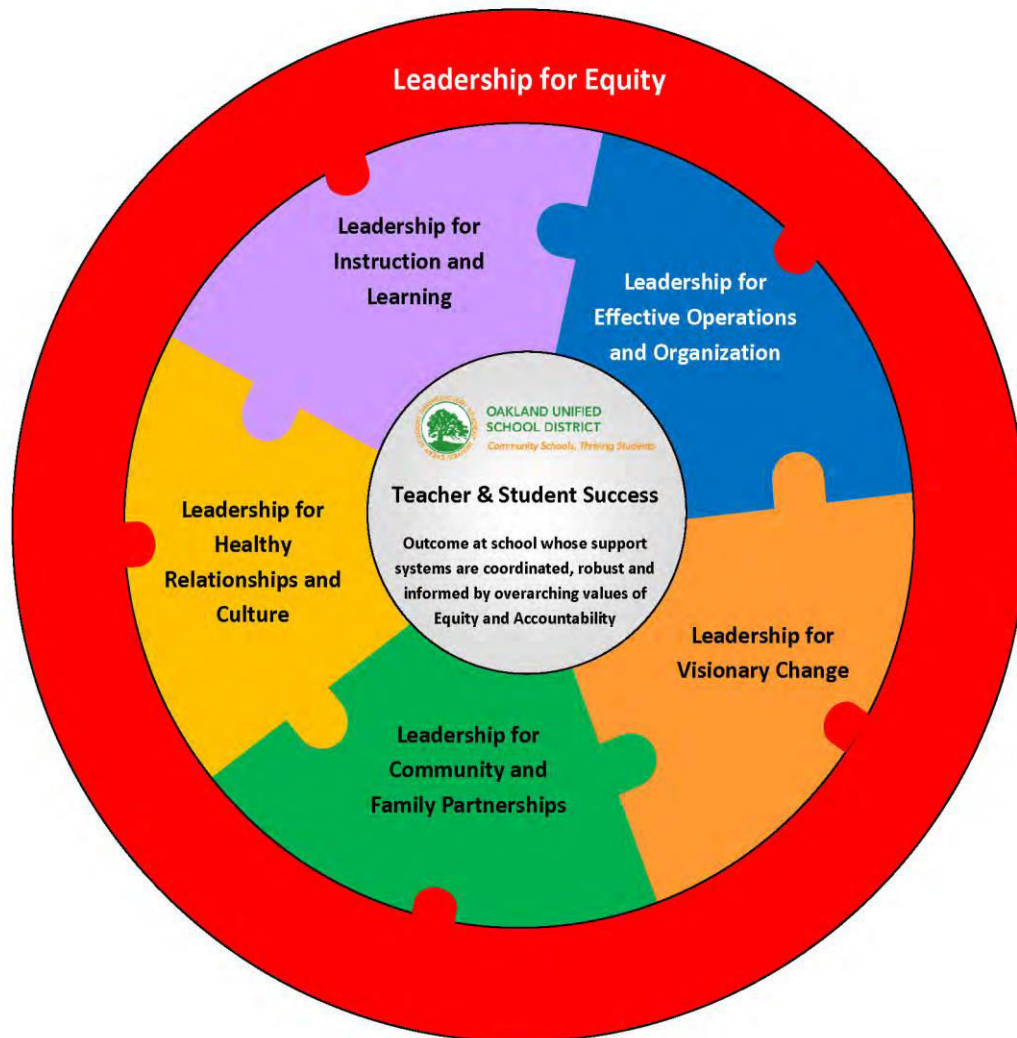




**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students



2016-17 OUSD LEADERSHIP GROWTH AND DEVELOPMENT SYSTEM PRINCIPAL FRAMEWORK



LGDS Principal Framework

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Introduction to the OUSD Leadership Growth and Development System (LGDS)

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

In 2014-2015, the district and union, which has been a critical partner in the development of the Principal Framework and decisions about evaluation, agreed to launch a district-wide pilot. The goal of the pilot was to learn how to improve our ability to provide principals with opportunities for continuous growth and feedback. The pilot was not utilized as the official performance evaluation for participating principals. During the district-wide pilot, we learned how to improve and revise our protocols and tools to better support principal growth. The pilot was extended for the 2015-16 academic year in order to roll out these revised tools and to calibrate the district's leadership development initiatives. For 2016-17, LGDS will include assistant principals.

Introduction to the 2016-17 OUSD Principal Framework

While all leaders are first and foremost instructional leaders, there are other leadership dimensions that are often less tangible and quantifiable. With this in mind, Oakland principals participating in the Leadership Task Force (LTF) determined eight leadership dimensions of practice of effective Oakland school leaders to provide broad and aspirational goals for enacting the district vision. Through using the eight dimensions for five years, we learned that in order for leaders to make the most of the guide, we needed to integrate the dimensions, decreasing the total from eight to six. The current six dimensions are: Equity, Visionary Change, Healthy Relationships and Culture, Family and Community Partnerships, Effective Operations and Organization, and Instruction and Learning.

Framework Organization

In the Framework, there are six dimensions of leadership. The dimensions each contain three steps:

Step 1 is **Developing Leader Capacity**, which involves the inventory and diagnosis of current practice.

Step 2 is **Cultivating School Level Capacity**, for which collaborative actions and evidence will be analyzed to address the element at hand.

Step 3 is **Ensuring Collective Responsibility and Accountability**, or the collaborative monitoring and assessment of the effectiveness of actions.

Each dimension has 2-5 **Elements**. There are a total of 22 elements across the dimensions. Within each element, there are **Leadership Indicators** that describe leadership actions and strategies and guide principals to deepen practice in that dimension. For each element, there are also **School Level Behaviors** that describe possible school level actions, behavior, or indicators present if this element were actualized. Finally, there is an **Evidence** list, which contains items that document principals' practices and the results of those practices. The OUSD Principal Framework provides guidelines that support leaders of excellence and equity. In specifying the leader indicators for less tangible qualities and responsibilities of urban school leaders and making them visible and "enact-able", the Principal Framework recognizes and celebrates the complexity of the principal's work. This framework will be used as the basis for the Asset Cycle of Inquiry to determine two Professional Growth Goals for the 2016-17 Leadership Growth and

Development Evaluation System (LGDS).

Guiding Principles of the Framework

The Principal Framework is organized on these design principles from five years of the work of the LTF:

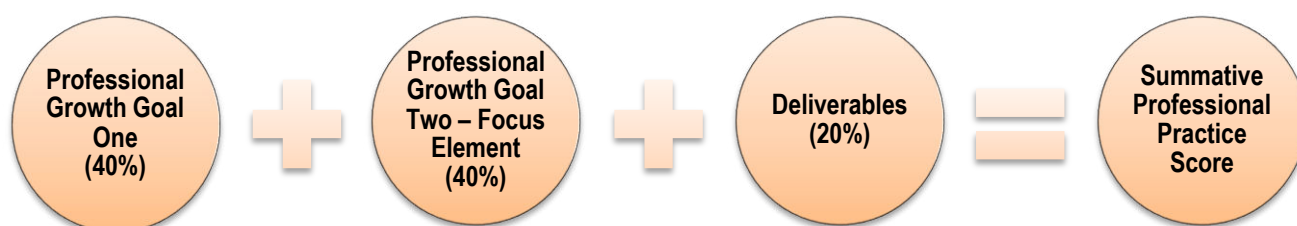
- a. This document has been designed using a democratic engagement process that includes the persons who use and will be most affected by the development of the professional learning tool and evaluation instrument.
- b. The OUSD leadership dimensions are a result of evidence-based observations and analysis of multiple leaders (principals, district, and union) and research regarding effective leadership in vulnerable schools and communities. Asset observations for the purpose of principal professional learning are based on applying the leader's current level of assets to areas of growth across the dimensions.
- c. All leadership dimensions need to be aligned with the district vision and other district initiatives. In OUSD, this includes the district's Full Service Community vision, Social Emotional Learning standards (SEL), and OUSD Family and Community Engagement standards. These are referenced throughout the document.
- d. The leader's step (1, 2, or 3) in each element within the OUSD Principal Framework typically depends on two variables: the leader's experience and the number of years at a particular school.
- e. Equity work is central to the mission and vision of OUSD. Although Equity represents a standalone dimension, an equity lens is embedded in all of the other dimensions and corresponding elements.
- f. We believe that distributed leadership is essential for school success. Therefore, the work of teams is built into step 2 of every single element, even though there is one element dedicated exclusively to distributed leadership and teams within the Effective Operations and Organization dimension.
- g. To support leaders to focus on district priorities, we determined six Focus Elements within the framework based on the district vision, priorities, and leader input. The following

2016-17 Focus Elements	Dimension
Conditions for Student Learning	Leadership for Healthy Relationships and Culture
Organization Systems	Leadership for Effective Operations and Organization
Holistic Curriculum and Content	Leadership for Instruction and Learning
Data Driven Instruction	Leadership for Instruction and Learning
Observation, Evidence, and Feedback: Instructional Core	Leadership for Instruction and Learning
Conditions for Adult Learning	Leadership for Instruction and Learning



2016-17 LGDS Pilot Overview of Ratings

The 2016-17 LGDS ratings will be based on growth on two professional growth goals and completion of a standard set of deliverables. The evaluation process will focus on supporting leaders' professional growth and leadership practices and helping leaders develop skills to identify evidence that can be used to transparently measure effectiveness. **Note:** LGDS pilot ratings cannot be used for formal evaluation.



Evaluation Component	Description
Professional Growth Goal One (40% of summative professional practice score)	- Based on an element within the full OUSD Principal Framework currently rated basic or developing. - Principal develops goal and an action plan collaboratively with supervisor. - If principal and supervisor cannot agree on goal, the principal can determine goal number one. - Principal creates action plan that includes monthly leadership actions and outcomes, and support needed. - Observations of this goal by supervisor are meant to gather evidence and to provide opportunity for evidence-based reflection, feedback, and revision of action plan.
Professional Growth Goal Two – Focus Element (40% of summative professional practice score)	- Based on an element from the LGDS Focus Elements within the full OUSD Principal Framework currently rated basic or developing. - Goal is to be recommended by supervisor in collaboration with principal. - If principal and supervisor cannot agree on goal, the supervisor can determine goal number two using the Focus Elements. - Once a principal has reached exemplary in all six elements, supervisor and principal can agree on an alternate element from the OUSD Principal Framework. - Principal creates action plan that includes monthly leadership actions and outcomes, and support needed. - Observations of this goal by supervisor are meant to gather evidence and to provide opportunity for evidence-based reflection, feedback, and revision of action plan.
Deliverables (20% of summative professional practice score)	- Principal will receive a rating for on-time completion of a standard set of deliverables based on state, federal and district mandates. This set of deliverables is intentional around ensuring effective use of budget, a healthy climate and culture, and adherence to guidelines for federal and state requirements. - Completion of deliverables will be noted as follows: - Completes 90-100% of deliverables on time. - Completes 75-89% of deliverable on time, with few reminders. - Completes 50-75% of deliverables on time and needs reminders. - Completes below 50% of deliverables on time and needs many reminders.

Notes on Observations and Evidence

1. A principal supervisor will conduct **at least** three observations of a principal throughout the year. After each observation, the principal and the supervisor will debrief the observation.
2. Observation deadlines are spread out in order to ensure feedback and support throughout the year. A principal and his/her supervisor can opt for additional observations.
3. Evidence of a principal's work in his/her goal area will include observations, documents, data, videos, etc.



2016-17 LGDS Evaluation Cycle

Month and Due Date	Evaluation Component	Description
2 nd Friday in September	Principal Notification	The principal will be notified in writing by the Human Resources Department and/or his/her supervisor.
3 rd Friday in September	Context and Data Review	Pre-goal setting conference that includes review of current school context, student data, principal's assets and areas of growth, site plan, and goal possibilities.
2 nd Friday in October	Professional Growth Goals and Action Plan	- Based on the context and data review meeting, establish two Professional Growth Goals: <u>Goal One</u>: Determined by principal in collaboration with supervisor based on any element in the OUSD Leadership Framework. <u>Goal Two</u>: Recommended by supervisor in collaboration with principal based on LGDS Focus Elements. - Both goals must be currently rated as "basic" or "developing" within a step. - A principal can remain on the same step within the same element for a maximum of two years.
3 rd Friday in November	1 st Observation	- Includes: pre-observation, observation, and debrief. - Observations are connected to goals and can include and are not limited to: principal-led walk-throughs, data reviews, meeting facilitation. - Supervisor and principal collect evidence and upload to data platform as part of this process.
3 rd Friday in December	Mid-Year Review	- Principal provides reflection and self-ratings based on evidence on the established Professional Growth Goals. - Supervisor provides feedback and formative ratings based on evidence on the established Professional Growth Goals and deliverables. - Mid-Year Review and action plan for winter are completed at conference and signed by both principal and supervisor.
Final Friday in February	2 nd Observation	Same as 1st Observation.
Final Friday in April	3 rd Observation	Same as 1st Observation.
May	Optional Extra Support Observation	Extra support Observations determined by supervisor if more evidence is needed to assess growth and provide feedback and support.
Final Friday in June	Summative Review	- Principal provides reflection and self-ratings based on evidence on the established Professional Growth Goals. - Supervisor provides feedback and final ratings based on evidence on the established Professional Growth Goals and deliverables. - Summative Review is completed at conference and signed by both principal and supervisor.



**OAKLAND UNIFIED
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LEADERSHIP GROWTH AND DEVELOPMENT SYSTEM

2016-17 PRINCIPAL FRAMEWORK



OUSD Principal Framework Overview

6 Dimensions	22 Elements (★ = Focus Element)
Dimension I: Leadership for Equity (E)	1. Equity Framework 2. Equity Goals
Dimension II: Leadership for Visionary Change (VC)	1. Shared Vision 2. Vision Actualization
Dimension III: Leadership for Healthy Relationships and Culture (RC)	1. Emotional Intelligence 2. Resilience 3. Relational Trust and Professional Culture 4. Politics and Conflict 5. Conditions for Student Learning ★
Dimension IV: Leadership for Community and Family Partnerships (FCP)	1. Family Partnership 2. Community Partnership (<i>Community, District, and Business</i>) 3. School Governance
Dimension V: Leadership for Effective Operations and Organization (EOO)	1. Organizational Systems ★ 2. Policy 3. Equitable Resource Allocation 4. Distributed Leadership and Effective Teams 5. Talent Management
Dimension VI: Leadership for Instruction and Learning (IL)	1. Holistic Curriculum and Content ★ 2. Pedagogy 3. Data Driven Instruction ★ 4. Observation, Evidence, and Feedback: Instructional Core ★ 5. Conditions for Adult Learning ★



OUSD Principal Framework Layout

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

Dimension I: Leadership for Equity (E)	Dimension II: Leadership for Visionary Change (VC)	Dimension III: Leadership for Healthy Relationships and Culture (RC)	Dimension IV: Leadership for Community and Family Partnerships (FCP)	Dimension V: Leadership for Effective Operations and Organization (EOO)	Dimension VI: Leadership for Instruction and Learning (IL)
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2. The Element Level: Each Dimension has 2-5 Elements. Dimension III (RC), for example, has 5 Elements.

RC1: Emotional Intelligence
RC2: Resilience
RC3: Relational Trust and Professional Culture
RC4: Politics and Conflict
RC5: Conditions for Student Learning ★

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

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

Each Element also has three Steps. For example, the steps of Element 5 in Dimension III are RC 5.1, RC 5.2, and RC 5.3.

RC5: Conditions for Student Learning ★

RC 5.1 Conditions for Student Learning: Principal supports teachers and staff in developing classroom and school environments that foster strong relationships among students—and between adults and students—to ensure safety and promote a sense of belonging for all students in service of the school's vision for learning.

RC 5.2 Collaboration for Student Learning Conditions: Principal collaborates with and builds capacity of individuals and teams to implement school systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning.

RC 5.3 Collective Responsibility for Conditions for Students Learning: Principal and all constituents maintain, monitor, and regularly revise systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the vision.

4. The Leader Indicator

Level: These indicators represent leadership practices and strategies. The following are the Leader Indicators for RC 5.2.

- Builds capacity of constituents to create an inclusive, welcoming, and caring community that values students' individual/cultural differences and fosters communication among students and between adults and students.
 - Builds capacity of staff to engage in cycles of continuous improvement for developing and maintaining positive culture.
 - Collaboratively implements systematic student behavioral expectations and norms that build a positive school culture that promotes college and career readiness.
 - Collaboratively develops and aligns teacher and staff practices that build connectedness to students.
- [...]

5. The School Behavior Level:

School Level Behaviors are potential "look fors" at the site. For evaluative purposes, these are considered observational or survey evidence. The following are the School Level Behaviors for RC 5.2.

- Visuals and artifacts portray diversity of student population, college going culture, youth culture, and school's cultural values.
- Teachers check in with individual students.
- Students can explain the school behavioral systems and norms.
- Systems are in place for students to resolve conflicts independently and with staff support.
- Aligned behavioral systems and norms are used across classrooms.
- Students understand that college is an option and when asked can discuss it as an option.
- Interactions among students across multiple diversity groups are in evidence.
- Campus routines and procedures support school vision.

6. The Evidence Level: Evidence includes a list of artifacts that, in addition to the observational or survey evidence at the School Behavior Level, can serve as evidence of a principal's growth in their goal area. The list is to be used as a resource for potential examples of evidence. The following are examples of Evidence for RC 5.2.

- Six-week positive culture plan.
- Agendas, protocols, notes, and/or observations/videos that demonstrate:
 - Staff interactions with students that promote a growth mindset and high academic and professional expectations.
 - Staff-run assembly programs that promote a positive and inclusive culture.
- [...]
- Data showing increase in attendance and decrease in chronic absence across all subgroups.
- Documentation of improvement in CHKS school climate and culture data and SEL data.
- [...]



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

Dimension I: Leadership for Equity		
<i>Key Questions:</i> - How does the leader hold an equity/social justice lens? - How does the leader inspire awareness, action, and collective responsibility towards equity?		
Step 1. Developing Leader Capacity An OUSD Principal develops and acts on an equity framework and plan, utilizing evidence to determine equity goals.	Step 2. Cultivating School Level Capacity An OUSD Principal purposefully engages constituents to facilitate the development of a school culture that builds individual and collective advocacy for historically underserved and/or under-resourced student and family groups.	Step 3. Ensuring Collective Responsibility & Accountability An OUSD Principal systematically reinforces an equitable school culture that develops the civic capacity of all constituents, fosters collective responsibility for equity outcomes, and regularly revises equity systems to meet equity goals.
Equity (E) Element 1: Equity Framework		
E 1.1 Equity Framework: Personal Commitment and Communication: Principal develops personal commitment to, and communicates and acts on, a framework that interrupts inequity and advocates for an equitable learning environment.	E 1.2 Equity Framework: Building Capacity for Dialogue and Action: Principal engages with and builds the capacity of staff and students to dialogue about equity issues and to take actionable steps to interrupt inequity.	E 1.3 Equity Framework: Collaborative Engagement: Principal involves and coordinates the actions of all constituents (staff, students, families, partners, and community), ensuring collective responsibility for ongoing engagement with equity outcomes.
Equity (E) Element 2: Equity Goals		
E 2.1 Equity Goals and Plan: Principal analyzes and uses multiple forms of data to determine specific equity goals and create and act on a comprehensive plan.	E 2.2 Collaborative Equity Goals: Principal engages with others to implement and assess the school's action plan towards achieving equity goals.	E 2.3 Monitoring Equity Goals: Principal regularly adjusts and revises plans for meeting equity goals and outcomes.



