look-For:

Principal does not support a standards-based approach nor recommend resources/strategies to support exclusively teacher-directed learning

Ineffective Description:

The principal does not support a standards-based instructional approach and makes no reference to its use or to helping students acquire grade level appropriate content and skills. No resources are recommended to teachers that support learning that is exclusively teacher-directed involving the content, process, and/or product of instruction.

Partially Effective Look-For:

Principal communicates with staff to use a standards-based approach, but recommends only minimal resources/strategies to support exclusively teacher-directed learning

Partially Effective Description:

The principal communicates with staff to use a standards-based instructional approach that develops students' understanding of grade level-appropriate content and skills. Minimal resources and strategies are recommended to teachers to support learning that is exclusively teacher-directed involving the content, process, and/or product of instruction.

Effective Look-For:

Principal communicates with staff to use a standards-based approach and recommends multiple resources/strategies to support primarily teacher-directed learning

Effective Description:

The principal communicates with staff to use a standards-based instructional approach that develops students' understanding of how grade level-appropriate content and skills and/or multiple perspectives help them communicate, reason, make decisions, and/or solve problems. Multiple resources and strategies are recommended to teachers to support learning that is primarily teacher-directed involving the content, process, and/or product of instruction.

Highly Effective Look-For:

Principal encourages staff through multiple channels to use a rigorous standards-based approach and recommends multiple resources/strategies to support student-directed learning

Highly Effective Description:

The principal encourages staff through multiple channels to use a rigorous standards-based instructional approach that develops students' comprehensive understanding of how grade level-appropriate content and skills and/or multiple perspectives help them communicate, reason, make decisions, and/or solve problems in the real world. Multiple resources and strategies are recommended to teachers to support learning that is student-directed involving the content, process, and/or product of instruction.

II-C: Accommodating Diverse Learners

Ineffective Look-For:

     Principal make no reference to the use of horizontal nor vertical differentiation strategies

Ineffective Description:

     The principal does not demonstrate an understanding of the educability of individual learners. The principal makes no reference to the use of horizontal/vertical differentiation strategies to personalize learning and motivate students consistent with their readiness, language proficiency levels, and/or cultural heritage.

Partially Effective Look-For:

     Principal provides staff with limited resources or feedback to use either horizontal or vertical differentiation strategies

Partially Effective Description:

     The principal demonstrates a limited understanding of the educability of individual learners. The principal provides limited resources or feedback for staff to use either horizontal or vertical differentiation strategies to personalize learning and motivate students consistent with their readiness, language proficiency levels, and/or cultural heritage.

Effective Look-For:

     Principal provides staff with the necessary resources to use either horizontal or vertical differentiation strategies

Effective Description:

     The principal demonstrates a general understanding of the educability of individual learners. The principal provides staff with the necessary resources to use either horizontal or vertical differentiation strategies to personalize learning and motivate students consistent with their readiness, language proficiency levels, and/or cultural heritage.

Highly Effective Look-For:

     Principal provides staff with extensive resources to use both horizontal and vertical differentiation strategies

Highly Effective Description:

     The principal demonstrates a thorough understanding of the educability of individual learners. The principal provides staff with extensive resources to use both horizontal and vertical differentiation strategies to personalize learning and motivate students consistent with their readiness, language proficiency levels, and cultural heritage.

II-D: Promoting a Supportive Learning Environment

Ineffective Look-For:

> Open communication does not exist; principal/teacher/student and student/student interactions are disrespectful, negative, or counter-productive

Ineffective Description:

> The educational environment does not promote open communication between the principal, teachers, and students, nor between the students and their peers. Principal/teacher/student and student/student interactions are disrespectful, negative, and/or counter-productive.

Partially Effective Look-For:

> Limited communication exists between the principal, teacher, and students, but not among the students and their peers; student/student interactions can be disrespectful, negative, or counterproductive

Partially Effective Description:

> The educational environment provides limited communication between the principal, teachers, and students, but not among the students and their peers. Principal/teacher/student interactions are somewhat democratic, positive, and respectful, but student/student interactions can be disrespectful, negative, and/or counter-productive.

Effective Look-For:

> Open communication exists between the principal, teacher, and students, and among students and their peers; most interactions are democratic, positive, respectful, and sensitive to cultural/social differences

Effective Description:

> The educational environment promotes open communication between the principal, teachers, and students as well as among the students and their peers in the classroom and/or throughout the school. Most interactions and relationships within the school are democratic, positive, respectful, and sensitive to cultural/social differences.