Dimension I: Leadership for Equity

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

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Equity (E) Element 1: Equity Framework		
E 1.1 Equity Framework: Personal Commitment and Communication: Principal develops personal commitment to, and communicates and acts on, a framework that interrupts inequity and advocates for an equitable learning environment.	E 1.2 Equity Framework: Building Capacity for Dialogue and Action: Principal engages with and builds the capacity of staff and students to dialogue about equity issues and to take actionable steps to interrupt inequity.	E 1.3 Equity Framework: Collaborative Engagement: Principal involves and coordinates the actions of all constituents (staff, students, families, partners, and community), ensuring collective responsibility for ongoing engagement with equity outcomes.
Leader Indicators		
☐ Communicates an understanding of personal and professional identity and relative power and privilege: race, class, culture, age, able-ness, and gender (SEL 1). ☐ Articulates and connects small “micro” fairness issues to “macro” context, framing equity within larger institutional inequities. ☐ Develops strategic coalitions that fully represent the diversity of the school. ☐ Uses explicit language about equitable outcomes in conversations and actions. ☐ Communicates the why and how interrupting inequities develops persistence and optimism.	☐ Engages all constituents in examining their individual and collective sense of belonging in the school community, one that fully represents diversity of culture and language, ethnicity, race, gender, sexual orientation, able-ness, and varied perspectives/experiences. ☐ Builds capacity for strategic coalitions/ leadership teams to use data to engage constituents in hard conversations about equity challenges that determine actionable steps in the classroom and school. ☐ Provides feedback in informal and formal conversations to build capacity of constituents to interrupt inequity and advocate for equity. ☐ Collaboratively determines actionable steps to address equity issues in classrooms and school based on shared understanding of challenges and equity framework.	☐ Calibrates and tunes constituents’ responsibility for maintaining a sense of belonging, which fully represents diversity of culture and language, ethnicity, race, gender, sexual orientation, able-ness, and varied perspectives/experiences. ☐ Maintains and supports structures for strategic coalitions/ leadership teams to use data to engage constituents in hard conversations about equity challenges that determine actionable steps in the classroom and school. ☐ Sustains and re-aligns the conditions and structures that support constituents to be mutually accountable for equity outcomes.
School Level Behaviors		
☐ Staff members see principal as an equity leader who can explain the school’s equity data and vision, and connection to national equity challenges. ☐ Building displays visuals and artifacts that portray diverse gender, race/ethnic, disability, class, and language groups. ☐ Principal uses a tool bank of protocols and phrases to interrupt conversations and actions that promote inequitable treatment or belief in students. ☐ Teachers know principal’s story and how s/he came to the equity work, including challenges and success. ☐ Principal explains how inequitable patterns at school	☐ Teachers have professional development opportunities to explore and share their personal and professional identity and relative power and privilege. ☐ Students have opportunities to learn about differences and cultures that exist within their school community. ☐ Meetings have structures and protocols that support constituents to discuss school equity challenges. ☐ Principal prepares constituents for various roles in school and community equity dialogue. ☐ Lead Team members discuss ways to support and interrupt peers as needed to promote action for equity. ☐ Staff uses a tool bank of protocols and phrases to	☐ Conversations about the performance of target students/ groups are a regular part of professional work. ☐ Lead Team uses and develops protocols to promote and grow staff’s ability to unpack data for equity challenges and make action plans. ☐ Students and constituents regularly learn about and share how the various differences and cultures that exist within their diverse community create a rich learning environment. ☐ Constituents regularly engage in hard conversations around equity data and develop and assess action plans. ☐ Teachers and staff can support and interrupt peers as



Dimension I: Leadership for Equity

relate to national issues of inequity.	interrupt conversations and actions that perpetuate inequity.	needed to promote action for equity.
Evidence		
☐ Agendas, protocols, notes, and/or observation/videos that demonstrate principal: ○ Uses an equity framework to discuss school vision and goals. ○ Uses structures that support constituents to discuss equity challenges and interrupt peers to promote action for equity. ○ Uses an equity inventory/survey to collect current reality data. ○ Reflects on hard conversations about race, class, culture, age, gender, sexuality, and able-ness. ○ Leads constituents to articulate a common language for equity goals. ○ Leads programs and structures that promote learning across cultures in the school. ☐ Data showing improvement in assessment outcomes of students from targeted subgroups. ☐ Survey data showing an increase in the number of students and parents from targeted subgroups who report feeling welcomed at the school site.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Staff uses an equity framework to discuss school vision and goals. ○ Principal builds Lead Team capacity to relate equity challenges at the site with larger institutional inequities. ○ Principal builds Lead Team capacity to use structures that support constituents to discuss equity challenges and interrupt peers to promote action for equity. ○ Staff uses an equity inventory/survey and other evidence to analyze current reality data and develop an action plan. ○ Staff leads programs and structures that promote learning across cultures in the school. ☐ Data showing improvement in assessment outcomes of students from targeted subgroups. ☐ Survey data showing an increase in the number of students and parents from targeted subgroups who report feeling welcomed at the school site.	☐ Agendas, protocols, notes, and/or observation/videos that demonstrate community and staff: ○ Use an equity framework to discuss school vision and goals. ○ Relate equity challenges at the site with larger institutional inequities. ○ Use structures that support constituents to discuss equity challenges and interrupt peers to promote action for equity. ○ Collect and use equity data regularly. ○ Reflect on hard conversations about race, class, culture, age, gender, sexuality, and able-ness. ○ Lead programs and structures that promote learning across cultures in the school. ☐ Minimal to no achievement gap between subgroups. ☐ Survey data showing that 95% of students and parents from all subgroups report feeling welcomed at the school site.



Dimension I: Leadership for Equity

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Equity (E) Element 2: Equity Goals		
E 2.1 Equity Goals and Plan: Principal analyzes and uses multiple forms of data to determine specific equity goals and create and act on a comprehensive plan.	E 2.2 Collaborative Equity Goals: Principal engages with others to implement and assess the school's action plan towards achieving equity goals.	E 2.3 Monitoring Equity Goals: Principal regularly adjusts and revises plans for meeting equity goals and outcomes.
Leader Indicators		
☐ Uses equity inventories, data, and evidence to assess levels of equity in classrooms, school, and community to set and implement equity goals and outcomes. ☐ Develops a lead team to act, reflect on, and communicate equity goals. ☐ Clearly articulates and acts on next steps that foster equitable outcomes and address inequities. ☐ Determines measurements for equity goals and plans and uses them to assess growth and adjust plan.	☐ Collaboratively sets equity goals and outcomes based on evidence analyses, and pursues implementation in classrooms, school, and community. ☐ Collaboratively analyzes equity issues to develop and implement approaches for classroom and school that interrupt current inequities. ☐ Regularly collects and collaboratively analyzes evidence about equity goals and next steps and adjusts steps to achieve goals. ☐ Builds the capacity of Lead Team members and others to act, reflect on, and communicate equity goals and outcomes.	☐ Uses data to continuously re-align strategies and structures to ensure equity goals result in improving equitable conditions for learning and full participation of all constituents. ☐ Supports and monitors leadership teams' and constituents' use of data to recognize the results of equity work and engage in continuous improvement cycles. ☐ Engages constituents in assessing, monitoring, and reporting the levels of equity results and ensures community celebrates successes.
School Level Behaviors		
☐ Principal has data and evidence for levels of equity in classrooms, school, and community. ☐ Principal formally and informally communicates equity data of school within larger context of system inequalities. ☐ Teachers can explain action plan and next steps to address inequities. ☐ Lead Team members can explain school equity data and equity goals. ☐ School celebrations mark individual, team, and school achievements.	☐ Principal and Lead Team regularly access equity data to determine effectiveness of equity action plan and revise as needed. ☐ Teacher leaders support teachers to discuss equity gaps for various groups of students and to develop and implement plan to address these gaps in classrooms. ☐ Principal and Lead Team facilitate professional learning to support an action plan that addresses equity goals. ☐ Teachers can name action steps in classroom and the school.	☐ Teachers regularly discuss equity gaps for various groups of students and have specific efforts in place individually and in teams to address these gaps in classrooms. ☐ Teachers and community can report on status of equity goals. ☐ Staff regularly access and analyze equity data and revise next steps. ☐ Staff and community can name equity action steps in the school.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Use of data and evidence to determine and implement a cycle of inquiry for equity goals; led by principal. ○ Principal leads meetings to discuss an equity action plan with goals, roles, next steps, and measurement. ○ Principal leads constituents to articulate a common	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Use of data and evidence to determine and implement cycles of inquiry for equity goals; led by principal and Lead Team. ○ Teachers lead the discussion and planning of action steps for equity goals. ○ Principal builds the capacity of Lead Team to	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Use of data and evidence to determine and implement continuous cycles of inquiry for equity goals; led by staff and community. ○ Staff and community lead meetings to discuss and plan action steps for equity goals. ○ Staff and community lead efforts to articulate a



Dimension I: Leadership for Equity

language for equity goals. ○ Principal reflections on hard conversations about race, class, culture, age, gender, sexuality, and able-ness. ☐ Use of and results from climate survey data with questions around equity, as well as a plan to incorporate the data into equity action plan. ☐ Data showing an increase in student formative assessments data across all sub groups. ☐ MS/HS data showing an increase in High School/College readiness. ☐ MS/ HS analysis of A-G and Advanced Placement courses class lists, and Pathways to determine and implement strategies to ensure equitable representation from all school sub-groups. ☐ Data showing improvement on graduation rates. ☐ Data showing improvement on retention/promotion rates. ☐ Survey data showing an increase in the number of students and parents from targeted subgroups who report feeling welcomed at the school site.	articulate a common language for equity goals among constituents. ○ Staff reflections on hard conversations about race, class, culture, age, gender, sexuality, and able-ness. ☐ Data showing that all students are eligible for A-G courses and may be eligible for Advanced Placement courses. ☐ Data showing improvement on graduation rates. ☐ Data showing improvement on retention/promotion rates. ☐ Description and observation of anti-bullying programs and results. ☐ Survey data showing an increase in the number of students and parents from targeted subgroups who report feeling welcomed at the school site.	common language when discussing equity goals. ○ Community reflections on hard conversations about race, class, culture, age, gender, sexuality, and able-ness. ○ Plans and results involving partnerships with district and community organizations around equity initiatives, including Africa American Male Achievement, Newcomer Program, and OUT for Safe Schools. ☐ Data showing student equitable enrollment in A-G and Advanced Placement courses. ☐ Data showing improvement on graduation rates. ☐ Data showing improvement on retention/promotion rates. ☐ Description and observation of student-led anti-bullying programs and results. ☐ Survey data showing that 95% of students and parents from all subgroups report feeling welcomed at the school site.
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OUSD Principal Professional Learning and Evaluation Framework: Overview of Steps and Elements

Dimension II: Leadership for Visionary Change

Key Questions:

- How does the leader hold a compelling, clear vision?
- How does the leader hold equanimity and authenticity through change?

Step 1. Developing Leader Capacity

An OUSD Principal develops and acts on a clear, compelling vision for school change in service of equity and academic excellence.

Step 2. Cultivating School Level Capacity

An OUSD Principal purposefully engages constituents, communicates the shared vision, and provides direction for collaboratively implementing and sustaining equitable change towards school improvement.

Step 3. Ensuring Collective Responsibility & Accountability

An OUSD Principal systematically reinforces the community's capacity to align itself in service of its collective ownership of the vision.

Visionary Change (VC) Element 1: Shared Vision

VC 1.1 Vision Articulation:

Principal exhibits intentionality in developing, articulating, and sharing a compelling vision by conveying core beliefs through an inspirational and professional demeanor.

VC 1.2 Shared Vision, Collaborative Dialogue, and Development:

Principal purposefully engages constituents in productive dialogue to develop and create co-ownership of a shared mission and vision that addresses equitable student academic, civic, and social and emotional outcomes.

VC 1.3 Shared Vision, Collective Communication, and Ownership:

Principal and community engage and communicate in ways that advance the vision by demonstrating a consistent equity focus to ensure ongoing progress in student learning outcomes.

Visionary Change (VC) Element 2: Vision Actualization

VC 2.1 Vision Launch: Principal purposefully plans and implements activities to support understanding of and change toward the vision.

VC 2.2 Shared Vision Implementation:

Principal and staff collaborate to develop and build constituents' capacity to implement actions that align to shared goals, mission, and vision.

VC 2.3 Shared Vision Sustainment:

Principal and community regularly refine goals, actions, and systems with a shared commitment to the vision.



Dimension II: Leadership for Visionary Change

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

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Visionary Change (VC) Element 1: Shared Vision		
VC 1.1 Vision Articulation: Principal exhibits intentionality in developing, articulating, and sharing a compelling vision by conveying core beliefs through an inspirational and professional demeanor.	VC 1.2 Shared Vision, Collaborative Dialogue, and Development: Principal purposefully engages constituents in productive dialogue to develop and create co-ownership of a shared mission and vision that addresses equitable student academic, civic, and social and emotional outcomes.	VC 1.3 Shared Vision, Collective Communication, and Ownership: Principal and community engage and communicate in ways that advance the vision by demonstrating a consistent equity focus to ensure ongoing progress in student learning outcomes.
Leader Indicators		
☐ Articulates and acts on a personal set of core beliefs that are grounded in knowledge about how children learn best. ☐ Continuously communicates an equity vision for the school and community. ☐ Models and encourages learning from and about diverse perspectives with emphasis on cultural context of the school and community that informs development of a shared vision. ☐ Maintains visibility and frequently communicates vision for the school to endow the community with a belief in the power of the possible. ☐ Engages constituents in conversations about core beliefs, equity, and vision that are grounded in knowledge about how students learn best.	☐ Incorporates individual and collaborative conversations about core beliefs to collaboratively develop and/or revise a shared school vision that supports rigorous and equitable student learning. ☐ Engages staff and school community to collaboratively develop and/or revise the school's mission and goals aligned to the shared vision. ☐ Creates a climate of trust and critical reflection in order to engage colleagues and students in challenging conversations that lead to solutions-oriented approaches and actions towards the vision. ☐ Builds the capacity of Lead Team to communicate the vision by using a variety of forms in multiple settings to multiple audiences to ensure all constituents understand the vision.	☐ Re-engages constituents in revising the shared vision for rigorous and equitable student learning. ☐ Regularly calibrates core beliefs, equity, and vision about how children learn best with all current and new community constituents. ☐ Continuously assesses and adjusts strategies to ensure all constituents communicate and connect actions that support the shared vision.
School Level Behaviors		
☐ Teachers can explain principal's core beliefs and can articulate how s/he formed knowledge and beliefs about equity and student learning. ☐ Teachers/staff can articulate their core beliefs about equity and student learning and how they connect to rigorous student learning and equitable outcomes.	☐ Staff can explain the vision and the process they used to develop it. ☐ School vision includes a focus on student academic achievement and social and emotional development. ☐ School mission and vision are visible in the school and are present in school-level conversations that include staff, students, and community members.	☐ School committees have responsibility for guiding the core work of the school and ensuring that the mission, vision, and school goals are reflected in the school plan. ☐ Constituents report that new knowledge and continuous change are necessary components of their work in fully achieving a vision of equitable and rigorous student outcomes. ☐ Constituents talk about the vision and mission of the school and hold a sense of ownership and accountability in achieving the goals and implementing



Dimension II: Leadership for Visionary Change

		the strategies identified in the site plan.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate principal: ○ Discusses the goals and vision of the school and the desired experiences and outcomes for students, based on review of student data and needs assessments. ○ Expresses high expectations for students and staff, as well as commitment to continuous school improvement. ○ Connects core beliefs to data at the site. ○ Uses an equity lens to analyze results from surveying constituents around their perceived needs of the school. ○ Incorporates survey results into the school vision. ☐ Communications (e.g. emails, newsletters, posters) initiated by principal where the vision is used to frame particular school initiatives and projects. ☐ Shared vision statement.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Staff collaboratively uses data to develop site goals and objectives based on shared vision. ○ ILT/staff expresses commitment to promote high expectations for students and staff, as well as continuous school improvement. ○ Principal builds capacity to connect the vision to all decisions. ○ Staff collaboration and discourse aligned with the school's goals and instructional focus. ☐ Evaluation goals of teachers are aligned with the school priorities for student outcomes. ☐ Communications (e.g. emails, newsletters, posters) initiated by staff/ILT where the vision is used to frame particular school initiatives and projects. ☐ Shared vision statement.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Community articulates the goals and vision of the school and the desired experiences and outcomes for students, as well as the district's direction and focus. ○ Staff/community expresses commitment to sustain high expectations and results for students and staff. ○ Decision-making processes include connection to site vision. ☐ Evaluation goals of teachers are aligned with the school priorities for student outcomes. ☐ Communications (e.g. emails, newsletters, posters) initiated by staff/ILT where the vision is used to frame particular school initiatives and projects. ☐ Shared vision statement.



Dimension II: Leadership for Visionary Change

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Visionary Change (VC) Element 2 Vision Actualization		
VC 2.1 Vision Launch: Principal purposefully plans and implements activities to support understanding of and change toward the vision.	VC 2.2 Shared Vision Implementation: Principal and staff collaborate to develop and build constituents' capacity to implement actions that align to shared goals, mission, and vision.	VC 2.3 Shared Vision Sustainment: Principal and community regularly refine goals, actions, and systems with a shared commitment to the vision.
Leader Indicators		
☐ Articulates the need to view change as an ongoing process so that the school community can respond thoughtfully to new information, policies, and contexts. ☐ Assesses current capacity for change toward vision and determines and implements plan to engage staff in change process. ☐ Takes deliberate actions connected to core beliefs and vision and models productive contributions to the workplace, school, and community (SEL 3B). ☐ Demonstrates culturally appropriate and responsive choices in advancing the vision. ☐ Engages constituents in conversations about core beliefs, equity, and vision that are grounded in knowledge about how students learn best.	☐ Collaboratively works with staff, students, and school community to develop and implement an action plan based on a vision that includes actionable and measurable goals. ☐ Builds capacity of adults and students to act toward shared vision by endowing the community with the power of the possible. ☐ Develops systems and allocates resources in support of the school's vision, including deliberate actions regarding rituals, routines, and visual artifacts that communicate the school vision. ☐ Provides support for others' change efforts and persistence toward the shared vision. ☐ Builds the capacity of Lead Team to support and respond to change to ensure all constituents engage with and make decisions based on the vision.	☐ Coordinates staff and school community to implement the action plan and strategies for change that result in improved achievement for all students in line with the vision. ☐ Acknowledges and consistently encourages innovative thought, supports persistence that contributes to commitment to the vision, and encourages ongoing revision and recommitment. ☐ Assesses, monitors, and adjusts how self and constituents are developing a sense of efficacy in moving towards the vision, even in the face of persistent inequities. ☐ Adjusts systems and resource allocation to match ongoing needs that support the shared vision. ☐ Assesses, monitors, and adjusts organizational goals and equitable outcomes based on evidence.
School Level Behaviors		
☐ Staff can explain the vision and the process they used to co-develop it. ☐ School vision includes aspirations for student academic achievement, equitable outcomes, civic engagement, and social and emotional development. ☐ School mission and vision are visible in the school and present in school-level conversations that include staff and community members.	☐ Teachers can explain the vision and action plans and can articulate and implement their roles in implementation. ☐ Staff can articulate how change is an opportunity to create a context of excellence. ☐ Evidence about how teachers and staff experience change processes is regularly collected and analyzed. ☐ Staff can explain how site plan and budget are connected to vision.	☐ Constituents use the site plan as a guide for goal setting and action planning and school committees. ☐ All constituents state understanding of change as an opportunity to create a context of excellence. ☐ Constituents are able to incorporate new strategies in their individual and collective spheres of influence in the school and community. ☐ Constituents state commitment to vision on surveys, interviews, and informal conversations.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ The site plan and budget are connected to vision. ○ Decision-making processes include connection to site vision.	☐ Agendas, protocols, notes, and/or videos that demonstrate: ○ ILT collaborates on developing initiatives aligned with the school vision. ○ ILT calibrates ideas around the meaning of the	☐ Agendas, protocols, notes, and/or videos demonstrating that: ○ Shared vision statement. ○ Staff implements and innovates on initiatives aligned with the school vision.