Highly Effective Look-For:

> A high level of esprit de corps exists between the principal, teacher, and students, and among students and their peers; all interactions are democratic, positive, respectful, and sensitive to cultural/social differences

Highly Effective Description:

> The educational environment creates a high level of esprit de corps between the principal, teachers, and students as well as among the students and their peers both in the classroom and throughout the school. All interactions and relationships within the school are democratic, positive, respectful, and sensitive to cultural/social differences.

II-E: Maintaining Student Accountability Systems

Ineffective Look-For:

Principal does not support standards-based learning experiences and/or assessments

Ineffective Description:

The principal does not support standards-based learning experiences and/or formative/summative assessments. Teachers do not share plans for follow-up interventions/new learning experiences that reflect any use of students' prior knowledge, personal feedback, and/or current academic progress.

Partially Effective Look-For:

Principal communicates with some staff to facilitate standards-based learning experiences or assessments, but they do not target students' developmental and learning style needs

Partially Effective Description:

The principal communicates with some staff to facilitate standards-based learning experiences or formative/summative assessments, but they do not target the developmental and learning style needs of most learners. Some teachers share plans for follow-up interventions/new learning experiences that reflect a limited use of students' prior knowledge, personal feedback, and/or current academic progress.

Effective Look-For:

Principal communicates with staff to facilitate standards-based learning experiences or assessments that target students' developmental and learning style needs

Effective Description:

The principal communicates with staff to facilitate standards-based learning experiences or formative/summative assessments that target the developmental and learning style needs of learners. Most teachers share plans for follow-up interventions/new learning experiences that reflect a general use of students' prior knowledge, personal feedback, and/or current academic progress.

Highly Effective Look-For:

Principal encourages staff to facilitate standards-based learning experiences and assessments that are authentic and target students' developmental and learning style needs

Highly Effective Description:

The principal encourages staff to facilitate standards-based learning experiences and formative/summative assessments that are authentic and target the developmental and learning style needs of learners. Teachers share plans for follow-up interventions/new learning experiences that reflect a comprehensive use of students' prior knowledge, personal feedback, and current academic progress.

II-F: Cultivating Instructional Innovation

Ineffective Look-For:

Principal does not support, explore, implement, or evaluate innovative instruction; staff sharing or collaboration is not evident

Ineffective Description:

The principal does not support, explore, implement, or evaluate innovative instructional practices that promote any collaborative problem-solving. The work environment is void of any type of collaboration among staff that addresses student success in the classroom.

Partially Effective Look-For:

Principal provides limited support systems for staff to explore, implement, and/or evaluate innovative instruction; the use of ready-made activities is encouraged

Partially Effective Description:

The principal provides limited support systems for staff to explore, implement, and/or evaluate innovative instructional practices that promote collaborative problem-solving in the classroom. The work environment encourages the use of ready-made activities for staff to promote student success in the classroom.

Effective Look-For:

Principal provides general support systems for staff to explore, implement, and/or evaluate innovative instruction; sharing among staff is encouraged

Effective Description:

The principal provides general support systems for staff to explore, implement, and/or evaluate innovative instructional practices that promote collaborative problem-solving applied to the real world. The work environment encourages sharing among staff to promote student success in the classroom.

Highly Effective Look-For:

Principal provides all necessary support systems for staff to explore, implement, and evaluate innovative instruction; risk-taking, innovation, and/or staff collaboration are encouraged

Highly Effective Description:

The principal provides all of the necessary support systems for staff to explore, implement, and evaluate innovative instructional practices that promote collaborative problem-solving and student-directed learning applied to the real world. The work environment encourages risk-tasking, innovation, and/or collaboration for staff to maximize student success in the classroom.

II-G: Promoting Effective Technology Use

Ineffective Look-For:

Principal does not provide digital, environmental, and/or curriculum resources to support student inquiry nor real world connections in the classroom

Ineffective Description:

The principal does not provide digital, environmental, and/or curriculum resources to support methods of inquiry in the classroom. Classroom teachers' lack of understanding and use of the available resources results in students that are unable to make connections between the content and any real world situation or context.

Partially Effective Look-For:

Principal provides limited digital, environmental, and/or curriculum resources to support student inquiry and few real world connections in the classroom

Partially Effective Description:

The principal provides limited digital, environmental, and/or curriculum resources to support methods of inquiry in the classroom. Classroom teachers' understanding and use of the available resources provides few opportunities for students to make connections to a real world situation or context.

Effective Look-For:

Principal provides general digital, environmental, and/or curriculum resources to support student inquiry and promote opportunities for real world connections within each discipline

Effective Description:

The principal provides general digital, environmental, and/or curriculum resources to support methods of inquiry within each discipline. Classroom teachers' understanding and use of the available resources promotes opportunities for students to make connections to a real world situation or context.

Highly Effective Look-For:

Principal provides comprehensive digital, environmental, and curriculum resources to support effective student inquiry and real world problem solving within and beyond each discipline

Highly Effective Description:

The principal provides comprehensive digital, environmental, and curriculum resources to support effective methods of inquiry within and beyond each discipline. Classroom teachers' understanding and use of the available resources promotes collaborative learning opportunities for students to apply their learning to a real world situation.

II-H: Impacting the Instructional Program

Ineffective Look-For:

Principal does not communicate with staff to ensure the instructional program is effective or successful in meeting targeted campus goals

Ineffective Description:

The principal is not involved in monitoring, evaluating, or revising the instructional program to meet organizational goals for progress or student academic achievement. The principal does not communicate with staff to ensure the impact of the instructional program is effective or successful in meeting targeted campus goals and practices.

Partially Effective Look-For:

Principal communicates with some staff to ensure the instructional program is somewhat effective or successful in meeting targeted campus goals

Partially Effective Description:

The principal is minimally involved in monitoring, evaluating, and/or revising the instructional program to meet organizational goals for progress and/or student academic achievement. The principal communicates with some staff to ensure the impact of the instructional program is somewhat effective or successful in meeting targeted campus goals and practices.

Effective Look-For:

Principal communicates with most staff to ensure the instructional program is effective and successful in meeting targeted campus goals

Effective Description:

The principal is involved in monitoring, evaluating, and/or revising the instructional program to meet organizational goals for progress and student academic achievement. The principal communicates with most staff to ensure the impact of the instructional program is effective and successful in meeting targeted campus goals and practices.

Highly Effective Look-For:

Principal collaborates extensively with staff through a variety of channels to ensure the instructional program is effective and successful in exceeding targeted campus goals

Highly Effective Description:

The principal is directly involved in monitoring, evaluating, and/or revising the instructional program to exceed organizational goals for progress and student academic achievement. The principal collaborates extensively with staff through a variety of channels to ensure the impact of the instructional program is effective and successful in exceeding targeted campus goals and practices.

DOMAIN III: ORGANIZATIONAL & RESOURCE MANAGEMENT

III-A: Assessing Management & Operational Systems

Ineffective Look-For:

Principal does not use research or feedback strategies to assess operational systems; no adjustments are considered

Ineffective Description:

The principal does not use research or feedback strategies to monitor, evaluate, and/or improve management or operational systems. No adjustments are considered that could improve management or operational systems.

Partially Effective Look-For:

Principal applies minimal research and/or feedback strategies to assess operational systems; few follow-up adjustments are adopted or considered for the upcoming school year

Partially Effective Description:

The principal applies minimal research and/or feedback strategies to monitor, evaluate, and/or improve management and operational systems. Few follow-up adjustments to managerial and operational processes are adopted or considered for implementation in the upcoming school year.

Effective Look-For:

Principal applies selected research and feedback strategies to assess operational systems; some follow-up adjustments are adopted immediately and others are considered for the upcoming school year

Effective Description:

The principal applies selected research and feedback strategies to monitor, evaluate, and/or improve management and operational systems. Some follow-up adjustments to managerial and operational processes are adopted immediately and others are considered for implementation in the upcoming school year.

Highly Effective Look-For:

Principal applies a variety of research and feedback strategies to assess operational systems; follow-up adjustments are targeted, immediate, and accurate

Highly Effective Description:

The principal applies a variety of research and feedback strategies to monitor, evaluate, and/or improve management and operational systems. Follow-up adjustments to managerial and operational processes are targeted, immediate, and accurate.

III-B: Utilizing Organizational Resources Effectively

Ineffective Look-For:

Principal does not allocate organizational resources for efficiency and does not re-assign based on campus goals or stakeholder feedback

Ineffective Description:

The principal does not provide opportunities for teachers to use the available human, fiscal, and/or technology resources. Resources are not allocated efficiently and are not re-assigned as necessary based on the goals of the school or feedback from stakeholders. The lack of communication excludes stakeholders from the decision-making process relating to the allocation of resources.

Partially Effective Look-For:

Principal allocates some organizational resources for limited efficiency and re-assigns a few based on campus goals and/or stakeholder feedback

Partially Effective Description:

The principal provides limited opportunities for teachers to use the available human, fiscal, and/or technology resources. Some organizational resources are allocated for limited efficiency, and a few are re-assigned based on the goals of the school and/or feedback from stakeholders. Communication among stakeholders is limited and rarely drives decision-making relating to the allocation of resources.