Dimension II: Leadership for Visionary Change

○ Communication of a timeline for a vision implementation that includes feedback from constituents on proposal. ○ Professional learning sessions for ILT focused on change management. ○ Principal articulates why and how change must occur. ○ Principal engages staff/ILT in the vision and in determining action steps. ○ A recent policy change and how the change is aligned with the school vision. ☐ Communications (e.g. emails, newsletters, posters) initiated by principal where the vision is used to frame particular school initiatives and projects. ☐ Shared vision statement.	school vision and how it shows up in school initiatives. ○ Outreach to local community/service organizations about vision for learning. ○ Professional learning sessions/staff meetings that build capacity of staff to manage change. ○ Principal/ILT engages staff in the vision and in collaboratively determining action steps. ○ Evaluation goals of teachers are aligned with the school priorities for student outcomes. ☐ Communications (e.g. emails, newsletters, posters) initiated by staff/ILT where the vision is used to frame particular school initiatives and projects. ☐ Shared vision statement.	○ School community acknowledges and clarifies complex or ambiguous circumstances that do not align with the school vision. ○ Constituents use “we” and “our” language. ☐ Survey/interview data showing that community understands the school vision. ☐ Communications (e.g. emails, newsletters, posters) initiated by staff/ILT where the vision is used to frame particular school initiatives and projects. ☐ Revision of vision statement.
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**OUSD Principal Professional Learning and Evaluation Framework:
Overview of Steps and Elements (★ = Focus Element)**

Dimension III: Leadership for Healthy Relationships and Culture		
<i>Key Questions:</i> • How does the leader create a climate of trust and promote healthy risk-taking and learning? • How does the leader communicate and relate with integrity with all stakeholders?		
Step 1. Developing Leader Capacity An OUSD Principal uses effective interpersonal skills to demonstrate a positive professional stance, cultivate emotional intelligence, and address micro-political complexities.	Step 2. Cultivating School Level Capacity An OUSD Principal effectively engages all constituents in developing interdependent, trusting relationships as a resource for school change efforts and for productively addressing conflict.	Step 3. Ensuring Collective Responsibility & Accountability An OUSD Principal monitors and regularly revises systems that support reciprocal responsibility, shared culture, and the ability of all stakeholders to address conflicts in the service of collective responsibility for outcomes.
Relationships and Culture (RC) Element 1: Emotional Intelligence		
RC 1.1 Principal Emotional Intelligence: Principal uses self and social awareness to cultivate constructive relationships with individuals of diverse backgrounds, abilities, languages, and lifestyles and to contribute to building a healthy school and district culture (SEL 4B).	RC 1.2 Staff Emotional Intelligence Capacity: Principal cultivates individual and collective relationships and emotional awareness as a foundation for achieving equity and excellence.	RC 1.3 Shared Emotional Intelligence: Principal and community sustain healthy individual and collective relationships and social awareness as norms that guide thinking and behavior towards achieving equity and excellence (SEL 3).
Relationships and Culture (RC) Element 2: Resilience		
RC 2.1 Principal Resilience: Principal develops skills to sustain self, individuals, and the organization in persevering and fostering collective resolve for equitable outcomes.	RC 2.2 Staff Resilience: Principal collaboratively develops systems for and builds capacity of staff to sustain selves, teams, and the organization in persevering, assuming mutual responsibility, and fostering collective resolve for equitable outcomes.	RC 2.3 Organizational Resilience and Efficacy: Principal maintains, monitors, and regularly revises systems that foster resilience and persistence and serve as strengths toward actualizing the school vision of excellence and equity.

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

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



Dimension III: Leadership for Healthy Relationships and Culture

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

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Relationships and Culture (RC) Element 1: Emotional Intelligence		
RC 1.1 Principal Emotional Intelligence: Principal uses self and social awareness to cultivate constructive relationships with individuals of diverse backgrounds, abilities, languages, and lifestyles and to contribute to building a healthy school and district culture (SEL 4B).	RC 1.2 Staff Emotional Intelligence Capacity: Principal cultivates individual and collective relationships and emotional awareness as a foundation for achieving equity and excellence.	RC 1.3 Shared Emotional Intelligence: Principal and community sustain healthy individual and collective relationships and social awareness as norms that guide thinking and behavior towards achieving equity and excellence (SEL 3).
Leader Indicators		
☐ Develops and demonstrates self-awareness skills to identify personal assets and biases and understand the connections between one's emotions, social contexts, and identity (SEL 1). ☐ Exhibits a high degree of emotional acuity: managing emotions, thoughts, impulses, and stress (SEL 1A/2A). ☐ Displays empathetic responses to other people's emotions, perspectives, cultures, languages, and histories so that constituents feel heard and understood (SEL 3A). ☐ Communicates a positive self-concept and promotes a sense of optimism, belonging, and emotional safety as a foundation for all individuals and groups to contribute productively to workplace, school, district, and community (SEL 1D/3B). ☐ Ensures that all new staff, district, and community constituents are welcomed and supported.	☐ Engages all constituents in developing emotional intelligence with regard to self-awareness of assets and biases and understanding the connections between one's emotions, social contexts, and identity (SEL 1A). ☐ Coaches individuals and groups as necessary to cultivate emotional acuity and empathy: managing emotions, thoughts, impulses, and stress as norms for school well-being (SEL 1A/2A). ☐ Recognizes and promotes emotional intelligence leadership capacity in others (SEL 3D). ☐ Collectively cultivates and reinforces a sense of optimism, belonging, and emotional safety as foundational for all individuals and groups, including new community members and the site and district level. ☐ Works with district leaders to create conditions and processes for the development and use of emotional intelligence.	☐ Regularly assesses and determines strategies to strengthen all constituents' communication skills, self-management, emotional acuity and empathy for self and others. ☐ Adjusts policies and practices to support and increase open and productive emotional relationships among all constituents. ☐ Monitors the conditions for, and makes adjustments to, school structures related to emotional intelligence among all constituents. ☐ Regularly assesses perceptions and experiences of all constituents' sense of belonging and emotional safety in school, including new community members. ☐ Coaches peers as appropriate to cultivate emotional acuity (SEL 1A/2A). ☐ Collaborates with district leaders to cultivate and reinforce a sense of optimism, belonging, and emotional safety.
School Level Behaviors		
☐ Principal seeks out professional learning and support for developing emotional intelligence. ☐ Feedback surveys on principal state constituents feel understood and heard. ☐ Meetings include norms that grow emotional acceptance.	☐ Teachers receive feedback as needed on their ability to self-manage emotions. ☐ Time is devoted to developing group norms of interaction. ☐ Teacher leaders lead protocols for developing adult SEL skills and explain how that impacts classroom outcomes. ☐ A buddy system for new staff is in place. ☐ Principal supports constituents in interpersonal conflict resolution.	☐ Teachers give each other feedback as needed on their ability to relate and to self-manage emotions. ☐ Staff members can interrupt each other appropriately when a norm is not being followed. ☐ Teachers discuss biases and how they impact teaching, learning, and relationships. ☐ Staff engages in solution-oriented discussions where different opinions are heard and valued.



Dimension III: Leadership for Healthy Relationships and Culture

Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Principal's use of feedback to inform his/her communication skills in order to change behavior. ○ Principal's leadership in uncomfortable or challenging conversations. ○ Meeting norms developed and used by principal. ○ Principal-led strategies to increase participation and equity of voice. ☐ Principal reflections or journal entries showing principal is aware of how his/her emotions come across in interactions with members of the school community. ☐ Principal self-assessment results that lead principal to acknowledge strengths (and plans on how to leverage them) and weaknesses (and plans on how to address them). ☐ Description and results of mentoring program for new staff. ☐ Grievance records showing that principal has taken appropriate steps to achieve resolution. ☐ Survey results stating principal has strong communication skills. ☐ Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ The use of feedback to inform teachers' communication skills in order to change systems of behavior. ○ Principal building capacity of staff (group or individual) to have productive conversations. ○ Principal building capacity of staff members' emotional intelligence (group, team, or individual). ○ Professional development centered on social and emotional learning for adults and students. ○ Staff reflections showing awareness of how own emotions come across in interactions with members of the school community. ○ Meeting norms developed/revised in collaboration with staff. ☐ Documentation of feedback to teachers around developing and maintaining positive student relationships. ☐ Documentation of feedback to teachers on their communication skills and resulting improvement on those skills. ☐ Survey results that demonstrate constituents' positive regard for the school. ☐ Description and results of mentoring program for new staff. ☐ Data showing a decrease in formal grievances from staff/parents. ☐ Data showing an increase in staff participation and equity of voice in staff meetings. ☐ Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ The use of feedback to inform constituents' communication skills in order to change systems of behavior. ○ Staff leadership in uncomfortable or challenging conversations. ○ Professional development centered on social and emotional learning for adults and students. ○ Meeting norms led and used by school and community members. ○ Community's ownership of school environment in terms of how to promote emotional safety. ☐ Records of revisions of policies and/or structures to promote open and productive relationships across school. ☐ Description and results of mentoring program for new staff. ☐ Data showing few or no formal grievances from staff/parents. ☐ Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.



Dimension III: Leadership for Healthy Relationships and Culture

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Relationships and Culture (RC) Element 2: Resilience		
RC 2.1 Principal Resilience: Principal develops skills to sustain self, individuals, and the organization in persevering and fostering collective resolve for equitable outcomes.	RC 2.2 Staff Resilience: Principal collaboratively develops systems for and builds capacity of staff to sustain selves, teams, and the organization in persevering, assuming mutual responsibility, and fostering collective resolve for equitable outcomes.	RC 2.3 Organizational Resilience and Efficacy: Principal maintains, monitors, and regularly revises systems that foster resilience and persistence and serve as strengths toward actualizing the school vision of excellence and equity.
Leader Indicators		
☐ Maintains ongoing personal commitment by engaging in professional learning, seeking out inspiration and support from trusted colleagues (SEL 1E) and networks, and establishing healthy routines that support wellness and persistence. ☐ Personally recognizes own efforts and accomplishments and specifically praises and endorses those of others. ☐ Reframes issues for self and others as dilemmas on which reflection and action can have an impact. ☐ Determines level of individual and collective persistence and efficacy toward the vision. ☐ Inventories and communicates vulnerability factors in school and community. ☐ Models perseverance and equanimity through change and in adverse situations.	☐ Co-creates systems for staff health and wellness, as well as professional networks that provide inspiration and support. ☐ Collaboratively recognizes and utilizes common individual and team assets as a foundation for persistence. ☐ Models and promotes innovative thought and supports efforts that contribute to renewed commitments towards the school's shared vision. ☐ Builds capacity for and supports staff efforts to create emotionally safe spaces to address dilemmas, engage in productive problem solving, and take responsibility for decisions and outcomes. ☐ Builds capacity of staff to acknowledge effort, give feedback and affirmations, and utilize reflective practice as key elements of organizational validation and persistence.	☐ Tunes the professional learning and wellness systems for self and staff to meet organizational persistence and efficacy outcomes. ☐ Acknowledges and continuously encourages use of innovative thought and builds upon the community's common assets to sustain persistence. ☐ Monitors and adjusts systems and structures for addressing dilemmas, engaging in productive problem solving, and taking responsibility for decisions and outcomes. ☐ Maintains and supports constituents' coordination of rituals to celebrate the successes of individuals, teams, and the community's collective efficacy and resilience. ☐ Collaborates with district leaders to create wellness systems and structures for problem solving.
School Level Behaviors / Evidence		
☐ Principal maintains appropriate distance from distractions and remains calm and flexible in the face of complexities. ☐ Principal returns to normal schedule after "putting out a fire." ☐ Principal remains solution-oriented during challenges. ☐ Principal has professional network s/he connects with on a regular basis. ☐ Teachers are praised for their efforts. ☐ Teachers know principal's stories and how s/he came to the work, including challenges and success. ☐ Principal reflections on challenges and next steps. ☐ Principal schedule shows effective work/life balance. ☐ Principal maintains a growth mindset when using self-assessments and/or receiving feedback on professional practice.	☐ Teachers use protocols to engage in productive problem solving when innovative solutions are sought. ☐ Teacher reflection is included in professional learning. ☐ Teacher leaders and teams remain solution-oriented when faced with a challenge. ☐ Teachers have a "go to" person on staff when they need support. ☐ Regular group health and wellness activities. ☐ Meeting structures that promote staff feedback and praise to each other. ☐ Documentation of professional development that gives staff the opportunity to reflect on: challenges and how to overcome them, accomplishments, and work/life balance. ☐ Documentation of principal building capacity of teams and individuals to give and receive feedback.	☐ Innovative ideas are tried and assessed for effectiveness. ☐ School community members understand that individual contributions will lead to the collective success of the school. ☐ Staff members organize and regularly participate in wellness activities that promote renewal. ☐ Staff and community remain solution-oriented and on track when faced with a challenge. ☐ Staff and community hold celebration events. ☐ Survey data indicate increasing levels of persistence, efficacy, and resilience. ☐ Agendas, protocols, notes, and/or observations/videos that demonstrate principal regularly monitors and supports teams and individuals to maintain a growth mindset.



Dimension III: Leadership for Healthy Relationships and Culture

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Relationships and Culture (RC) Element 3: Relational Trust and Professional Culture		
RC 3.1 Relational Trust and Professional Culture Development: Principal uses words and demeanor that are characterized by respectful exchanges, personal regard (i.e. openness to others, willingness to reach out to parents, teachers, and students), role competence (i.e. skill in instructional leadership and school management), and personal integrity (demonstrated commitment to student, family, and teacher welfare and follow-through on one's word). ¹	RC 3.2 Staff Relational Trust and Professional Culture: Principal collaboratively develops systems and builds the capacity of others to create and maintain relational trust between and among staff, fostering a healthy professional culture where members work in service of the school vision.	RC 3.3 Mutual Accountability for Relational Trust and Professional Culture: Principal and staff monitor for and maintain high levels of relational trust and ensure mutual accountability for sustaining a healthy professional culture in service of the school vision.
Leader Indicators		
☐ Uses a range of communication skills and develops multiple communication systems to interact effectively with, and encourage full participation of, individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A). ☐ Develops and practices skills in having hard conversations and acting as a warm demander, i.e. displaying positive regard coupled with active insistence on meeting expectations. ☐ Demonstrates ethics and integrity by communicating with appropriate transparency and following through on commitments (SEL 2B). ☐ Communicates stance and actions that focus on how the organizational systems will and can meet current and emerging challenges of school improvement. ☐ Determines, models, and communicates professional expectations and emphasis on professional growth.	☐ Builds the capacity of individuals and teams to use a range of communication skills and systems to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A). ☐ Implements and promotes systems and protocols for collective transparency and follow-through on commitments. ☐ Builds the capacity of others to have courageous conversations and to be warm demanders of each other. ☐ Co-develops/refines professional expectations, norms, and systems for feedback loops. ☐ Builds capacity for staff to take ownership for organizational systems/structures to meet current and emerging challenges of school improvement in service of learning.	☐ Regularly assesses and revises strategies to ensure that all constituents uphold high standards of ethics, communicate with transparency and integrity, and follow through on commitments. ☐ Monitors the extent to which the community productively communicates and interacts towards continuous improvement. ☐ Regularly assesses and adjusts the level to which the use of processes and protocols, including for courageous conversations, allow all constituents to hold each other mutually accountable for outcomes. ☐ Collaboratively uses data to adjust professional expectations and maintain mutual accountability to sustain an effective professional culture. ☐ Tracks and revises structures to promote collective accountability for organizational systems to meet current and emerging challenges.
School Level Behaviors		
☐ Structures and protocols that promote healthy risk-taking engagement and possibility are evident. ☐ Action plans from site plan are created and followed through. ☐ Principal acknowledges personal mistakes. ☐ Staff members can articulate the principal's strengths and areas of growth and focus. ☐ Staff can explain school professional expectations.	☐ Relational trust building is part of school activities and meetings. ☐ Teachers receive feedback on their communication skills. ☐ Structures and protocols are used to support hard conversations between staff members. ☐ Structures are in place for accountability of staff-made agreements. ☐ Staff members know their roles and responsibilities for the	☐ Innovative ideas are tried and assessed for effectiveness. ☐ School community members can articulate how individual contributions will lead to the collective success of the school. ☐ Staff members organize wellness activities and regularly participate in activities that promote renewal. ☐ Staff and community remain solution-oriented and on track when faced with a challenge.

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



Dimension III: Leadership for Healthy Relationships and Culture

	implementation of the site plan.	☐ Staff and community hold celebration events. ☐ Constituents give feedback and know how that feedback is used.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate principal: ○ Uses/models consensus/problem-solving processes. ○ Leads and models reflections on hard conversations. ○ Regularly shares how feedback has been incorporated into systems and structures. ○ Regularly shares progress on agreements with staff. ○ Leads strategies to increase participation and equity of voice. ○ Explains current status on SPCA/improvement plans and how current systems are designed to meet those goals. ○ Models being a “warm demander.” ○ Uses and analyzes relational trust survey/data. ☐ Communications from principal that demonstrate a respectful, professional tone. ☐ Principal reflections on trust and professionalism at the school site. ☐ Documentation of teacher observations that show follow-through of agreements from professional learning/staff meetings. ☐ Grievance records that show that principal has taken appropriate steps to achieve resolution. ☐ CHKS data showing improvement in school climate and culture. ☐ Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Consensus/problem-solving processes used at meetings led by staff/ILT/principal. ○ Principal builds ILT capacity to have and reflect on hard conversations. ○ ILT/principal regularly shares progress on agreements with staff. ○ Staff input is gathered to develop/revise systems and structures to meet school goals. ○ Staff is encouraged to take risks. ○ New ideas are sought and tried. ○ An increase in staff participation and equity of voice during staff meetings. ○ Teacher use of data to reflect on SPCA/improvement plans and how current systems are designed to meet those goals. ○ Staff/ILT members being “warm demanders” of each other. ○ Staff’s and/or ILT’s use and analysis of relational trust survey/data. ☐ Documentation of teacher observations that show follow-through of agreements from professional learning/staff meetings. ☐ Data showing a decrease in formal grievances from staff/parents. ☐ CHKS data showing improvement in school climate and culture. ☐ Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Consensus/problem-solving processes used at meetings led by teams/staff/community. ○ Staff/community leads and reflects on hard conversations. ○ School teams seek and try community ideas. ○ Staff/community-led implementation and revision of communication and follow-through systems. ○ Community use of data to reflect on SPCA/improvement plans and how current systems are designed to meet those goals. ○ Staff/ILT/community being “warm demanders” of each other. ○ The staff’s and/or community’s use and analysis of relational trust survey/data. ☐ School-community team protocols and norms developed and implemented with input from the community. ☐ Documentation of principal and peer observations that show follow-through of agreements from professional learning/staff meetings. ☐ Data showing few or no formal grievances from staff/parents. ☐ CHKS data showing 95% of staff members acknowledge a positive school climate and professional culture. ☐ Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication.



Dimension III: Leadership for Healthy Relationships and Culture

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Relationships and Culture (RC) Element 4: Politics and Conflict		
RC 4.1 Politics and Conflict Navigation: Principal leans into conflict, demonstrates courageous decision-making, and creates space for productive dissent and risk taking as a source for transformation.	RC 4.2 Politics and Conflict: Opportunity: Principal builds the capacity of constituents to manage micro-political dynamics, view conflict as opportunity, and create space for productive dissent and risk taking as a source for transformation.	RC 4.3 Politics and Conflict: Organizational Dynamics and Influence: Principal monitors and revises strategies to support constituents to manage micro-political dynamics, view conflict as opportunity, and hold a solution-oriented stance to achieve a mutually respectful organizational culture.
Leader Indicators		
☐ Assesses political and micro-political dynamics of individual and organizational context (SEL 5C) and continuously improves ability to read situations and determine effective responses. ☐ Engages in micro-political conversations as needed to build organizational coherence and ensure school goals and outcomes manifest. ☐ Uses conflict as opportunity to support constituents to “move through” complexities. ☐ Recognizes and respects one’s similarities and differences with others (SEL 3A/ 3D) and authorizes productive conflict as essential to change. ☐ Sets context for productive problem-posing (SEL 5) and engages in courageous conversations (about race, gender, power) with trusted individuals and groups in the service of collective outcomes.	☐ Builds the capacity of individuals and teams to productively manage political and micro-political dynamics. ☐ Builds collaboration and coherence from analyzing micro-political conversations that surface evidence about inequities and policies that are affecting school outcomes. ☐ Uses and prepares all constituents to use protocols to engage in complex conversations. ☐ Builds capacity of others to recognize and respect similarities and differences (SEL 3D) and view productive conflict as essential to change. ☐ Engages in and builds capacity of others to resolve interpersonal conflicts with the goal of healthy and effective outcomes for all (SEL 4C).	☐ Regularly assesses the degree to which micro-political climate builds school coherence and collectively adjusts strategies as needed to achieve a mutually respectful organizational culture. ☐ Assesses and continuously deepens constituents’ ability to leverage similarities and differences and hold complex conversations that result in collective solution-oriented dialogue and action to better meet school goals. ☐ Assesses, monitors, and mediates interpersonal interactions within the school community to support dynamic conflict resolution, resulting in healthy and effective outcomes for all (SEL 4C).
School Behaviors		
☐ Staff meetings include time to discuss areas of conflict to determine solutions. ☐ Principal has multiple conversations individually and in small groups to connect constituents with the goals and vision. ☐ Principal leads Lead Team in conversations about how race, gender, and power impact school and classroom culture.	☐ Lead Team determines how to respond to current micro-political climate to move towards the school vision. ☐ Staff uses protocols to discuss conflicts and challenges impeding the ability to meet the school goals. ☐ Staff uses differences of opinion to develop new solutions. ☐ Principal supports constituents in interpersonal conflict resolution.	☐ Principal maintains a pulse on how different community members understand and own policies in the school. ☐ Staff engages in solution-oriented discussions where different opinions are heard and valued. ☐ Community, staff, and students attempt to resolve conflicts at the lowest level and do not escalate issues without attempting to resolve them first.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate principal: ○ Leads conflict resolution/problem-solving processes. ○ Frames conflict as opportunity. ○ Models and shares conflict resolution wins.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Principal builds capacity of others to use conflict resolution/problem-solving processes. ○ Principal builds capacity of staff members to lead	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Conflict resolution/problem-solving processes used at meetings led by ILT. ○ Constituents frame conflict as opportunity.



Dimension III: Leadership for Healthy Relationships and Culture

○ Leads clear decision-making processes and/or agreements involving constituents who may disagree. ○ Leads in uncomfortable or challenging conversations. ○ Meets with appropriate constituents to build relationships, shared understanding, and buy-in for changes at site. ☐ Principal journal entries demonstrating: ○ Principal's understanding of and movement through micro and macro dynamics. ○ Principal reflection on hard conversations. ☐ Differentiated communications (small/large meetings, newsletters, visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication. ☐ Grievance records that show that principal has taken appropriate steps to achieve resolution.	clear decision-making process and/or agreements involving constituents who may disagree. ○ Principal regularly checks in with various constituents, including new members to school, to build relations and create buy-in. ○ Teachers and staff frame conflict as opportunity. ○ Staff uses differences of opinion to develop new solutions. ○ Staff is encouraged to take risks and that new ideas are sought and tried. ○ Professional learning includes training on understanding and valuing differences. ☐ Differentiated communications (small/ large meetings; newsletters; visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication. ☐ Data showing a decrease in formal grievances from staff/ parents.	○ Constituents use differences of opinion to develop new solutions. ○ Principal regularly checks in with various constituents, including new members to school and community, to build relations and create buy-in. ○ Principal monitors communication to ensure it supports the creation of a shared understanding of issues and concerns. ☐ Differentiated communications (small/ large meetings; newsletters; visuals, emails, etc.) to create a shared understanding of issues, decision-making process, and expectations for communication. ☐ Data showing a decrease in formal grievances from staff/ parents.
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Dimension III: Leadership for Healthy Relationships and Culture

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Relationships and Culture (RC) Element 5: Conditions for Student Learning ★ (Note: Discipline Systems are also in Effective Operations and Organization.)		
RC 5.1 Conditions for Student Learning: Principal supports teachers and staff in developing classroom and school environments that foster strong relationships among students—and between adults and students—to ensure safety and promote a sense of belonging for all students in service of the school's vision for learning.	RC 5.2 Collaboration for Student Learning Conditions: Principal collaborates with and builds capacity of individuals and teams to implement school systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning.	RC 5.3 Collective Responsibility for Conditions for Student Learning: Principal and all constituents maintain, monitor, and regularly revise systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the vision.
Leader Indicators		
☐ Creates an inclusive, welcoming, and caring community that values students' individual/cultural differences and fosters communication among students and between adults and students. ☐ Uses culture inventories and multiple sources of evidence to assess levels of positive culture in school and classrooms for the purpose of setting positive and equitable culture goals and implementing an action plan. ☐ Systematically holds self, staff, and students, staff accountable to a clear and equitable set of student expectations and norms, as well as school and classroom routines, that support a positive school culture that promotes college and career readiness ☐ Models personalized student relationships that demonstrate the importance of teacher connectedness to students. ☐ Ensures that youth culture is reflected in the school's environment in order to foster a bridge to rigorous learning, academic, and school culture expectations.	☐ Builds capacity of constituents to create an inclusive, welcoming, and caring community that values students' individual/cultural differences and fosters communication among students and between adults and students. ☐ Builds capacity of staff to engage in cycles of continuous improvement for developing and maintaining positive culture. ☐ Collaboratively implements systematic student behavioral expectations and norms that build a positive school culture that promotes college and career readiness. ☐ Collaboratively develops and aligns teacher and staff practices that build connectedness to students. ☐ Provides feedback to staff on practices that build connections and relationships. ☐ Collaborates with students and staff to appropriately incorporate youth culture in the school's environment and systems in order to foster a bridge to rigorous learning, academic, and school culture expectations.	☐ Monitors and supports all constituents to nurture an inclusive, welcoming, and caring community that values students' individual/cultural differences and fosters communication among students and between adults and students. ☐ Participates with constituents in collecting and utilizing multiple forms of evidence to regularly engage in cycles of continuous improvement to maintain positive culture in classrooms and school. ☐ Tracks and tunes all constituents' focus on sustaining student behavioral expectations and on upholding norms that continuously cultivate a positive school culture. ☐ Reinforces practices that collectively ensure all adults demonstrate connectedness to students.
School Level Behaviors		
☐ Principal knows student and staff names and greets them regularly. ☐ Physical environment of classrooms and the school campus supports teaching and learning, as well as a college-going culture. ☐ School rules are explicit, leaving minimal opportunities for misinterpretations or misunderstandings. ☐ Routines are in place for all areas of the school campus. ☐ Principal documents communication with teachers	☐ Visuals and artifacts portray diversity of student population, college-going culture, youth culture, and school's cultural values. ☐ Teachers check in with individual students. ☐ Students can explain the school behavioral systems and norms. ☐ Systems are in place for students to resolve conflicts independently and with staff support. ☐ Aligned behavioral systems and norms are used across	☐ Staff regularly revises, aligns, and consistently uses behavioral systems, norms, and consequences. ☐ Students can explain the school norms and how their behavior is connected to their school experience, culture, and learning. ☐ Students report that teachers genuinely care about their well-being and school achievement. ☐ Students understand the value of communication and freely and appropriately interact with adults at the school.



Dimension III: Leadership for Healthy Relationships and Culture

regarding student referrals and suspensions. ☐ Students from diverse backgrounds feel that their opinions are welcomed and heard. ☐ Staff models behavior they expect of students and one another.	classrooms. ☐ Students understand that college is an option and when asked can discuss it as an option. ☐ Interactions among students across multiple diversity groups are in evidence. ☐ Campus routines and procedures support school vision.	☐ School celebrations mark student achievements in various areas. ☐ Students attempt to resolve conflicts at the lowest level and do not escalate issues without attempting to resolve them first.
Evidence		
☐ Six-week positive culture plan. ☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: - o Implementation of systems for Positive Behavioral Interventions and Support. - o Professional learning and principal feedback to teachers on teaching social and emotional learning skills. - o Professional learning and feedback to teachers on building relationships with and between students. - o Peer mediation program that promotes a safe environment for all students. - o Anti-bullying programs and results that show a decrease in reports of bullying incidents. - o Student clubs and activity groups promote student inclusion and positive relationships. - o Principal interactions with students that model and promote a growth mindset and high academic and professional expectations. - o Celebrations, rituals, traditions, and other events that help to build an inclusive school culture. ☐ Data of students participating in peer mediation programs and Positive Behavioral Intervention and Support systems; results show a decrease in suspensions, office referrals, and in-class discipline actions, as well as an increase in time in class. ☐ Data showing increase in attendance. ☐ Improvement in CHKS school climate and culture data and SEL data. ☐ Principal use of staff/student surveys to establish a culture where students feel safe and motivated. ☐ Visual representation of the culture of school community. ☐ Posted visible codes of student focused on respect, responsibility, and positive relationships.	☐ Six-week positive culture plan. ☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: - o Staff interactions with students that promote a growth mindset and high academic and professional expectations. - o Staff-run assembly programs that promote a positive and inclusive culture. - o Systems are in place to support new student transitions into the school. - o Teacher-led professional learning and feedback to teachers on how to build cultural competency and relationships with and between students. - o Teacher-led professional learning and feedback to teachers on how to integrate social and emotional skills. - o Staff-led peer mediation programs that promote a safe environment for all students. - o Student-run clubs and activity groups promote student inclusion and positive relationships. ☐ Data of students participating in peer mediation programs showing a decrease in suspensions, office referrals, in-class discipline actions, as well as an increase in time in class. ☐ Data showing increase in attendance and decrease in chronic absence across all subgroups. ☐ Documentation of improvement in CHKS school climate and culture data and SEL data. ☐ Description and observation of staff-run anti-bullying programs and results that show a decrease in reports of bullying incidents. ☐ Data showing improved graduation rates. ☐ Posted visible codes of student focused on respect, responsibility, and positive relationships.	☐ Six-week positive culture plan. ☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: - o Collaborative revision of systems for Positive Behavioral Interventions and Support using data. - o Student to student interactions that promote a growth mindset and high academic achievement. - o School- and student-run assembly programs that promote a positive and inclusive culture. - o Teacher-led professional learning and feedback to teachers on how to remove barriers between and among students related to race, culture, language, family structure, sexuality, and able-ness in order to build relationships with and between students. - o Peer mediation program to promote a safe environment for all students is continuously modified. - o Positive results from anti-bullying education initiatives led in collaboration with the community. - o Results of student-run clubs and activity groups that promote student inclusion and positive relationships. - o Celebration showing students, staff, and community involved in activities related to a shared vision. ☐ Data from implementation of differentiated supports for students who do not feel connected to school. ☐ Student data showing limited suspensions, referrals, and time out of class. ☐ Data showing increase in attendance and decrease in chronic absence across all subgroups. ☐ CHKS school climate and culture data and SEL data showing 95% of constituents rate the school positively. ☐ Description and observation of staff- and student-run anti-bullying programs and results that show a decrease in reports of bullying incidents ☐ Data showing improved graduation rates. ☐ Posted visible codes of student focused on respect, responsibility, and positive relationships.



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

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

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

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



Dimension IV: Leadership for Family and Community Partnerships

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

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Family and Community Partnership (FCP) Element 1: Family Partnerships		
FCP 1.1 Family Partnership Formation: Principal inventories, develops, and implements systems for building effective family partnerships by using principles of student and family engagement that support the site vision and student outcomes.	FCP 1.2 Capacity Building for Family Engagement: Principal collaborates with and builds capacity of individuals and teams to develop and/or revise and implement systems to ensure authentic and useful school family partnerships in service of the school vision for equity and student success.	FCP 1.3 Collective Responsibility for Family Engagement: Principal monitors and collaboratively revises systems that foster mutual accountability for sustaining authentic and useful family partnerships in service of the school vision for equity and student success.
Leader Indicators		
☐ Assesses current perception of family engagement from staff and family perspectives and implements feedback system to address family concerns. ☐ Establishes and upholds family and staff expectations for family engagement, participation, and decision making. ☐ Engages family and teacher leaders in understanding OUSD Family Engagement standards to create a family engagement vision and determine goals and action plan. ☐ Assesses current environment and determines and implements plan to create an inclusive, supportive, and welcoming environment for all families. ☐ Builds systems for interactions with families to support student academic, social and emotional, health and wellness, and college and career readiness outcomes. ☐ Creates communication systems so families can access school information easily.	☐ Builds capacity of constituents to use feedback to improve family-teacher relations and appropriately address family concerns at the classroom and school level. ☐ Builds capacity of family and teacher leaders to develop family engagement systems and implement an action plan in service of the school vision of equity and student success. ☐ In collaboration with families and staff, uses feedback from all constituents to develop and implement strategies to ensure the school and classroom environments are inclusive, supportive, and welcoming. ☐ Develops capacity of staff to deepen and differentiate approaches to engage all families in supporting student academic, social emotional learning, health and wellness, and college and career readiness. ☐ Collaboratively refines communication systems so families can access school information easily. ☐ Works with family and teacher leaders to create family resource center that meets the needs of families.	☐ Monitors and supports systems for staff to use feedback to deepen family-staff relationships and address family concerns. ☐ Monitors and supports Lead Teams to use data to maintain and revise family engagement system, structures, and activities in service of the school vision of equity and student success. ☐ Monitors and supports families and staff to use feedback to revise and maintain strategies to ensure the school and classroom environments are inclusive, supportive, and welcoming. ☐ Supports staff and family to continually improve quality and quantity of communication in supporting student academic, social emotional learning, health and wellness, and college and career readiness.
School Level Behaviors		
☐ Principal/staff map and inventory school and community assets, resources, and challenges of family engagement for the purpose of advancing student outcomes. ☐ Principal uses data from mapping, CHK, parent, and staff surveys to create "action team" for family engagement that includes three academic workshops per year. ☐ All family surveys, information, and materials are in parent-friendly language and translated in home languages of school families.	☐ Front office staff is friendly, attentive, and responsive to connecting parent/visitor to appropriate resources. ☐ Staff participates in professional learning about cultural competence and family partnerships. ☐ Family-teacher conferences meet the needs of families, including translation; strategic outreach ensures attendance. ☐ School offers volunteer and leadership opportunities that empower families as decision-makers in school	☐ Staff takes responsibility to identify and remove barriers to family engagement related to race, ethnicity, language, culture, socio-economic status, family structure, religion, and families with special needs. ☐ Almost all families attend parent/teacher conferences. ☐ Schools hold at least three academic workshops for families that are co-facilitated by families and students and are well-attended and linked to school report card periods.



Dimension IV: Leadership for Family and Community Partnerships

☐ Families and teachers meet regularly to support student performance. ☐ Family diversity is recognized through school-wide events linked to learning and celebrating culture. ☐ School calendar includes ongoing teacher/staff professional development on family engagement. ☐ Information for families is easily accessible. ☐ Family outreach plan.	community. ☐ Families from diverse backgrounds report that opinions are welcomed, heard, and included in decision-making process. ☐ Three academic workshops for families are well-attended and linked to school report card periods. ☐ Families understand how to obtain information, have access through their home language when possible, and feel comfortable using the communication structures. ☐ School has a dedicated Parent/Family room or center.	☐ Parents proactively communicate the attributes of the school to new families and community members, and can articulate the values, goals, and mission of the school. ☐ New students to the school are often as a result of recruitment by currently enrolled families. ☐ Family resource center is actively used.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Use of family engagement surveys/data to develop plans. ○ Use of data from principal-led focus groups on family engagement/perceived needs of the school. ○ Increase in attendance at family workshops. ○ Professional learning on cultural competence, family partnership, and engagement. ○ Principal training and feedback on how to identify and remove barriers to family engagement related to race, ethnicity, language, culture, socioeconomic status, family structure, religion, and special needs. ○ Clear front office procedures are family friendly and welcoming. ☐ Family-teacher conference schedules, protocols, sign-ins, and follow up notes, including translation. ☐ Data showing increase in student attendance. ☐ Documentation showing improvement in CHKS parent data. ☐ Visual representations of the culture of students and school community.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Teachers collaboratively analyze family engagement surveys/data to develop/revise plans. ○ Use of data from staff-led focus/feedback groups on family engagement/perceived needs of the school. ○ Staff leads workshops to educate families on how to support student performance. ○ Increase in attendance at family workshops, as well as feedback from families stating that workshops supported them to help their child in school. ○ Staff leads and participates in professional learning on cultural competence and family partnerships. ○ Staff training and regular feedback on how to identify and remove barriers to family engagement related to race, ethnicity, language, culture, socioeconomic status, family structure, religion, and special needs. ○ Training, feedback, and implementation of school procedures for front office staff to ensure attentiveness and responsiveness to families and visitors. ☐ Documentation showing 90% attendance at family-teacher conferences. ☐ Data showing increase in student attendance and a decrease in chronic absence across all subgroups. ☐ Documentation showing improvement in CHKS parent data. ☐ Listings of family workshops content connected to family input and school data.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Regular use of a variety of data on family engagement to modify plans and systems. ○ Staff and parents lead workshops to educate families on how to support student performance. ○ Consistently strong attendance at family workshops, as well as feedback from families stating that workshops supported them to help their child in school. ○ Calibration of systems of supporting staff to identify and remove barriers to family engagement related to race, ethnicity, language, culture, socioeconomic status, family structure, religion, and special needs. ○ Parent/family room and center are in use daily to build families' capacity to support students. ○ Family-teacher conference structures make use of constituent feedback to improve systems. ○ Constituent use of "we" and "our" language. ☐ Documents showing 100% attendance at family-teacher conferences. ☐ Data showing increase in student attendance and a decrease in chronic absence across all subgroups. ☐ Data from staff- and family-led focus/feedback groups on family engagement/perceived needs of the school. ☐ Surveys/feedback from families from diverse backgrounds who report that opinions are welcomed, heard, and included in decision-making processes. ☐ CHKS data showing that 95% of parents rate the school positively. ☐ Listings of family workshops content connected to family input and school data.