Effective Look-For:

Principal allocates most organizational resources for general efficiency and sometimes re-assigns based on campus goals and/or stakeholder feedback

Effective Description:

The principal provides selected opportunities for teachers to use the available human, fiscal, and technology resources. Most organizational resources are allocated for general efficiency and sometimes re-assigned based on the goals of the school and/or feedback from stakeholders. Communication among stakeholders is generally purposeful, targeted, and/or strategic and drives some decision-making relating to the allocation of resources.

Highly Effective Look-For:

Principal allocates all organizational resources for maximum efficiency and re-assigns as necessary based on campus goals and stakeholder feedback

Highly Effective Description:

The principal provides a variety of opportunities for teachers to use the available human, fiscal, and technology resources. All organizational resources are allocated for maximum efficiency and re-assigned as necessary based on the goals of the school and feedback from stakeholders. Communication among stakeholders is purposeful, targeted, and strategic and drives decision-making relating to the allocation of resources.

III-C: Promoting Safety, Respect, & Responsibility

Ineffective Look-For:

Principal neglects to establish guidelines for the personal responsibility of students; a process to address violations, if any, is neither communicated nor enforced

Ineffective Description:

The principal neglects to establish expectations, guidelines, or procedures for the safety, respect, and/or personal responsibility of students. There is either no written or verbal process to address misconduct, or a process exists but it is neither communicated nor enforced. Neither the principal nor staff members take ownership for sustaining a school climate that is socially, emotionally, or physically safe.

Partially Effective Look-For:

Principal has established minimal guidelines for students to self-monitor their own behavior; a process to address violations is communicated, but loosely monitored or enforced

Partially Effective Description:

The principal has established minimal guidelines for safety, respect, and/or responsibility including limited procedures for students to self-monitor their own behavior on campus. A written or verbal process to address violations of the guidelines/procedures is communicated, but is loosely monitored or enforced. Few staff members and students take ownership for sustaining a school climate that is socially, emotionally, and/or physically safe.

Effective Look-For:

Principal enforces general guidelines for students to self-monitor their own behavior; response to violations is immediate

Effective Description:

The principal enforces general guidelines for safety, respect, and/or responsibility including general procedures for students to self-monitor their own behavior on campus. Responses to violations of the guidelines/procedures are immediate. Most staff members and students take ownership for sustaining a school climate that is socially, emotionally, and physically safe.

Highly Effective Look-For:

Principal enforces well-established, specific guidelines for students to self-monitor their own behavior; response to violations is immediate and uniform

Highly Effective Description:

The principal enforces well-established guidelines for safety, respect, and responsibility including specific procedures for students to self-monitor their own behavior on campus. Responses to violations of the guidelines/procedures are immediate and uniform. All staff members and students take ownership for sustaining a school climate that is socially, emotionally, and physically safe.

III-D: Cultivating Distributed Leadership Opportunities

Ineffective Look-For:
> Principal makes no effort to distribute leadership among qualified stakeholders

Ineffective Description:
> The principal does not provide opportunities for departments, professional learning communities (PLCs), or classroom teachers to make operational or instructional decisions that improve the learning environment. The principal makes no efforts to distribute leadership among qualified educational stakeholders.

Partially Effective Look-For:
> Principal is minimally involved in monitoring, evaluating, and/or adjusting distributed leadership opportunities

Partially Effective Description:
> The principal provides limited opportunities for departments, professional learning communities (PLCs), and/or classroom teachers to make operational and/or instructional decisions that improve the learning environment. The principal is minimally involved in monitoring, evaluating, or adjusting opportunities/processes for distributed leadership.

Effective Look-For:
> Principal is generally involved in monitoring, evaluating, and/or adjusting distributed leadership opportunities, resulting in improved operational efficiency

Effective Description:
> The principal provides selected opportunities for departments, professional learning communities (PLCs), and/or classroom teachers to make operational and/or instructional decisions that improve the learning environment. The principal is generally involved in monitoring, evaluating, and/or adjusting opportunities/processes for distributed leadership, resulting in improved operational efficiency.

Highly Effective Look-For:
> Principal is strategically involved in monitoring, evaluating, and adjusting distributed leadership opportunities, resulting in maximum operational efficiency and a collaborative campus culture

Highly Effective Description:
> The principal provides multiple opportunities for departments, professional learning communities (PLCs), and classroom teachers to make operational and instructional decisions that improve the learning environment. The principal is strategically involved in monitoring, evaluating, and adjusting opportunities/processes for distributed leadership, resulting in maximum operational efficiency and a collaborative organizational culture.

III-E: Focusing on Quality Teaching & Learning

Ineffective Look-For:

Principal's expectations and/or support for instructional priorities are reflected by teachers/students who are disengaged and disinterested in the learning process

Ineffective Description:

The principal does not provide professional development interventions, preparation time, or curriculum resources leaving teachers unprepared to facilitate digital age teaching and learning. The principal's lack of expectations and/or support for instructional priorities is reflected by teachers and students who are frequently disengaged and disinterested in the learning process.

Partially Effective Look-For:

Principal's expectations and/or support for instructional priorities are reflected by traditional learning experiences with minimal sharing among colleagues

Partially Effective Description:

The principal provides limited professional development interventions, preparation time, and/or professional resources that minimally prepare teachers to facilitate digital age teaching and learning. The principal's expectations and/or support for instructional priorities are reflected by traditional learning experiences with minimal sharing between colleagues.

Effective Look-For:

Principal's expectations and/or support for instructional priorities are reflected by mutually cooperative sharing among colleagues

Effective Description:

The principal provides selected professional development interventions, preparation time, and/or curriculum resources that generally prepare teachers to facilitate digital age teaching and learning. The principal's expectations and/or support for instructional priorities are reflected by mutually cooperative sharing among colleagues.

Highly Effective Look-For:

Principal's high expectations and proactive support for instructional priorities are reflected by the perpetuation of a collaborative learning community

Highly Effective Description:

The principal provides a variety of staff development interventions, preparation time, and curriculum resources that prepare teachers to maximize the effectiveness of digital age teaching and learning. The principal's high expectations and proactive support for instructional priorities are reflected by the perpetuation of a collaborative learning community.

DOMAIN IV: COLLABORATION & PARTNERSHIPS

IV-A: Understanding Cultural Needs

Ineffective Look-For:

Principal's interactions with most teachers, students, and/or families are confrontational, counter-productive, and do not reflect an understanding of learning needs

Ineffective Description:

The principal does not exhibit an awareness of cultural differences and the supports for/barriers to maintaining an effective learning environment. Most interactions with teachers, students, and/or families are confrontational and counter-productive, and do not reflect an understanding of the learning needs specific to the student, their family, and/or their cultural community.

Partially Effective Look-For:

Principal's interactions with most teachers, students, and/or families are considerate but do not reflect an understanding of learning needs

Partially Effective Description:

The principal exhibits a limited awareness of cultural differences and the supports for/barriers to maintaining an effective learning environment. Most interactions with teachers, students, and/or families are considerate but do not reflect an understanding of the learning needs specific to the student, their family, and/or their cultural community.

Effective Look-For:

Principal's interactions with teachers, students, and families are considerate and reflect a general understanding of learning needs

Effective Description:

The principal exhibits an awareness of cultural differences and the supports for/barriers to maintaining an effective learning environment. Interactions with teachers, students, and families are considerate and reflect a general understanding of the learning needs specific to the student, their family, and/or their cultural community.

Highly Effective Look-For:

Principal's interactions with teachers, students, and families are proactive, considerate, and reflect a sensitive and diverse understanding of learning needs

Highly Effective Description:

The principal exhibits an extensive awareness of cultural differences and the supports for/barriers to maintaining an effective learning environment. Interactions with teachers, students, and families are proactive, considerate, and reflect a sensitive and diverse understanding of the learning needs specific to the student, their family, and their cultural community.

IV-B: Collaborating with Families

Ineffective Look-For:

 Principal does not attempt to maintain ongoing, collaborative communication with families

Ineffective Description:

The principal does not exhibit an awareness of cultural differences or the impact of families on a learner's development or overall well-being. No attempts are made to maintain ongoing, collaborative communication with families through written, verbal, and/or digital channels.

Partially Effective Look-For:

Principal communications do not reflect the diverse needs of families or their greater community

Partially Effective Description:

The principal exhibits a limited awareness of cultural differences and the impact of families on a learner's development and/or overall well-being. Communications do not reflect the diverse needs of families or the needs of their greater community. Limited attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels.

Effective Look-For:

Principal communications with families reflect their diverse needs and/or the needs of their greater community

Effective Description:

The principal exhibits a general awareness of cultural differences and the impact of families on a learner's development and/or overall well-being. Communications with families reflect their diverse needs and/or the needs of their greater community. Selected attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels.

Highly Effective Look-For:

Principal communications with families are proactive, considerate, and reflect their diverse needs and the needs of their greater community

Highly Effective Description:

The principal exhibits a comprehensive awareness of cultural differences and the impact of families on a learner's development and overall well-being. Communications with families are proactive, considerate, and reflect their diverse needs as well as the needs of their greater community. A variety of attempts are made to maintain ongoing, collaborative communication with family members through written, verbal, and/or digital channels.