Dimension IV: Leadership for Family and Community Partnerships

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Family and Community Partnership (FCP) Element 2: Community* Partnerships (*Community includes district, local community, non-profit, and business.)		
FCP 2.1 Community Partnership Formation: Principal inventories, develops, and implements systems for building effective district, community, nonprofit, and business partnerships by using principles of community engagement in support of the site's vision and student outcomes.	FCP 2.2 Community Partnership Collaboration: Principal collaboratively determines district, community, non-profit, and business partnership goals and processes and builds capacity at site to achieve and measure partnership goals in the service of the site's vision for student success.	FCP 2.3 Community Partnership Sustainment: Collaboratively engages district, community, non-profit, and business partnerships in a continuous cycle of improvement to maximize partnership effectiveness at achieving goals towards the school vision for student success.
Leader Indicators		
☐ Articulates role of district, community, nonprofit, and business in partnering with the school to support the district and site vision and goals for student success. ☐ Articulates leadership roles, responsibilities, and lines of communication with all community agencies or district partners who are regularly on school campus. ☐ Inventories the readiness of, and develops and implements plan to support, constituents to engage in partnership relationships with organizations that support the site and district vision. ☐ Inventories potential or current partnerships to assess appropriateness and consistency with the school and community vision and goals, establishes expectations, re-aligns current partners to the vision, and recruits additional partners to meet vision and outcomes. ☐ Inventories, determines, and implements systems for partnership oversight and evaluation.	☐ Co-develops/revises vision, goals, expectations, and measures for partnership effectiveness to align with School Site Plan. ☐ Co-develops and implements partnership agreements, collaborative structures, personnel roles and responsibilities, and coordinates implementation of partnership plan. ☐ Aligns resources and builds collective human resource capacity to engage with and achieve partnership goals. ☐ Co-develops systems and processes for appropriate oversight and evaluation of partnerships. ☐ Builds capacity of all staff and partners to cultivate a positive presence in the community by communicating the assets and successes of the school and partnerships.	☐ Collaboratively assesses and revises partnership agreements, structures, and personnel roles and responsibilities in service of partnership goals. ☐ Collaboratively assesses partner and school resource allocation and capacity to fulfill agreements and determines plan to maintain, revise, and support these resources. ☐ Monitors and exercises appropriate and systematic oversight and evaluation of partnerships to ensure all partners and staff are working collaboratively to achieve collective goals and outcomes. ☐ Partners with constituents to consistently communicate the assets and successes of the school and partnerships to maintain a positive presence in the community.
School Level Behaviors		
☐ Partners can explain oversight procedures. ☐ Partners can explain school vision and organizational role in supporting school vision and goals. ☐ After-school partnerships have clear expectations connected to student academic, civic, social and emotional, and health and wellness outcomes. ☐ Principal or designee meets regularly with each partner to establish expectations. ☐ Community liaison can articulate roles and responsibilities and relationship to school vision and goals and principal leadership.	☐ Partnership meetings include goal and action plan development. ☐ Partnership agreements are documented. ☐ Partners attend staff/leadership meetings that are aligned to partnership goals. ☐ Teachers can explain district, community, non-profit, and business partners' roles and benefits in supporting school vision and goals. ☐ District partners'/coaches' schedules allow for time with teachers and/or constituents.	☐ Partnerships between the school and community demonstrate reciprocal benefits. ☐ Community reports and media include stories of positive school community partnerships. ☐ Partners and school staff co-facilitate professional learning or data review meetings with teachers. ☐ All partnership evaluation and oversight documents are completed regularly.



Dimension IV: Leadership for Family and Community Partnerships

Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Family-teacher organization meetings determine team goals that support the school vision and mission. ○ Community and school organization meetings determine partnership goals that match the school vision and mission. ☐ Memoranda of Understanding or strategic plans with community organizations or other partnerships. ☐ Description and observation of after-school programs open to all students. ☐ Communication with local community/service organizations about the school's vision for learning. ☐ Communications to and between school community members outlining plans to engage with community organizations and other partners. ☐ Recruitment and outreach documents from meetings with potential district and community partners around equity initiatives, including African American Male Achievement, Newcomer Program, and OUT for Safe schools. ☐ Documentation showing improvement data on focus goals (e.g. attendance) and student and/or other program outcomes.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Partners and school collaboratively revise goals to meet school vision. ○ District personnel work with teachers to support site and classroom student equity goals. ○ Increase in number of school-community partnerships. ☐ Memoranda of Understanding or strategic plans with community organizations or other partnerships. ☐ Documents and results involving partnerships with district and community organizations around equity initiatives, including African American Male Achievement, Newcomer Program, and OUT for Safe schools. ☐ Analysis of partnership evaluation documents to improve partnership goals and outcomes. ☐ Documentation showing improvement data on focus goals (e.g. attendance) and student and/or other program outcomes.	☐ Accounts of school accomplishment in various forms of public media. ☐ Revision of Memoranda of Understanding or strategic plans with community organizations or other partnerships. ☐ Documents showing an increase in the number of long-term school-community partnerships. ☐ Staff surveys data showing partnerships (district and community) are very useful in supporting their classroom goals. ☐ Partnerships with district and community organizations around equity initiatives show increased academic, social and emotional, and attendance outcomes for students. ☐ Use of partnership evaluation results to modify partnership strategies to better meet school equity goals. ☐ Documentation showing improvement data on focus goals (e.g. attendance) and student and/or other program outcomes.



Dimension IV: Leadership for Family and Community Partnerships

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Family and Community Partnership (FCP) Element 3: School Governance¹		
FCP 3.1 School Governance Formation: Principal establishes and leads school governance teams that support school vision for equity and student success and comply with policies, regulations, and laws.	FCP 3.2 School Governance Collaboration: Principal builds collaborative capacity of school governance teams to use data, information, and constituent input to determine and communicate school priorities that serve the school vision for equity and student success.	FCP 3.3 Collective Responsibility for School Governance: Principal regularly monitors and collaboratively revises structures of school governance teams to effectively communicate informed shared decisions that serve the school's vision for equity and student success.
Leader Indicators		
☐ Articulates purpose of, and is compliant with, the policies and legal requirements of school governance. ☐ Creates environment and uses processes that make parents feel comfortable to participate fully on school governance teams. ☐ Systematically gathers input from constituents to determine school priorities for and implementation of the site plan. ☐ Documents and reports school governance team decisions and work.	☐ Builds school governance team members' capacities to articulate and act on site purpose, policies, and legal requirements. ☐ Co-develops team agreements and norms to ensure full participation and follow-through of team members. ☐ Builds capacity of school governance members to use data and articulate understanding of the school budget and make informed, shared decisions that foster equity. ☐ Co-develops systems to gather input from all constituents (including students) on site plan, analyze and report on feedback, and use results to inform school priorities. ☐ Supports school governance members to participate in ongoing district and site training that develops expertise in leadership, data analysis, budget analysis, and decision-making.	☐ Maintains structures for school governance team(s) to engage in regular assessment of operations in accordance with bylaws and to regularly review and revise bylaws and team norms as necessary. ☐ Monitors, participates in, and supports school governance teams to make informed shared decisions that are connected to site vision for equity and student success. ☐ Monitors and supports school governance teams to regularly report progress in meeting site plan goals to all constituents. ☐ Partners with governance team members to maintain and revise systems to report on and create feedback systems about school priorities and site plan implementation.
School Level Behaviors / Evidence		
☐ School uses OUSD site and SSC self-assessment. ☐ Principal participates in SSC training. ☐ SSC notes and attendance document compliance. ☐ Families that fully represent all the school communities are systematically recruited to participate on school governance teams. ☐ For secondary schools, students sit on the school governance teams. ☐ Principal uses school data (e.g. SPF) to make decisions. ☐ Communications show principal's efforts to build buy-in for initiatives/decisions.	☐ Families can explain the budget and how it connects to the priorities determined by constituent input and the site plan. ☐ School teams participate in district conferences and team professional development. ☐ Teachers facilitate student leadership classes to build capacity in leadership and decision making. ☐ Families from all student subgroups participate in teams. ☐ Use of school data (e.g. SPF) in meetings. ☐ Two-way communications show school governance team's efforts to build buy-in for initiatives/decisions	☐ Family members can explain the budget and build capacity of new members to understand the budget. ☐ Families use feedback systems for site plan. ☐ Governance team members facilitate meetings to gather feedback for site plan. ☐ Governance team members facilitate decision making protocols. ☐ Families from all student subgroups participate in teams. ☐ Two-way, multi-approach communication systems with all families in the school show school governance team's efforts to build buy-in for initiatives/decisions.

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



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

Dimension V: Leadership for Effective Operations and Organization

Key Questions:

- How does the leader create and maintain the systems and operations needed for instruction and learning to thrive?
- How does the leader ensure the school operations prioritize instructional goals and vision for student outcomes?

Step 1. Developing Leader Capacity

An OUSD Principal maintains a focus on equitable student learning by ensuring the successful management of the operations, infrastructure, systems, policies, resources, teams, and talent of the school.

Step 2. Cultivating School Level Capacity

An OUSD Principal maintains a focus on equitable student learning by cultivating and maintaining collaborative processes to build effective organizational capacity of the operations, infrastructure, systems, policies, resources, teams, and talent of the school.

Step 3. Ensuring Collective Responsibility & Accountability

An OUSD Principal monitors, assesses, and regularly revises systems for organizational balance, policy alignment, and collective management for ensuring the impact of resources, levels of distributed leadership, and talent of the school is achieving excellence.

Effective Operations and Organization (EOO) Element 1:

Organizational Systems ★

EOO 1.1 Organizational Systems* Management: Principal inventories and aligns organizational systems, structures and resources, and develops management systems in support of the school's vision.

EOO 1.2 Capacity Building for Organizational Systems: Principal collaborates with teams to refine and align systems, structures, and resources for operations that foster productivity, collaboration, and a culturally responsive culture.

EOO 1.3 Collective Responsibility for Organizational Systems: Principal has a collaborative system, involving all constituents, for evaluating the effectiveness of its organizational and operations systems strategies.

Effective Operations and Organization (EOO) Element 2:

Policy

EOO 2.1 Policy Alignment and Coherence Expectations: Principal learns and makes sense of laws and policies that govern public schools, prioritizes and aligns implementation, and communicates critical requirements to the school community.

EOO 2.2 Policy Alignment and Coherence Collaboration: Principal works in collaboration to continuously assess, analyze, implement, maintain and continuously improve policy structures that support organizational goals and align legal requirements with operations and governance systems.

EOO 2.3 Collective Alignment and Coherence: Principal uses evidence from routine cycles of inquiry (COI) to effectively integrate policies with the school's equity goals.

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

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

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

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

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



Dimension V: Leadership for Effective Operations and Organization

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

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Effective Operations and Organization (EOO) Element 1: Organizational Systems ★		
EOO 1.1 Organizational Systems Management: Principal inventories and aligns organizational systems, structures, and resources and develops management systems in support of the school's vision.	EOO 1.2 Capacity Building for Organizational Systems: Principal collaborates with teams to refine and align systems, structures, and resources for operations that foster productivity, collaboration, and a culturally responsive culture.	EOO 1.3 Collective Responsibility for Organizational Systems: Principal has a collaborative system, involving all constituents, for evaluating the effectiveness of its organizational and operational systems strategies.
Leader Indicators		
☐ Inventories, determines, and implements action plan to address the readiness levels of organizational systems/structures to meet current and emerging challenges of school improvement. ☐ Determines expectations and creates systems for regular communication and feedback on organizational systems/structures. ☐ Inventories and establishes systems to foster a healthy school climate and culture and maintain regular attendance, a safe environment, and clear and equitable disciplinary policies. ☐ Develops and implements operational systems for essential school functions, including technology, physical plant, and materials and assessment management. ☐ Builds skillset to use and integrate technology in school systems.	☐ Builds Lead Team capacity to analyze evidence routinely to make decisions about refining organizational and operational systems and structures in service of the school vision and goals. ☐ Collaboratively refines communication systems and structures. ☐ Builds constituent capacity to use communication structures to ensure access to timely and critical information. ☐ Uses multiple data sources to collaboratively develop structures to address improvements needed in systems for school climate, attendance, and safety, contributing to a positive school culture. ☐ Builds capacity of Lead Team to develop/revise, use, and maintain shared expectations for equitable disciplinary systems and processes. ☐ Builds staff capacity to utilize technologies effectively and manage operational systems for essential school functions, including materials and assessment management.	☐ Monitors and supports teams' regular use of data/evidence sources and processes to collectively assess, adjust, and align organizational systems, structures, and resources to meet current and emerging challenges of school improvement. ☐ Uses ongoing feedback to regularly adjust communication systems to ensure that all constituents use systems and have timely and critical information. ☐ Regularly uses multiple sources of data to collaboratively revise and maintain structures that improve systems for school climate, attendance, and safety, contributing to a positive school culture. ☐ Monitors and re-aligns disciplinary systems and practices to collectively meet equity and access goals. ☐ Continuously assesses and supports teams to improve use of technologies and management of operational systems for essential school functions, including assessment, technology, and materials and assessment management in service of school vision and goals.
School Level Behaviors		
☐ Principal seeks out coaching support to effectively complete deliverables. ☐ Principal analyzes attendance and classroom and school suspension and referral data for inequities and efficacy and communicates data to constituents. ☐ Principal documents and communicates systems for essential school functions, including assessment,	☐ Lead Team members analyze tracking systems for student attendance and disciplinary actions to determine and implement strategies for improvement. ☐ The school environment is viewed as safe, clean, aesthetically pleasing, and representative of the school's vision and mission. ☐ All constituents have timely, equal access to information.	☐ Constituents use multiple measures as sources of data to inform the school community with regard to the system's effectiveness. ☐ All constituents can explain their roles in keeping the school environment safe, clean, aesthetically pleasing, and representative of the school's vision and mission. ☐ All constituents have timely, equal access to information



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technology, physical plant, and materials and assessment management. ☐ Principal engages in professional learning to improve technology skills and systems integration.	☐ Systems are in place for students to resolve conflicts independently and with staff support.	and can use established communication systems to share information. ☐ Constituents regularly communicate with school leadership using appropriate systems.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Front office procedures that all constituents use. ○ Administrative team meetings are held to establish and implement structures for effective management of resources (including time and materials). ○ Development, communication, and implementation of safety plans. ○ Compliance with requirements for PEC students or efforts of coordination to obtain necessary resources to ensure compliance. ○ IEP requirements are being met. ○ Principal uses technology to improve systems. ○ Using data and with input from ILT and SSC to write the school site plan. ☐ Data-tracking systems and protocols established. ☐ Document that shows inventory of school systems and procedures, as well as a plan to make improvements. ☐ Data collection schedule for the year. ☐ School schedules that maximize instructional time. ☐ Examples of communications regarding school procedures/systems. ☐ Master instructional calendar that ensures all students can fulfill A-G requirements. ☐ School calendar created with key dates for critical school experiences, e.g. interim assessments, topics and dates for professional learning, assemblies, celebrations, etc. ☐ Tracker showing least 75% of deliverables are in on time ☐ Data showing increase in student attendance. ☐ Decrease in suspensions and classroom referrals ☐ Improvement in CHKS data. ☐ State summative assessment participation rates are compliant.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Use of constituent input to improve front office procedures that lead to efficiency and family-friendly environment. ○ Administrative team meetings are held to implement and modify structures for effective management of resources (including time and materials). ○ Collaborative development and revision of systems, essential school functions, including assessment, technology, physical plant, and materials management to meet school goals. ○ Building capacity of the staff to use technology to improve systems. ○ Staff-led revision, communication, and implementation of safety plans. ○ Creation of PEC systems for policy compliance and student success developed, implemented and monitored with input from lead team and families. ○ Implementation and results from attendance and disciplinary plans created by Lead Team. ☐ Principal/ILT engages the staff and family groups to co-construct the school site plan using data ☐ Revisions to data-tracking systems and protocols. ☐ Examples of staff using communication systems. ☐ Master calendar created with input from lead teams that ensures all students can fulfill A-G requirements and meets state and district requirements. ☐ School calendar collaboratively developed with key dates for critical school experiences that promote positive school climate and college going culture. ☐ Documents showing IEP requirements being met. ☐ Data showing increase in student attendance and a decrease in chronic absence across all subgroups. ☐ Decrease in suspensions and classroom referrals ☐ Tracker showing at least 90% of deliverables are in on time. ☐ Improvement in CHKS data.	☐ Agendas, protocols, notes, and/or videos/ observations that demonstrate continuous monitoring of: ○ Use and collaborative development of front office procedures that are efficient and family/student/ community friendly environment. ○ Administrative team meetings are held to continuously monitor structures for effective management of resources (including time and materials). ○ Use of data school systems and procedures collaboratively designed to meet school goals ○ Communication, use, and revision of safety plans ○ PEC systems for policy compliance and equitable student success collaboratively maintained by staff and families ○ Ongoing communication, input, and data with all constituents to write/revise school site plan ○ Data-tracking systems and protocols ☐ Examples of staff and community using communication systems ☐ Collaborative use of innovative structures/ideas for the Master calendar that ensure all students can fulfill A-G requirements and meets state and district requirements ☐ School calendar created, revised and maintained collaboratively ☐ Tracker showing 100% of deliverables are in on time ☐ Observations that show increase of students' use of school wide protocols to resolve their own conflict ☐ Data showing increase in student attendance and a decrease in chronic absence across all subgroups ☐ Data shows limited and appropriate use of suspensions and classroom referrals that is equitable distributed in school groups ☐ Documents showing IEP requirements being met. ☐ CHKS data showing that 95% of all constituents rate school as having a positive culture.