IV-C: Utilizing Parent/Community Resources

Ineffective Look-For:

Principal relations with parents, colleagues, or community members may be unprofessional or non-existent and detract from an acceptable level of professional practice

Ineffective Description:

The principal does not use any parent/community resources, relationships, or partnerships to support teachers' efforts to enrich student learning. Relations with teachers, parents, colleagues, or community members are often unprofessional and detract from an acceptable level of professional practice.

Partially Effective Look-For:

Principal relations with parents, colleagues, or community members are professional and cordial, but seldom elevate the level of professional practice

Partially Effective Description:

The principal uses limited parent/community resources, relationships, or partnerships to support teachers' efforts to enrich student learning experiences or foster learner development. Relations with teachers, parents, colleagues, or community members are professional and cordial, but seldom elevate the level of professional practice.

Effective Look-For:

Principal relations with parents, colleagues, and/or community members are professional and cordial, and elevate the level of professional practice

Effective Description:

The principal uses selected parent/community resources, relationships, or partnerships to support teachers in enriching student learning experiences and/or fostering learner development. Relations with teachers, parents, colleagues, and/or community members are professional and cordial, and elevate the level of professional practice.

Highly Effective Look-For:

Principal relations with parents, colleagues, and community members are professional, collegial, and synergistic, elevating the principal's level of professional practice

Highly Effective Description:

The principal proactively uses a variety of parent/community resources, relationships, and partnerships to support teachers in enriching student learning experiences and fostering learner development. Relations with teachers, parents, colleagues, and community members are professional, collegial, and synergistic, elevating the principal's level of professional practice.

DOMAIN V: CULTURE OF ETHICS

V-A: Ensuring Student Success

Ineffective Look-For:

Principal neglects learning environments that address the developmental needs of learners

Ineffective Description:

The principal does not exhibit any awareness of the laws, procedures, resources, or educational strategies that best accommodate learners, including those with special needs. The principal neglects learning environments that address the developmental requirements of learners.

Partially Effective Look-For:

Principal endorses limited learning environments that address the developmental needs of some learners while minimizing opportunities for others

Partially Effective Description:

The principal exhibits a minimal awareness of the laws, procedures, resources, or educational strategies that best accommodate most learners on campus, including those with special needs. The principal endorses limited learning environments that address the developmental requirements of some learners while minimizing academic opportunities other students.

Effective Look-For:

Principal advocates for selected instructional strategies that address the developmental needs of learners ensuring most student's academic success

Effective Description:

The principal exhibits a general awareness of the laws, procedures, resources, and/or educational strategies that best accommodate all learners on campus, including those with special needs. The principal advocates for selected instructional strategies that address the developmental requirements of learners ensuring most student's academic success.

Highly Effective Look-For:

Principal advocates for a variety of learning environments that address the developmental needs of all learners ensuring every student's academic success

Highly Effective Description:

The principal exhibits a comprehensive awareness of the laws, procedures, resources, and educational strategies that best accommodate all learners on campus, including those with special needs. The principal advocates for a variety of learning environments that address the developmental requirements of all learners ensuring every student's academic success.

V-B: Modeling Reflective Practice

Ineffective Look-For:

> Principal's daily decision-making does not reflect a need to advocate for students nor to grow professionally

Ineffective Description:

> The principal does not exhibit professionalism involving integrity, ethical operations, reflective practice, and professional responsibilities in daily interactions with stakeholders. Daily decision-making does not reflect a need to advocate for students nor to grow professionally.

Partially Effective Look-For:

> Principal's daily decision-making reflects a general need to advocate for students, but not to grow professionally

Partially Effective Description:

> The principal exhibits limited professionalism involving integrity, ethical operations, reflective practice, and professional responsibilities in daily interactions with some stakeholders. Daily decision-making reflects a general need to advocate for students, but not to grow professionally.

Effective Look-For:

> Principal's daily decision-making reflects a general need to advocate for students and to grow professionally

Effective Description:

> The principal exhibits professionalism involving integrity, ethical operations, reflective practice, and professional responsibilities in daily interactions with selected stakeholders. Daily decision-making reflects a general need to advocate for students and to grow professionally.

Highly Effective Look-For:

> Principal's daily decision-making reflects a proactive and comprehensive need to advocate for students and to grow professionally

Highly Effective Description:

> The principal exhibits high standards of professionalism involving integrity, ethical operations, reflective practice, and professional responsibilities in daily interactions with a variety of stakeholders. Daily decision-making reflects a proactive and comprehensive need to advocate for students and to grow professionally.