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Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Effective Operations and Organization (EOO) Element 2: Policy		
EOO 2.1 Policy Alignment and Coherence Expectations: Principal learns and makes sense of laws and policies that govern public schools, prioritizes and aligns implementation, and communicates critical requirements to the school community.	EOO 2.2 Policy Alignment and Coherence Collaboration: Principal works in collaboration to continuously assess, analyze, implement, maintain and continuously improve policy structures that support organizational goals and align legal requirements with operations and governance systems.	EOO 2.3 Collective Alignment and Coherence: Principal routinely uses evidence to effectively integrate policies to align with the school's equity goals.
Leader Indicators		
☐ Stays current and regularly informs constituents of shifts in district, state, and national policies, and explains how the changes impact the school and outcomes for students. ☐ Brokers and buffers policy decisions by determining when and how to communicate, prioritize, and integrate critical policies into school-level decisions and plans. ☐ Establishes appropriate legal, personnel, and support structures for special education. ☐ Inventories current policy and laws, governance structures, and district deliverables to determine how well the school's systems, vision, and goals align, re-aligning policies as needed to meet these requirements. ☐ Evaluates and communicates the moral and legal consequences of decisions.	☐ Troubleshoots inconsistencies between district policies and site-based implementation needs and initiates workable alternatives. ☐ Builds and uses collaborative structures to gather information on and analyze how new policies affect the school and co-determines effective actions. ☐ Builds capacity of constituents to use data to collaboratively and continuously revise structures to maintain policies and practices for special education. ☐ In collaboration with appropriate teams, uses data and evidence to implement systems, vision, and goals aligned with legal and policy requirements, governance structures, and district policies and deliverables. ☐ Builds capacity of constituents to evaluate moral and legal consequences of decisions.	☐ Monitors, supports, and reports on levels to which district and site-based policies and implementation are contributing to equitable student outcomes. ☐ Continuously updates constituents on new policies and supports teams to assess and track the effectiveness of how new policies are incorporated into school systems and strategies. ☐ Monitors and supports teams to revise and maintain structures for ensuring that appropriate legal requirements are purposefully incorporated into maintaining policies and practices for special education. ☐ In collaboration with appropriate teams, regularly uses data and evidence to maintain and revise systems, vision, and goals to align with legal and policy requirements, governance structures, and district policies and deliverables.
School Level Behaviors		
☐ Inclusionary practices for students with exceptional needs are evident/present. ☐ Staff can explain new district policies and how they are being implemented at the site level. ☐ Staff can explain current state policies that affect school operations and instruction.	☐ Inclusionary practices for students with exceptional needs are consistent across classrooms. ☐ Students receiving specialized instruction and interventions also receive grade-level, core instruction. ☐ Staff can explain how new policies are integrated into the school and support the vision.	☐ Communication includes updates about policies. ☐ Special Education families can explain how the school follows policies and legal requirements for their children. ☐ Lead Team members integrate new policies/ requirements into the school focus areas/ action plans.
Evidence		
☐ Documents showing compliance with and communication about requirements for PEC to families and staff. ☐ Communications outlining grading policy. ☐ Memos on how policy changes affect school site. ☐ Tracker that shows at least 75% of deliverables are in on time.	☐ Agenda, protocols, notes, and/or observations/videos that demonstrate integration of policy changes with site goals and communication of policy decisions. ☐ Tracker that shows at least 90% of deliverables are in on time.	☐ Agenda, protocols, notes, and/or observations/videos that demonstrate all constituents can: ○ Explain how school policies support equitable student achievement and site vision. ○ Articulate policy changes. ☐ Tracker that shows 100% of deliverables are in on time.



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Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Effective Operations and Organization (EOO) Element 3: Equitable Resource Allocation		
EOO 3.1 Equitable Resource Allocation: System Development: Principal inventories current resources and allocations, and develops and implements systems to deploy resources equitably to achieve higher student learning outcomes.	EOO 3.2 Collective Capacity of Equitable Resource Allocation: Principal builds the capacity of teams to ensure that resources are linked to student learning goals and leveraged towards equitable outcomes.	EOO 3.3 Collective Responsibility for Impactful Resources Management: Principal and constituents magnify the impact of all tangible and intangible resources* on student learning outcomes.
Leader Indicators		
☐ Inventories all available resources, including tangible (funds, materials, facilities) and intangible (time, talent, culture, relational trust); assesses how tangible and intangible resources are aligned to the school's vision of equity and excellence. ☐ Aligns the expenditures of all tangible and intangible resources to priorities and enacts plans that reduce waste and magnify all resources toward equitable outcomes. ☐ Develops budgets that adhere to district policy and maximize connection to the site's vision by fully leveraging available resources. ☐ Communicates the differences among competing priorities, the complexity and ramifications of the resource picture, and articulates how staff and principal time and resources can be organized to focus on the most important priorities. ☐ Configures all adults' (including principal) and students' schedules, personnel assignments, and calendars to focus on priorities and maintain equitable access to high quality and differentiated teaching and learning.	☐ Builds capacity of teams to understand the complexity of the resource picture and to connect school's tangible and intangible resource allocation to its vision of equitable outcomes and for the purpose of engaging in creative thinking about types and use of resources. ☐ Engages appropriate teams in making fiscal decisions that reduce waste and coordinate expenditures of tangible and intangible resources to amplify the school's priorities towards achieving equitable outcomes and alignment to school vision. ☐ Appropriately engages the staff in decisions about personnel assignments and school schedule (including inclusion, interventions, acceleration) that support equitable access and outcomes for all students. ☐ Addresses urgent needs in a timely manner while prioritizing and maintaining a consistent focus and progress on important goals. ☐ Communicates budget and resource decisions using a variety of modes and differentiating for constituents.	☐ Uses multiple measures to monitor and support Lead Team to engage in assessing, maintaining, and adjusting the allocation of site resources to ensure they are maximized to achieve equitable school and district goals. ☐ Monitors, assesses, and adjusts all budgetary decisions and allocations, based on evidence and collaborative input, to select and fully resource stated priorities in service of equitable student outcomes and school vision. ☐ Based on input and evidence, regularly and collaboratively assesses and adjusts school schedule and personnel assignments in service of ensuring equitable access and outcomes. ☐ Regularly uses feedback and data to monitor and adjust use of time as needed to maintain consistent progress on important goals. ☐ Regularly communicates budget and resource decisions (and how they connect to the school vision) using a variety of modes and differentiating for constituents.
School Level Behaviors		
☐ Principal analyzes current budget for alignment with resources. ☐ Principal can explain current resource (tangible and intangible) allocation and how it supports or does not support current vision. ☐ Principal analyzes time using quadrant of urgent/important and not-important/non-urgent and adjusts schedule so that schedule reflects majority of time spent on school priorities. ☐ Master Schedule allows for all students to meet A-G	☐ Lead Team develops plans for strengthening types and use of resources to meet school vision for equitable outcomes. ☐ Staff helps make decisions about school schedule that maximizes academic learning and instructional time. ☐ Teacher schedules allow for regular collaboration and planning time that is rarely interrupted. ☐ Students receiving specialized instruction and interventions receive grade-level, core instruction. ☐ Principal's actual schedule is focused on moving school	☐ Lead Team assesses and revises resource allocation plan to best meet school goals. ☐ Interruptions to instructional time are infrequent, and teachers and staff are able to focus their planning time and committee work on driving student achievement. ☐ Principal's schedule is focused on moving instructional vision of the site. ☐ Staff and community can explain how yearly budget decisions are anchored to current needs and student data and achieving equitable outcomes.



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requirements. ☐ Teacher schedules allow for collaboration and planning time. ☐ Current budget is compliant with state and district policies and aligned to the site vision.	instructional vision. ☐ Yearly budget decisions are transparent and anchored to student data and achieving equitable student outcomes. ☐ Current budget is compliant with state and district policies and aligned to the site vision. ☐ Structures are in place to ensure principal time in classrooms is sheltered.	☐ Decision-making is transparent and all constituents report that they understand the reasons behind decisions. ☐ Current budget is compliant with state and district policies and aligned to the site vision.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: - Administrative team meetings are held to establish and implement structures for effective management of resources (including time and materials). - Principal's knowledge of fiscal policy and how site budget is compliant with current policy - Principal's knowledge of how budget is used to meet site's equity goals - School governance bodies' input to guide use of resources - Principal working with district support to understand and align budget to school vision of equity - Principal use of equity framework when making resource decisions. ☐ Annual calendar with key dates for critical school experiences such as interim assessments; topics and dates for professional learning that reflect strategic use of resources ☐ School schedule that reflects an intentional use of the resource of time ☐ Analysis of weekly logs of time spent on particular activities (observation, etc.) ☐ Records of allocation of FTE and part time staffing positions that match school goals ☐ Documents show department (grade-level, subject-level) meetings spend majority of meeting time on using data to plan and sharing best practices ☐ For MS/HS: Increase in students readiness for high school or complete of A-G requirements ☐ Tracker showing at least 75% of deliverables are in on time. ☐ Documentation showing evaluations and observations are up to date.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: - Administrative team meetings are held to implement and modify structures for effective management of resources (including time and materials). - Use of school data by staff and school governance bodies to make budget decisions and allocate resources to impact equitable outcomes. - Front office structures are in place to ensure effective use of staff/principal time. - Staff use of equity framework when making resource decisions. ☐ Material surveys for teachers used to determine resources needed ☐ Collaboratively-created annual calendar with key dates for critical school experiences such as interim assessments; topics and dates for professional learning that reflect strategic use of resources ☐ Survey data that principal attends to urgent matters in a timely manner ☐ Structures are in place to ensure principal time in classrooms is sheltered. ☐ Records of allocation of FTE and part-time staff positions and district site partners that match school vision and support goals to achieve equitable outcomes for students ☐ Documents show department (grade-level, subject-level) meetings spend majority of meeting time on using data to plan and sharing best practices ☐ For MS/HS: Increase in student readiness for high school or complete of A-G requirements ☐ Tracker showing at least 90 % of deliverables are in on time. ☐ Documentation showing evaluations and observations are up to date.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: - Administrative team meetings are held to continuously monitor structures for effective management of resources (including time and materials). - Principal supports principal peers to understand budget - Front office staff enforces and revises structures to ensure principal time in classrooms is sheltered - Development of innovative use of resources to meet equity goals for students. - Collaboratively developed school minutes that maximize instructional learning time and ensure equitable access for core instruction and electives. - Constituent use of equity framework when making resource decisions. ☐ Regular surveys to ensure all teachers have resources needed to meet classroom instructional goals ☐ Records of allocation of FTE, part time staffing positions, district partners, and volunteers that match school vision and support goals to achieve equitable outcomes for students ☐ For MS/HS: 95% high school readiness of A-G completion ☐ Survey data that principal attends to urgent matters timely manner ☐ Tracker showing 100 % of deliverables are in on time. ☐ Documentation showing evaluations and observations are up to date.



Dimension V: Leadership for Effective Operations and Organization

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Effective Operations and Organization (EOO) Element 4: Distributed Leadership and Effective Teams		
EOO 4.1 Distributed Leadership and Preparation for Effective Teams: Principal fully implements effective shared leadership structures and processes for decision-making and communication.	EOO 4.2 Distributed Leadership and Collaboration: Principal builds the capacity of adults and students to share responsibility for leadership toward the shared vision.	EOO 4.3 Sustaining Distributed Leadership and Effective Teams: Principal mobilizes constituents to action, building and drawing upon the distribution of leadership and decision-making.
Leader Indicators		
☐ Communicates belief in, understanding of, and rationale for the tenets of distributed leadership, and determines and implements plan to maximize its benefits. ☐ Inventories/assesses team structures and staff leadership capacity and determines and implements action plan to address needs. ☐ Implements and models team structures and protocols that promote collaborative work to meet district, school, and team goals. ☐ Determines and initiates a systematic approach for making and communicating shared decisions (SEL 5B) and clarifies differences between leader decisions and collective decisions. ☐ Decides on appropriate levels for student voice in decision-making processes and ensures student access to adult decision-making models.	☐ Builds the capacity of Lead Team members to work collaboratively to fulfill their roles in a distributed leadership framework. ☐ Co-develops team processes that support continuous team development, effective team engagement, alignment of team goals, outcomes, and work to school focus that address student academic, social, and emotional learning outcomes. ☐ Collaboratively revises decision-making protocols to ensure differentiation for situations and teams. ☐ Builds capacity of teams to communicate shared decisions to the school community. ☐ Engages student voice in school decisions as appropriate to grade level, provides appropriate student-leader access to adult decision-makers, and supports strong student representation.	☐ Assesses and collaboratively adjusts structures that result in more effective distributed leadership. ☐ Monitors and supports teams to assess, maintain, and revise structures to engage in effective collaboration toward meeting school goals for student academic, social, and emotional learning. ☐ Collaboratively revises decision-making protocols and monitors collective action and responsibility for adherence to and outcomes of decisions. ☐ Monitors, supports, and revises team communication structures. ☐ Monitors, assesses, and adjusts the types of student voice structures to provide appropriate access to adult decision-making and ensures the use of student voice in school decisions.
School Level Behaviors		
☐ Leadership teams meet regularly, facilitated by principal or other school leader as designated or elected. ☐ School teams have a clear plans connected to vision and goals for their work together. ☐ Lead Teams are made up of diverse, committed, highly skilled teachers and staff who have complementary and diverse skill sets. ☐ Professional Learning Community/ Community of Practice structure is used regularly. ☐ Principal attends site's Professional Learning Community/ Community of Practice meetings to assess effectiveness documents feedback/learnings. ☐ School teams use common structures and protocols for meetings and team decisions. ☐ School communication includes information about decisions.	☐ Lead Teams have a vision, mission, goals, and benchmarks to meet outcomes toward larger school vision. ☐ Principal meets with team members individually and as a team to build leadership capacity. ☐ Lead Team members give feedback to each other and revise team processes to work efficiently. ☐ Lead Team members share facilitation of meetings, communicate shared decisions, and lead staff in learning about team's focus. ☐ Teachers lead Professional Learning Community/ Community of Practice. ☐ Teacher leaders have clearly defined roles for supporting teacher colleagues and systems are in place for teacher leaders to engage in leadership and support activities.	☐ Communication regarding decisions is transparent and proactive. ☐ Staff and community members lead various processes within the school and are empowered to make decisions. ☐ Team outcomes are connected to forwarding the site vision. ☐ Team meetings run effectively according to agreed upon norms even if principal is not present. ☐ Staff and community members can explain purpose of teams and how they work to further the site vision. ☐ Protocol for team membership is understood by all and ensures diverse representation.



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☐ Lead team members attend external training to develop leadership skills.		
Evidence		
☐ Agendas, protocols, notes, and/or observations/ videos that demonstrate: ○ Principal-generated reflections on own leadership style and distributed leadership plan. ○ Criteria for professional learning communities: how they are formed, how the success of PLCs is measured and celebrated. ○ leadership team meetings that reflect collective and individual thinking for curricular, instructional, and school improvement growth. ○ Analysis of department (grade-level, subject-level) meetings that reflect alignment with school vision. ○ Decision making protocols are explained explicitly and used. ○ Documents that describe teams' roles and responsibilities. ☐ Increase on data tied to work of lead teams (attendance, student academic and behavioral data, etc.).	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ The ILT's criteria for professional learning communities: how they are formed, how the success of PLCs is measured and celebrated. ○ Principal gives feedback to lead team members on facilitation and other leadership skills. ○ Team members are encouraged to take risks, new ideas are sought and tried. ○ Cross-departmental collaboration in service of the school vision and the academic needs of students. ○ Teacher teams' use of multiple forms of student data to plan instruction. ○ Decision making protocols are regularly explained explicitly and used. ☐ Increase on data tied to work of site teams' goals (PLC, SSC, department, lead teams, etc.).	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Community involvement in decision-making at the school. ○ Staff/community is encouraged to take risks, new ideas are sought and tried. ○ Team members give feedback to each other to improve team capacity to meet goals. ○ Calibration of best instructional practice across departments. ○ Teams goals, roles and responsibilities are designed to meet school equity goals. ○ Communication of decisions in multiple ways and venues. ☐ Increase on data tied to work of site teams' goals (PLC, SSC, department, lead teams, etc.).



Dimension V: Leadership for Effective Operations and Organization

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility & Accountability
Effective Operations and Organization (EOO) Element 5: Talent Management		
EOO 5.1 Talent Management System: Principal recruits, orients, recognizes, evaluates, and builds the skills of all classified and certificated staff.	EOO 5.2 Collaboration for Talent Management: Principal collaborates to recruit, orient, recognize, effectively evaluate, and build the skills of all classified and certificated staff.	EOO 5.3 Sustaining Talent Management Systems: Principal collaboratively sustains and revises systems that recruit, orient, recognize, evaluate, and build the skills of classified and certificated staff to maximize stability and effectiveness of all personnel.
Leader Indicators		
☐ Communicates teacher and staff evaluation systems and expectations to all staff; normalizes the importance of evaluation practices as a key lever in improving teacher practice and student outcomes. ☐ Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers, APs/TSAs, and classified staff. ☐ Assesses the effectiveness of evaluations to ensure demonstrable connection between staff performance and student learning/social development and to guide professional learning decisions. ☐ Inventories and determines an on-boarding (site orientation) system and site recruitment plan. ☐ Sets up systems for recognizing, building, and promoting talent and hard work. ☐ Establishes and facilitates a personnel committee in compliance with district regulations.	☐ Uses feedback from staff and evaluation evidence analysis to improve evaluation system and process (systems, communication, and documentation). ☐ Appropriately uses assessment results to analyze performance, predict student learning, guide staffing, refine roles and responsibilities to match school vision, and inform professional learning decisions. ☐ Builds capacity of personnel committee to use feedback to revise and operationalize the on-boarding (site orientation) system and site recruitment plan. ☐ Uses feedback to design and implement structures for ongoing recognizing, building, and promoting talent and effort.	☐ Regularly assesses the effectiveness of evaluation systems and feedback in meeting goals of collective responsibility for outcomes and ensuring that evaluation processes have a demonstrable impact on teacher performance and student learning/social development. ☐ Monitors and assesses the effectiveness of principal processes and evaluation practices in supporting changed teacher practice and improved student outcomes. ☐ Supports personnel committee to collaboratively assess, maintain, and adjust on-boarding system and site recruitment plan and processes. ☐ Regularly assesses and sustains structures for ongoing recognition, building, and promoting talent and effort. ☐ Appropriately use anonymous, aggregated, specific elements of evaluation results to collaboratively analyze performance, predict student learning and guide professional learning decisions.
School Level Behaviors		
☐ Principal reviews evaluation system and meets time-lines for observations and evaluation feedback. ☐ Principal troubleshoots possible barriers and challenges to completing formal observation cycles and addresses those with supervisor and/or appropriate teachers. ☐ Principal connects teachers to resources and opportunities for further development. ☐ Principal collects and documents evidence of low performance, and sets improvement expectations. ☐ Staff members can connect the school-wide area of focus in evaluation SMARTe goals. ☐ Principal recognizes teachers' achievements publicly and individually.	☐ Principal pushes high-performing staff to develop skills to allow them "stretch" career opportunities. ☐ High-performing teachers are encouraged to try new and innovative instructional practices. ☐ Teachers who are experiencing difficulty with instruction receive timely support and clear next steps for improvement. ☐ Principal discusses other career opportunities with staff members who do not receive satisfactory ratings. ☐ Selection and equitable assignment processes match staff to specific positions based on skill and evaluation. ☐ Professional learning plans systematically include instruction focus based on patterns of teacher	☐ Teachers who have strong performance are committed to and remain at the school over time. ☐ Teachers are able to openly reflect on their areas of strength and for growth and share with principal and one another what support they need to grow professionally. ☐ Teachers and other staff members who are not performing well are immediately held accountable through thoughtful, fair, and transparent processes for support and evaluation. ☐ Principal encourages strong performers to continue professional learning and connects them to well-suited opportunities. ☐ Selection and equitable assignment processes match



Dimension V: Leadership for Effective Operations and Organization

☐ Principal uses observation data to inform professional learning plan.	evaluations. ☐ Each staff position has roles and responsibilities aligned to the school vision.	staff to specific positions based on skill and evaluation. ☐ Teachers have a role in staffing. ☐ Hiring process includes multiple performance-based activities.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Celebrations, traditions, and other events that help to perpetuate positive professional culture. ○ Use of the principal's strategy for differentiated support for new teachers. ○ The principal's strategy for supporting teachers based on evidence of practices an instructional framework. ☐ Principal schedule showing frequent teacher observations and feedback sessions. ☐ Evaluations that up to date. ☐ Sample interview questions, selection protocols (hiring rubrics), and other associated recruitment/selection documents. ☐ Teacher/staff handbooks outlining on-boarding process and school procedures that ensure successful incorporation of new employees into school community. ☐ Intake/outtake interview notes for new and/or leaving faculty or staff members. ☐ Evaluation goals of teachers that reflect school vision and instructional focus. ☐ Increase in retention of effective teachers. ☐ Improvement in CHKS school climate and culture data from staff. ☐ Professional learning plans tied to observational feedback.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Lead team led celebrations, traditions, and other events that help to perpetuate positive professional culture. ○ Staff sharing learnings from external professional learning experiences. ○ Professional learning differentiated for new and experienced staff. ○ Staff actively participating in on-boarding process. ○ Use of the principal's strategy for differentiated support for all teachers. ○ Personnel committee collaboratively revising talent management systems and staff handbook. ☐ Teacher mentor system for new staff. ☐ Staff survey indicates that new staff feels welcomed and supported. ☐ Increase in retention of effective teachers and staff. ☐ Improvement in CHKS school climate and culture data from staff. ☐ Professional learning plans tied to observational feedback and survey data that are collaboratively developed and differentiated.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Staff and community led celebrations, rituals, traditions, and other events that help to perpetuate positive professional culture. ○ Staff open reflection on own practice. ○ Professional learning to develop high-performing staff to take on new responsibilities and roles aligned to staff own professional practice goals and to the school vision. ○ Personnel committee meetings where they use staff input to revise systems. ○ Use of multiple data points to monitor of evaluation, professional learning, and recognition systems. ☐ staff is encouraged to take risks, new ideas are sought and tried. ☐ Retention of effective teachers and staff. ☐ CHKS survey data that states 95% of staff feel school is a supportive and inviting place for staff to work. ☐ Professional learning plans tied to observational feedback and survey data that are collaboratively developed and monitored.