V-C: Being a Professional

Ineffective Look-For:

Principal ignores outwardly prejudicial or discriminatory remarks by teachers or students in professional interactions

Ineffective Description:

No effort is made to safeguard the values of democracy, equity, or diversity among teachers, students, or families on campus. Outward prejudicial or discriminatory remarks by teachers or students are ignored without any repercussions in his/her professional relationships.

Partially Effective Look-For:

Principal responds occasionally to possible prejudices and discrimination in professional interactions

Partially Effective Description:

The principal uses limited strategies to safeguard the values of democracy, equity, or diversity among teachers, students, and families on campus. The principal responds occasionally to possible prejudices and discrimination in his/her professional relationships.

Effective Look-For:

Principal responds promptly, ethically, and professionally to possible prejudices and discrimination in professional interactions

Effective Description:

The principal uses selected strategies to safeguard the values of democracy, equity, and/or diversity among teachers, students, and families on campus. The principal responds promptly, ethically, and professionally to possible prejudices and discrimination in his/her professional relationships.

Highly Effective Look-For:

Principal displays a proactive sensitivity to possible prejudices and discrimination, and models ethical and professional interactions

Highly Effective Description:

The principal uses a variety of strategies to safeguard the values of democracy, equity, and diversity among teachers, students, and families both on campus and throughout the greater community. The principal displays a proactive sensitivity to possible prejudices and discrimination, and models ethical and professional interactions in his/her professional relationships.

V-D: Understanding Specialized Learning

Ineffective Look-For:

Principal does not consider the impact of organizational decisions, analyze the effectiveness of the outcomes, nor make adjustments where needed

Ineffective Description:

The principal ignores the moral and/or legal consequences of making decisions that impact the learning of students, including those with special needs. The principal does not consider the impact of organizational decisions, analyze the effectiveness of the outcomes, nor make adjustments where needed. The principal does not oversee the execution of Individualized Educational Program (IEP) strategies as required.

Partially Effective Look-For:

Principal considers somewhat the impact of organizational decisions, occasionally analyzes the effectiveness of the outcomes, or makes some adjustments where needed

Partially Effective Description:

The principal exhibits a limited understanding of the moral and/or legal consequences of making decisions that impact the learning of students, including those with special needs. The principal considers somewhat the impact of organizational decisions, occasionally analyzes the effectiveness of the outcomes, or makes some adjustments where needed. The principal oversees the execution of some of the Individualized Educational Program (IEP) strategies, albeit reluctantly.

Effective Look-For:

Principal considers the general impact of organizational decisions, analyzes the effectiveness of the outcomes, and/or makes appropriate adjustments where needed

Effective Description:

The principal exhibits a general understanding of the moral and legal consequences of making decisions that impact the learning of students, including those with special needs. The principal considers the general impact of organizational decisions, analyzes the effectiveness of the outcomes, and/or makes appropriate adjustments where needed. The principal oversees the execution of Individualized Educational Program (IEP) strategies as required.

Highly Effective Look-For:

Principal considers the universal impact of organizational decisions, analyzes the effectiveness of the outcomes, and makes timely and appropriate adjustments where needed

Highly Effective Description:

The principal exhibits a thorough understanding of the moral and legal consequences of making decisions that impact the learning of all students, including those with special needs. The principal considers the universal impact of organizational decisions, analyzes the effectiveness of the outcomes, and makes timely and appropriate adjustments where needed. The principal effectively oversees and enhances Individualized Educational Program (IEP) strategies as required.

V-E: Respecting Cultural Heritage

Ineffective Look-For:

> Principal does not support strategies for learning that consider students' cultural, social, emotional, or academic readiness needs

Ineffective Description:

> The principal neglects students' diverse backgrounds, cultural heritages, or other individual student needs that should be considered to promote an optimum learning environment. The principal does not support strategies for learning that take students' cultural, social, emotional, or academic readiness needs into consideration.

Partially Effective Look-For:

> Principal minimally supports strategies for learning that consider students' cultural, social, emotional, or academic readiness needs

Partially Effective Description:

> The principal exhibits a limited understanding of students' diverse backgrounds, cultural heritages, or other individual student needs that should be considered to promote an optimum learning environment. The principal minimally supports strategies for learning that take students' cultural, social, emotional, or academic readiness needs into consideration.