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

Dimension VI: Leadership for Instruction and Learning		
Key Questions: - How does the leader uncompromisingly prioritize continuously improving instructional capacity towards equitable results? - How does the leader align all aspects of his/her work to integrate resources towards a coherent, focused, and rigorous instructional program?		
Step 1. Developing Leader Capacity An OUSD Principal develops knowledge and skill as an instructional leader to focus, plan, implement, and align all aspects of a holistic instructional program toward equitable academic and social learning that results in preparing all students for college and career success.	Step 2. Cultivating School Level Capacity An OUSD Principal collaborates with teachers to build the systems to implement a holistic curriculum aligned to standards, calibrate effective and differentiated pedagogical practices, use multiple sources of data to drive instruction, and engage purposefully in professional learning that results in preparing all students for college and career success.	Step 3. Ensuring Collective Responsibility & Accountability An OUSD Principal uses knowledge and skill to monitor and revise strategies and systems that maintain collective ownership for an instructional program that aligns a holistic curriculum with state and district standards and ensures equitable academic and social learning outcomes that result in preparing all students for college and career success.
Instruction and Learning (IL) Element 1: Holistic Curriculum and Content ★		
IL 1.1 Holistic Curriculum and Content Plan: Principal implements plans and articulates a clear rationale for purposeful and rigorous curriculum aligned to state/district standards and 21st century skills with all site goals, including academic, social-emotional, STEM, linked learning, civic, artistic, and health/fitness outcomes.	IL 1.2 Collaborative Development of Holistic Curriculum and Content: Principal collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards with the school context.	IL 1.3 Shared Responsibility for Holistic Curriculum and Content: Principal and staff collectively shape curricular implementation and ongoing revisions to fully ensure collective accountability for balance, rigor, and school-wide coherence aligned to state and district standards with the school context and vision.
Instruction and Learning (IL) Element 2: Pedagogy		
IL 2.1 Pedagogy: Expectations and Systems: Principal models, guides, supports, and creates systems for the development of quality instruction across the school.	IL 2.2 Pedagogy: Collaboration and Alignment: Principal builds the capacity of staff to develop and implement systems and aligns and connects quality instructional practice to all aspects of the instructional program.	IL 2.3 Pedagogy: Expectations and Systems: Principal and staff continuously build, test, and revise coherent systems that align with all aspects of the instructional program and school vision and that result in quality instruction across the school.

Instruction and Learning (IL) Element 3: Data Driven Instruction ★		
IL 3.1 Data Driven Instruction Development: Principal guides and supports the development of quality instruction and learning by creating and implementing systems for teachers to effectively use data and evidence that focuses on student progress and outcomes.	IL 3.2 Data Driven Instruction Development: Principal builds capacity of teacher teams to collaboratively use data and evidence to plan and improve instruction, and calibrate with each other on practices that are focused on student progress.	IL 3.3 Data Driven Instruction Development: Principal ensures that data and evidence is continuously and effectively used collectively to drive instructional advancements that result in high student achievement.
Instruction and Learning (IL) Element 4: Observation, Evidence, and Feedback: Instructional Core ★		
IL 4.1 Using Observation, Evidence, and Feedback to Improve Instruction: Principal focuses on the relationship between the teacher, the student, and the content, providing teachers with meaningful feedback and strengthening each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.	IL 4.2 Collaborative Practices of Observation, Evidence, and Feedback to Drive Instruction: Principal builds capacity of teachers to focus on the relationship between their practice, each student, and the content, providing teachers with meaningful feedback using approaches that strengthen each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.	IL 4.3 Sustaining Observation, Evidence, and Feedback: Principal communicates positive belief in teachers and continuously challenges each to focus on the relationship between their practice, each student, and the content by facilitating teachers' reflection and continuous growth and using meaningful feedback and approaches to advance classroom teaching and student learning.
Instruction and Learning (IL) Element 5: Conditions for Adult Learning ★		
IL 5.1 Conditions for Adult Learning: Principal develops systems and protocols that provide differentiated adult learning experiences which meet the needs of individual adult learners and support of teachers' continual improvement in providing quality instruction and learning for students, in concert with the school vision.	IL 5.2 Collaboration for Adult Learning: Principal and staff collaborate to build ongoing formal and informal professional learning that cultivates a vibrant professional community and regularly evaluates progress against goals for student learning.	IL 5.3 Collective Monitoring of Adult Learning: Principal and staff collectively build regular professional learning that includes a shared purpose, formal and informal training, practice, coaching and feedback and reinforces a vibrant professional community that regularly evaluates progress against goals for student learning.



Dimension VI: Leadership for Instruction and Learning

An OUSD Principal prioritizes the central work of schools: Instruction and Learning. The principal builds the professional capacity of school staff to increase the knowledge and skill that teachers bring to the instructional process, increase the level and complexity of the content that students are asked to learn, and to elevate the role of the student in their learning, resulting in dynamic and ongoing school improvement results.¹

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Instruction and Learning (IL) Element 1: Holistic Curriculum and Content ★		
IL 1.1 Holistic Curriculum and Content Plan: Principal implements plans and articulates a clear rationale for purposeful and rigorous curriculum aligned to state/district standards and 21st century skills with all site goals, including academic, social-emotional, STEM, linked learning, civic, artistic, and health/fitness outcomes.	IL 1.2 Collaborative Development of Holistic Curriculum and Content: Principal collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards with the school context.	IL 1.3 Shared Responsibility for Holistic Curriculum and Content: Principal and staff collectively shape curricular implementation and ongoing revisions to fully ensure collective accountability for balance, rigor, and school-wide coherence aligned to state and district standards with the school context and vision.
Leader Indicators		
☐ Diagnoses current use of curriculum to determine, implement, and communicate an action plan for a purposeful, balanced, and rigorous curriculum aligned to state and district standards and the school context. ☐ Establishes expectations and structures for a purposeful, balanced, and rigorous. ☐ Develops and communicates knowledge of state and district standards to determine effective use and alignment of the standards to curriculum, pedagogy, and assessment. ☐ Provides and ensures equitable access to curriculum, courses, content, and academic, social, emotional, and behavioral practices that prepare all students for successful college and career outcomes. ☐ Assesses and implements plan to ensure curriculum includes texts, materials, and lessons that draw on student, family, culture, and community assets.	☐ Collaboratively develops/revises and implements action plan to ensure coherent school wide use and delivery of a purposeful, balanced, and rigorous curriculum. ☐ Collaborates with teacher leaders to ensure school wide focus, rigor, and coherent alignment of state and district standards across the curriculum with school context. ☐ Builds the capacity of teachers to increase the level and complexity of instructional content that based on state and district standards. ☐ Collaborates with teacher teams to develop systems to monitor and provide equitable access to curriculum, courses, content, and academic, social, emotional, and behavioral practices that prepare all students for college and career success. ☐ Builds capacity of teams and teachers to ensure curriculum includes texts, materials, and lessons that draw on student, family, culture, and community assets.	☐ Regularly and collaboratively assesses school wide implementation of a holistic curriculum and adjusts supports and systems to ensure collective responsibility for school wide coherence of use and delivery of a purposeful, balanced, relevant, and rigorous curriculum. ☐ Monitors and revises systems to support the delivery of a holistic program that ensures mutual accountability for rigorously integrating state and district standards with the school context in all curricular content. ☐ Monitors and collaborate with Lead Team and staff to modify content as needed in order to ensure equitable learning outcomes of current district and state standards. ☐ Works with Lead Team to monitor and appropriately increase the level and complexity of instructional content. ☐ Works with Lead Team to monitor and adjust systems for equitable access to curriculum, courses, content, and academic, social, emotional, and behavioral practices that prepare all students for college and career success
School Level Behaviors		
☐ All students have access to textbooks for all content areas. ☐ Student learning objectives align with state standards. ☐ Master schedule ensures all students can meet A-G requirements.	☐ Teachers use a scope and sequence to integrate content for each year. ☐ Students receiving specialized instruction and interventions also receive grade-level, core instruction. ☐ School practices ensure equitable student placement in	☐ Teachers use and revise a scope and sequence to integrate content based on students' growth and state standards. ☐ Students receiving specialized instruction/interventions receive differentiated grade-level core instruction.

¹ Richard Elmore



Dimension VI: Leadership for Instruction and Learning

☐ Principal uses learning outcomes of content, SEL and ELD standards to assess effectiveness of instruction. ☐ Teachers map standards and connect to curriculum. ☐ Teachers use a scope and sequence for the year. ☐ Lesson plans, unit plans, and curricular materials demonstrate coordination and alignment to content, SEL and ELD standards. ☐ Teacher lesson plans demonstrate understanding of the link between learning target/outcome and regular assessment.	higher-level groupings/courses, exploratory experiences, and pathway programs. ☐ Explicit and integrated ELD practices are evident in the master schedule, walk-throughs, observations, and feedback conversations. ☐ Teacher assessments are clearly aligned to standards.	☐ Data is used and reviewed frequently to ensure students successfully “graduate” from interventions and are regularly integrated into core instruction. ☐ Equity in student placements in higher-level groupings/courses, exploratory experiences, and pathway programs are documented. ☐ ELL Students and families can explain purpose of explicit and integrated ELD practices.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Principal-led walk-throughs to gather data on curricular coherence across the school and implement next steps to address gaps in coherence. ○ Professional learning on how to backwards map content, SEL, and ELD standards and use curriculum as a tool to meet standards. ○ Professional learning on creating objectives and tasks that support rigorous learning of standards. ☐ Analysis of tasks showing that the tasks are connected to objectives tied to content, ELD, and SEL standards. ☐ Feedback/scripts for teacher observations note that teachers implement: ○ Agreements from professional learning in standards-based instruction align to instructional framework. ○ Core curriculum to teach content standards. ☐ Improvements in state summative and formative assessments data across all subgroups. ☐ Student interviews showing that students can articulate lesson objectives they are working on and how the lesson is relevant to their future. ☐ Data showing an increase in HS/college readiness. ☐ Increase in ELL/LTEL reclassification rates.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Walk-throughs led by principal and Lead Team to gather data on curricular coherence, rigor, and focus across the school and implement next steps to address gaps. ○ ILT-developed expectations for curriculum use. ○ ILT use of data to monitor equitable access to curriculum, content, and A-G requirements. ○ Teacher-led professional learning on how to use curriculum as a tool to address content, SEL, and ELD standards. ☐ Analysis of tasks showing that the tasks are connected to objectives tied to standards across the school. ☐ Feedback/scripts for teacher observations note that teachers are: ○ Increasing complexity of instructional content. ○ Integrating SEL and ELD standards. ○ Using core curriculum to deepen students' content knowledge and standard skills. ☐ Improvements in summative and formative assessments data. ☐ Surveys/student interviews showing that students can articulate lesson objectives and standards they are working on and how the lesson and standards are relevant to their future. ☐ Data showing an increase in HS/college readiness. ☐ Data showing that all students are eligible for A-G courses and may be eligible for other advanced courses. ☐ Increase in ELL/LTEL reclassification rates.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: ○ Teacher team walk-throughs to gather data on curricular coherence, rigor, and focus across the school and implement next steps to address gaps. ○ ILT and teacher teams' use of data to monitor equitable access to curriculum, content, A-G required classes, pathways, and electives. ☐ Feedback/scripts for teacher observations note that teachers are: ○ Increasing level of complexity instructional content. ○ Differentiating instruction for content, SEL, ELD standards for equitable outcomes for students. ○ Using innovative materials in addition to the core curriculum to deepen content and standard knowledge. ☐ Improvements in state summative assessment. ☐ Improvements in student formative assessments data. ☐ Surveys/student interviews showing that students can articulate state standards they are working on and how the standards are relevant to their future. ☐ Data showing an increase in HS/college readiness. ☐ Data showing that all students are eligible for A-G courses and may be eligible for other advanced courses. ☐ Increase in ELL/LTEL reclassification rates.



Dimension VI: Leadership for Instruction and Learning

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Instruction and Learning (IL) Element 2: Pedagogy		
IL 2.1 Pedagogy: Expectations and Systems: Principal models, guides, supports, and creates systems for the development of quality instruction across the school.	IL 2.2 Pedagogy: Collaboration and Alignment: Principal builds the capacity of staff to develop and implement systems and aligns and connects quality instructional practice to all aspects of the instructional program.	IL 2.3 Pedagogy: Coherence and Maintenance: Principal and staff continually build, test, and revise coherent systems that align with all aspects of the instructional program and school vision and result in quality instruction across the school.
Leader Indicators		
☐ Develops and implements an action plan to create pedagogical coherence using multiple sources of evidence to diagnose current pedagogical practices. ☐ Uses data to develop and implement plan to support a site instructional focus that ensures high levels of student access, achievement, and engagement ☐ Consistently refines technological knowledge and skills of self and staff for the purpose of integrating into all aspects of instruction. ☐ Establishes and upholds expectations for integrating ELD standards and effective ELD pedagogy across the content. ☐ Understands and models the integration of social and emotional learning standards and pedagogy throughout all content areas. ☐ Establishes a coordinated and integrated system of academic and social learning support services.	☐ Builds capacity of school staff to deepen practice in site instructional focus areas aligned to school site plan. ☐ Builds capacity of lead teams to support teachers incorporate pedagogy that ensures equitable student access, achievement and engagement. ☐ Collaboratively creates systems to supports teachers to differentiate instructional methods to meet individual needs and learning styles, including for ELL and PEC students. ☐ Ensures that ELD practices are evident across the school ☐ Collaboratively creates systems to ensure that social and emotional learning standards are fully integrated in content areas and teachers are practicing sound instructional practices for social emotional learning ☐ Collaboratively develops/revises systems to ensure tiered supports and differentiated instruction are evidence in all classrooms.	☐ Monitors and supports teams to engage in continuous cycles of improvement of pedagogical practices that are coherent and aligned to all aspects of the curriculum, instructional program, and school vision. ☐ Monitors and continually improves systems that support teachers use pedagogical methods that ensure equitable student access, achievement and engagement. ☐ Monitors current practices that encourage pedagogical innovation and elicit community support to integrate technology in all aspects of instruction, promoting 21st century skills and differentiating instruction. ☐ Uses multiple measures to monitor and support lead team to build mutual accountability among staff for effective integration of SEL and ELD pedagogy across content. ☐ Engages teams in continuous cycles of improvement of tiered supports and differentiated instructional approaches to ensure individual learning needs are met.
School Level Behaviors		
☐ Teachers meet to share and plan pedagogical practices (eg PLCs). ☐ Teachers' lesson plans show integration of SEL, technology, and culturally and linguistically relevant teaching strategies. ☐ There are structures in place for regular COST and SST meetings to determine and connect supports for students. ☐ School instructional focus areas are in site plan and communicated frequently. ☐ Protocols are used to support staff to understand and process emotional components of data. ☐ Staff members respect Principal as a lead learner.	☐ Teachers can articulate how the school's instructional area of focus is aligned to the school's strategic plan. ☐ Instructional methods are differentiated to meet individual needs and cultural learning styles. ☐ ELD practices are evident across content in walk-throughs, observations, and feedback conversations. ☐ Differentiation and/or enrichment for ELLs are clearly identifiable in teacher lesson plans. ☐ Students can name SEL skills and how they enhance their classroom experience. ☐ COST and SST structures are regularly used and monitored to support student success	☐ Teacher led cycles of inquiry of pedagogical focus areas. ☐ Teacher use of collaboration time is centered on data analysis and sharing and planning of instruction ☐ Students and families can explain the site focus areas. ☐ Regular COST and SST meetings occur and include follow up on each student to adjust supports as needed ☐ Data show that students using tiered academic and learning services are meeting their learning goals. ☐ All staff incorporates the teaching of SEL skills, including when solving problems in and outside the classroom. ☐ Students know when and how to use technology to enhance their learning.



Dimension VI: Leadership for Instruction and Learning

	☐ Students and families access student support services. ☐ Teachers are regularly observed and provided feedback.	☐ Teachers are regularly observed and provided feedback.
Evidence		
☐ Agendas, documents, notes, and/or observations/videos of professional learning that demonstrate: - Teacher use of protocols for analyzing multiple forms of student data (student work, assessments, engagement surveys) to design and reflect on pedagogy and differentiated instruction. - Development of content language objectives. - Integration of technology, SEL, and/or ELD standards. ☐ Feedback/scripts for teacher observations note that teachers implement: - Pedagogical strategies learned in professional learning. - Integrated SEL, technology, and culturally/linguistically relevant teaching strategies. - Strategies for equitable participation in classrooms. ☐ Creation and implementation of data tracking system for all students receiving tier 3 supports. ☐ Increase in SRI and state summative assessments for targeted subgroups. ☐ Increase in ELL/LTEL reclassification rates. ☐ Improvement in CHKS data.	☐ Agendas, documents, notes, and/or observations/videos of professional learning that demonstrate: - Team collaboration on data analysis, student work, and instructional planning for whole group and differentiated instruction (e.g. PLC, CoPs). - Integration of SEL and ELD into content standards, development of content-language objectives, and integration of technology. - Teacher-led teams addressing common problems of instructional practice. ☐ Improved academic and social and emotional learning data for students receiving tier 3 supports. ☐ Feedback/scripts for teacher observations note that teachers implement: - Differentiating instruction. - Integration of SEL, technology, and culturally/linguistically relevant teaching strategies. - Equitable participation with differentiated supports for ELL and PEC students. ☐ Samples of student work analysis protocols used by all teachers to design differentiated instruction. ☐ Increase in summative and formative assessments for all subgroups. ☐ Increase in ELL/LTEL reclassification rates. ☐ Improvement in CHKS data.	☐ Agendas, documents, notes, and/or observations/videos that demonstrate: - Staff use of protocols for analyzing multiple forms of student data to design and reflect on lessons and plan for differentiated instruction. - Development of innovative pedagogical practices to meet all students' academic and behavioral needs. - PLC focused on planning differentiated instruction to achieve equitable results. ☐ Feedback/scripts for teacher observations note: - Students' use of differentiated approaches to access content and complete work to grade level standards. - Students' independent use of academic discussion protocols that deepen content understanding. - Use of content-language objectives for each lesson. - Use of innovative pedagogical practices and integrated technology to meet all students' academic and social emotional learning needs. ☐ Improved academic and social and emotional learning data for students receiving tier 3 supports. ☐ Increase in SRI and State summative assessments for all subgroups. ☐ Increase in ELL/LTEL reclassification rates. ☐ Improvement in CHKS data.