Effective Look-For:

> Principal generally supports strategies for learning that consider students' cultural, social, emotional, and/or academic readiness needs

Effective Description:

> The principal exhibits a general understanding of students' diverse backgrounds, cultural heritages, and/or other individual student needs that should be considered to promote an optimum learning environment. The principal generally supports strategies for learning that take students' cultural, social, emotional, and/or academic readiness needs into consideration.

Highly Effective Look-For:

> Principal universally supports strategies for learning that consider students' cultural, social, emotional, and academic readiness needs

Highly Effective Description:

> The principal exhibits a comprehensive understanding of students' diverse backgrounds, cultural heritages, and other individual student needs that must be considered to promote an optimum learning environment. The principal universally supports strategies for learning that take students' cultural, social, emotional, and academic readiness needs into consideration.

DOMAIN VI: LEADERSHIP & ADVOCACY

VI-A: Advocating for Learners

Ineffective Look-For:

> Principal does not participate in any student or family advocacy programs that support a quality public education for all learners

Ineffective Description:

> The principal does not participate in any student or family advocacy programs that support a quality public education for all learners.

Partially Effective Look-For:

> Principal minimally participates in student or family advocacy programs that support a quality public education for all learners

Partially Effective Description:

> The principal minimally participates in student or family advocacy programs that support a quality public education for all learners regardless of their cultural, economic, or social challenges.

Effective Look-For:

> Principal participates in student and/or family advocacy programs that support a quality public education for all learners

Effective Description:

> The principal participates in student and/or family advocacy programs that support a quality public education for all learners regardless of their cultural, economic, or social challenges.

Highly Effective Look-For:

> Principal proactively participates in student and family advocacy programs that support a quality public education for all learners

Highly Effective Description:

> The principal proactively participates in student and family advocacy programs that support a quality public education for all learners regardless of their cultural, economic, or social challenges.

VI-B: Influencing Learning Policy

Ineffective Look-For:

Principal is known as an educational leader with no interest in implementing policies or strategies for continuous school improvement

Ineffective Description:

The principal does not act to influence local, district, state, or national policy decisions that affect the welfare or learning of students. The principal is known as an educational leader with no interest in implementing policies or strategies for continuous school improvement.

Partially Effective Look-For:

Principal is known as an educational leader with limited interest in implementing policies and/or strategies for continuous school improvement

Partially Effective Description:

The principal minimally acts to influence local, district, state, and/or national policy decisions that affect the welfare and/or learning of students. The principal is known as an educational leader with limited interest in implementing policies and/or strategies for continuous school improvement.

Effective Look-For:

Principal is known as an educational leader with a general interest in implementing policies and/or strategies for continuous school improvement

Effective Description:

The principal acts to influence local, district, state, and/or national policy decisions that affect the welfare and learning of students. The principal is known as an educational leader with a general interest in implementing policies and/or strategies for continuous school improvement.

Highly Effective Look-For:

Principal is known throughout the community as an educational leader with a universal interest in implementing policies and strategies for continuous school improvement

Highly Effective Description:

The principal proactively acts to influence local, district, state, and/or national policy decisions that affect the welfare and learning of students. The principal is known throughout the community as an educational leader with a universal interest in implementing policies and strategies for continuous school improvement.

VI-C: Innovating Professional Leadership

Ineffective Look-For:

Principal neglects emerging educational trends regardless of their potential effectiveness on campus

Ineffective Description:

The principal does not adapt leadership strategies to motivate teacher/students or affect continuous improvement on campus. The principal neglects emerging educational trends regardless of their potential effectiveness on campus.

Partially Effective Look-For:

Principal uses limited strategies to assess, analyze, and/or anticipate emerging educational trends for their potential effectiveness on campus

Partially Effective Description:

The principal minimally adapts leadership strategies to motivate teacher/students or affect continuous improvement on campus. The principal uses limited strategies to assess, analyze, and/or anticipate emerging educational trends for their potential effectiveness on campus.

Effective Look-For:

Principal uses selected strategies to assess, analyze, and/or anticipate emerging educational trends for their potential effectiveness on campus and/or within the school system

Effective Description:

The principal generally adapts leadership strategies to motivate teacher/students and/or affect continuous improvement on campus. The principal uses selected strategies to assess, analyze, and/or anticipate emerging educational trends for their potential effectiveness on campus and/or within the school system.

Highly Effective Look-For:

Principal uses a variety of strategies to assess, analyze, and anticipate emerging educational trends for their potential effectiveness on campus or within the school system

Highly Effective Description:

The principal proactively adapts leadership strategies to motivate teacher/students and affect continuous improvement on campus. The principal uses a variety of strategies to assess, analyze, and anticipate emerging educational trends for their potential effectiveness on campus or within the school system.