Dimension VI: Leadership for Instruction and Learning

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Instruction and Learning (IL) Element 3: Data Driven Instruction ★		
IL 3.1 Data Driven Instruction Development: Principal guides and supports the development of quality instruction and learning by creating and implementing systems for teachers to effectively use data and evidence that focuses on student progress and outcomes.	IL 3.2 Collaborative Capacity for Data Driven Systems: Principal builds capacity of teacher teams to collaboratively use data and evidence to plan and improve instruction, and calibrate with each other on practices that are focused on student progress.	IL 3.3 Sustaining Data Driven Inquiry Systems: Principal ensures that data and evidence is continuously and effectively used collectively to drive instructional advancements that result in high student achievement.
Leader Indicators		
☐ Develops knowledge of assessment and accountability landscape (local, state and national), articulates a clear rationale for its use, and coordinates with the district in using, analyzing, and communicating data and evidence effectively for school improvement. ☐ Designs and implements systems for data-driven cycles of inquiry to collect and analyze multiple forms of data and evidence of student performance and their experience of learning to inform curriculum and pedagogical alignment and improve learning outcomes. ☐ Calibrates teachers' understanding of criteria for high quality work to ensure all students have equitable access to academic and social emotional standards. ☐ Implements technology systems that support data collection, analysis, and reporting. ☐ Provides opportunities for families to engage with and understand what their children are learning, why they're learning it, and what it looks like to perform well. ☐ Uses structures to analyze the emotional content of data use and maintain resilience toward long-term goals. ☐ Co-develops grading and formative assessment systems.	☐ Builds capacity teams and teachers to align local, state, and national accountability purpose and requirements with school level assessments. ☐ Builds capacity of teachers and teams to promote a culture of accountability, collaboratively using data-driven cycles of inquiry to improve curriculum and pedagogical alignment, and monitor student performance, progress, and student experience in learning. ☐ Works with leadership team to build capacity of teacher teams to collaboratively calibrate what constitutes high quality work and achieve common scoring and grading practices. ☐ Engages teams in effective use of technology for data analysis and reporting to teams, families, and students. ☐ Builds capacity of teachers and teams to maintain mindfulness of managing emotional content of data. ☐ Institutes systems to report and discuss assessments, student progress, and participation patterns with students, families, and community. ☐ Teachers regularly calibrate assessments and grading systems.	☐ Monitors and supports teams to stay current and align local, state, and national assessment and accountability purpose and requirements with formative and summative school level assessments. ☐ Monitors collaboration of staff and teams in utilizing information revealed through data-driven cycles of inquiry to ensure they drive school change and improved learning outcomes. ☐ Works with teams to regularly calibrate and collectively score samples of student work to ensure high standards are upheld by all teachers and teams. ☐ Supports lead team to continually improve technology systems and use for data analysis and reporting. ☐ Collaborates with teachers and families to assess, revise, and maintain useful structures for communicating data and supporting families to use data and its emotional charge as a catalyst for action at home and at school. ☐ Monitors to ensure teachers regularly assess and adjust grading and informal and formal assessment practices. ☐ Continually revises practices to support constituents to manage emotional content of data.
School Level Behaviors		
☐ Staff regularly analyzes and develops lessons that incorporate multiple kinds of data about student performance and their experiences of learning. ☐ Documented grading and scoring criteria, including rubrics and descriptors of grading practices are consistent across the school. ☐ School leaders regularly access data platform/s and review relevant student data. ☐ Communication to parents, families, and communities	☐ Principal coordinates with district to effectively use data and evidence for school improvement. ☐ Instructional decisions throughout the year, including student grouping/differentiation and targeting for interventions, are based data. ☐ Teacher can access readily available student performance data and know how to disaggregate by cohort, grade, subject, and sub-group to inform instruction and site decisions.	☐ Teachers use data aligned to School Performance Review to revise school systems and structures. ☐ Teachers' communications to families indicate common understanding of purpose and value of school and state assessments. ☐ Staff can access available student performance data readily and know how to disaggregate as needed to inform instruction and site decisions ☐ Students can explain and use data to understand their



Dimension VI: Leadership for Instruction and Learning

include Data Bulletin Boards, Family Data Nights, newsletters that include data information. ☐ Staff and families use protocols to emotionally prepare and unpack data. ☐ Schedule includes data cycles aligned to assessment calendar.	☐ Students use data to understand their progress toward individual goals, grade-level standards, and college readiness ☐ Teachers share grading and assessment practices with students and parents.	progress toward individual goals, grade-level standards, and college readiness. ☐ Students and parents report that they understand how students are assessed.
Evidence		
☐ Documents, agendas, notes and/or observation/videos that demonstrate: ○ Teachers analyze multiple forms of student data (student work, assessments, engagement surveys) to design and reflect on lessons. ○ Staff use student data disaggregated by student groups to determine and plan specific interventions. ○ Principal leads teachers in data conferences that include reflection and planning. ○ Principal uses data to support Lead Teams to give input on school goals. ☐ Data wall posted and used by principal and staff. ☐ Feedback/scripts for teacher observations note that teachers are planning and implementing lessons based on student data. ☐ Implementation and use of survey data to improve systems and supports of students. ☐ Data (e.g. student attendance, academics, behavior) showing improvement on goals. ☐ Improvement in district and state summative assessments for targeted subgroups.	☐ Documents, agendas, notes and/or observations videos that demonstrate: ○ Principal/Lead Teams support staff to collaboratively determine school goals using multiple forms of data. ○ Teacher leaders lead teams to use student achievement data disaggregated by student groups to determine and plan specific interventions. ○ Lead Team (ILT, COST, SSC) meetings in which principal is building teams' capacity to use data. ○ Principal holds regular data conferences aligned to assessment cycles in which teachers come prepared with data analysis and differentiation plan. ☐ Data wall used and continuously updated by staff to use for reflection and planning. ☐ Feedback/scripts for teacher observations note the teachers: ○ Make instructional changes based on data and implement interventions in their classrooms. ○ Leverage what they learn in collaborative meetings to make instructional changes and implement student-specific interventions in their classrooms. ☐ Data showing improvement on school, classroom, teacher, and target student goals. ☐ Improvement in district and state summative assessments for targeted subgroups.	☐ Documents, agendas, notes, and/or observations/videos that demonstrate: ○ Staff collaborative use of protocols for analyzing multiple forms of student data to design and reflect on lessons and plan for differentiated instruction. ○ Staff and families collaboratively determine school goals using multiple forms of data. ○ Collaborative data conferences aligned to assessment cycles using common protocols to plan differentiated instruction based on data. ○ Constituents use site data to revise school systems and structures. ☐ Data wall created for students, parents, and other visitors to view and reflect on school growth. ☐ Feedback/scripts for teacher observations note students: ○ Consistently receive rapid, data-driven interventions matched to current needs. ○ Refer to posted exemplars, anchor papers, and criteria of success for support in classrooms. ○ Can articulate the performance standards. ☐ Data showing improvement on school, classroom, teacher, and target student goals. ☐ Improvement in district and state summative assessments for targeted subgroups.



Dimension VI: Leadership for Instruction and Learning

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Instruction and Learning (IL) Element 4: Observation, Evidence, and Feedback: Instructional Core ★		
IL 4.1 Using Observation, Evidence, and Feedback to Improve Instruction: Principal focuses on the relationship between the teacher, the student, and the content, providing teachers with meaningful feedback and strengthening each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.	IL 4.2 Collaborative Practices of Observation, Evidence, and Feedback to Drive Instruction: Principal builds capacity of teachers to focus on the relationship between their practice, each student, and the content, providing teachers with meaningful feedback using approaches that strengthen each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.	IL 4.3 Sustaining Observation, Evidence, and Feedback: Principal communicates positive belief in teachers and continuously challenges each to focus on the relationship between their practice, each student, and the content by facilitating teachers' reflection and continuous growth and using meaningful feedback and approaches to advance classroom teaching and student learning.
Leader Indicators		
☐ Frequently visits classrooms informally and formally to collect low-inference data. ☐ Conducts and documents regular feedback cycles that include use of low-inference data to promote reflection, provide feedback, and determine clear action steps. ☐ Engages regularly with other instructional leaders to calibrate understanding of effective instructional practices, instructional tasks based on content standards, and high level student engagement. ☐ Articulates expectations for use of effective instructional practices, instructional tasks based on content standards, and high level student engagement. ☐ Develops systems for collecting student feedback on instruction and reporting students' feedback to teachers. ☐ Uses aggregate observation data to differentiate professional learning for teachers. ²	☐ Regularly uses salient evidence from classroom observations to engage teachers in reflective practice conversations to collaboratively develop and promote accountability for actionable steps to grow their practice. ☐ Follows up with teachers to support skill development in effective instruction. ☐ Develops collective knowledge and engages regularly with teacher leaders and teams to calibrate staffs' ability to analyze, plan, and use: ○ effective instructional practice ○ effective instructional tasks based on content standards ○ high-level student engagement strategies ☐ Works with lead team to develop student feedback structures to appropriately use student feedback to reflect on practice. ☐ Works with lead team to co-construct professional learning that is directly connected to evidence from classroom observations and student feedback.	☐ Regularly and collaboratively engages with teachers to utilize evidence to inform their classroom practice and to co-develop and effectively apply clear actionable next steps. ☐ Collaborates with teacher leaders and teacher teams to continually build on their shared understanding and use of effective instructional practice to collectively improve student outcomes. ☐ Sustains structures that support teacher teams to draw on collective knowledge of effective instructional tasks based on content standards to design meaningful and challenging learning experiences for their professional learning and the learning of their students. ☐ Monitors teachers' abilities to recognize, plan for, and ensure high-level student engagement toward clear learning outcomes in every classroom. ☐ Assesses and supports teachers' appropriate use of student feedback to reflect on and continually improve practice. ☐ Continually works with lead team to revise professional learning plan based on observational evidence.
School Level Behaviors		
☐ Principal schedule includes time for formal and informal observation and feedback. ☐ Principal provides verbal and written feedback to	☐ Frequently visits classrooms and engages teachers in co-description, co-analysis, and ongoing applied practice. ☐ Instructional feedback builds effective teacher practice	☐ Teachers are able to openly reflect on their areas of strength and for growth and share with Principal and one another what support they need to grow professionally.

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



Dimension VI: Leadership for Instruction and Learning

teachers. ☐ Principal scripts teacher and student words and observable actions to use in providing feedback. ☐ Professional Learning plans are tied to documented observation patterns. ☐ Principal ensures that grading practices are calibrated across departments or grade levels and within the school.	observable in changes to teacher practice. ☐ Teachers ask for and expect frequent feedback. ☐ Teachers use Effective Teacher Framework while planning. ☐ Teachers collaborate to develop effective tasks to support learning outcomes. ☐ Teacher lesson plans include varied engagement strategies to meet learners' needs. ☐ Professional learning choices and facilitation reflect shared learning from data and evidence.	☐ Teachers discuss student feedback with their students, and how s/he is appropriately addressing their suggestions. ☐ A school-wide understanding of the purpose of collaborative planning time, and a shared, common goal for that time is evident. ☐ Students can explain connection between their tasks, the learning outcomes, and the purpose for the learning goals. ☐ High student engagement is observed in walk-throughs. ☐ High levels of student discourse are observed in observations.
Evidence		
☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: - o Low-inference scripts of teaching. - o Principal feedback to teachers showing alignment between evidence, ratings, and time for reflective practice. - o Evidence tagged to all indicators. - o Ratings provided for all indicators. - o Student interviews conducted during classroom visits and included in feedback for teachers. - o Instructional strategies revised in professional development are tied to the teaching framework. - o Evidence of communication of purpose and process of observation, feedback, and evaluation to all staff. - o Principal leads calibration walk-throughs with Alternate Observers and/or administrative staff to calibrate on feedback to teachers. - o Teacher evaluations are up to date. - o Feedback given shows teachers are acting on feedback conversations and next steps. - o Principal's ratings on teaching framework become more calibrated with supervisor and peers. - o Teacher ratings on teaching framework improve over time. - o Teachers report that principal's feedback is useful. ☐ Improvement in student data. ☐ Increase in teachers meeting their evaluation goals.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: - o Teachers reflect on instructional practice. - o Principal, Alternate Observers and other teacher leaders calibrate on vision of effective teaching based on teaching framework. - o Alternate Observer debriefs are centered around teaching framework. - o Principal gives feedback using evidence and differentiating style to meet teachers' needs. - o Debriefs include principal engaging teachers in co-description, co-analysis, and co-determining next steps. - o Next steps are clearly documented in TeachBoost and are tied to evidence. - o ILT development of professional learning plans connected to trends from observations. - o Peer observation protocols are used. ☐ Script/feedback and observation data showing: - o Positive changes in teacher practice. - o Improvement in student engagement. - o Student engagement protocols are aligned across grade levels and content areas. - o Tasks are common across grade-level content areas. ☐ Improvement in student data. ☐ Increase in teachers meeting their evaluation goals.	☐ Agendas, protocols, notes, and/or observations/videos that demonstrate: - o Teachers regularly give feedback to peers based on observational evidence. - o Teachers openly reflect on teaching practice with each other using district framework. - o Principal uses differentiated approaches to giving feedback. - o Teams use common trends in data to determine team goals to improve instruction and learning. ☐ Script/feedback and observation data showing: - o High student engagement is across classrooms. - o High levels of student discourse that increases students' understanding and knowledge of standards across classrooms. - o Use of tasks that allow for application and high levels of rigor of ELL, academic, and social and emotional learning standards. ☐ Analysis of tasks showing that the tasks are connected to objectives tied to standards across grade levels and departments. ☐ Improvement in student data. ☐ Increase in teachers meeting their evaluation goals.



Dimension VI: Leadership for Instruction and Learning

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
Instruction and Learning (IL) Element 5: Conditions for Adult Learning ★		
IL 5.1 Conditions for Adult Learning: Principal develops systems and protocols that provide differentiated adult learning experiences which meet the needs of individual adult learners and support teachers' continual improvement in providing quality instruction and learning for students, in concert with the school vision.	IL 5.2 Collaboration for Adult Learning: Principal and staff collaborate to build ongoing formal and informal professional learning that cultivates a vibrant professional community and regularly evaluates progress against goals for student learning.	IL 5.3 Collective Monitoring of Adult Learning: Principal and staff collectively build regular professional learning that includes a shared purpose, formal and informal training, practice, coaching and feedback and reinforces a vibrant professional community that regularly evaluates progress against goals for student learning.
Leader Indicators		
☐ Customizes leadership style and develops a range of coaching strategies to differentiate support to individual teachers and teacher teams. ☐ Fosters informal adult learning through strategic conversations with and among teachers and staff that include holding courageous conversations about instructional practices. ☐ Creates and implements a staff professional learning system that models effective practices and establishes structures for whole group, team, and one-on-one learning ☐ Works with lead team to use data to create professional learning plan around site instructional and social emotional focus ☐ Uses observational evidence and student data to measure the impact of professional learning on teacher performance and student learning/social development. ☐ Develops knowledge and practices of technological innovations to effectively advance adult learning.	☐ Collaboratively determines instructional focus for professional learning that is based on aggregate evidence and is sustained over time. ☐ Works with leadership team to develop and support structures and resources for formal and informal coaching of peers and teacher teams. ☐ Collaboratively supports peer learning that encourages informal conversations and courageous conversations about instructional practices. ☐ Collaborates with teacher leaders to use instructional evidence, research, models, and staff feedback to plan and implement effective professional learning for staff that supports teachers to continuously improve. ☐ Builds teacher capacity to lead professional learning, including facilitation in communities of practice, and to promote mutual accountability for follow through on learning and agreements.	☐ Collectively maintains instructional focus in professional learning, determines root causes for any obstacles, and develops solutions to sustain focus. ☐ Collectively assesses and revises peer learning systems to ensure they support teachers to improve practice and develop in a professional learning community. ☐ Monitors and strategically supports informal adult learning and courageous peer conversations about instructional practices. ☐ Collectively assesses the effectiveness of teacher and staff learning and growth and revises professional learning based on analysis of instructional evidence and collective feedback. ☐ Monitors effectiveness of teacher-facilitated professional learning and level of shared ownership for outcomes and agreements and reinforces teacher leaders' initiative to re-design based on evidence.
School Level Behaviors		
☐ Site-based and district coaches' schedules are focused on building instructional capacity. ☐ Principals meet with teacher and coach to review responsibilities during a coaching cycle. ☐ PLC/ CoP structures are in place. ☐ Teachers are engaged in learning both from and with the principal. ☐ Professional learning includes engagement protocols. ☐ Communication to teachers includes agreements and instructional expectations tied to the professional learning.	☐ Peer observation systems are in place. ☐ Teachers use student work and data from observations to reflect on shared instructional practices. ☐ Site-based and district coaches' schedules are focused on building instructional capacity and are targeted for teachers and/or teams' specific needs. ☐ Teachers regularly meet in teams (PLCs/ CoP). ☐ Professional learning includes multiple types of protocols that promote engagement. ☐ Classroom observations demonstrate follow-through of	☐ Teachers regularly learn from each other in professional learning communities of practice by sharing effective classroom practices. ☐ All teachers participate in regular peer observation cycles. ☐ Teachers co-plan and facilitate professional learning. ☐ Classroom observations demonstrate aligned practices across grades and content. ☐ Teachers regularly provide critical feedback. ☐ Feedback and observation data are regularly used to refine professional learning.



Dimension VI: Leadership for Instruction and Learning

agreements from professional learning.

Evidence

- ☐ Agendas, protocols, notes, and/or observations/videos that demonstrate:
 - Professional learning community norms and expectations are used across the site.
 - Principal uses differentiated approaches to giving feedback.
 - Principal's and/or instructional coaches' feedback to teams.
 - Principal-led data conferences to support planning.
 - Professional learning plan for staff is based on data and school focus areas.
 - Modeling of effective instructional practice provided for staff.
- ☐ Analysis of department/grade-level meeting agendas showing cycles of inquiry in an instructional focus with support of principal or site coach.
- ☐ Surveys/feedback indicating professional learning builds teachers' capacity in school focus areas.
- ☐ Data showing improvement in school, classroom, teacher, and target student goals at end of a data cycle/year.
- ☐ Improvement in district and state summative assessments for targeted subgroups.
- ☐ Teacher observational data showing increase in ratings on focus instructional practices.

- ☐ Agendas, protocols, notes, and/or observations/videos that demonstrate:
 - Teacher leaders lead professional learning communities/department/grade-level teams to regularly analyze data, plan, share practices, and deepen team effectiveness.
 - Principal holds regular data conferences aligned to assessment cycles in which teachers come prepared with data analysis and differentiation plan.
 - Lead Team develops/revises professional learning structures using data and feedback.
 - Principal's and instructional coaches' differentiated feedback to teacher leaders and teams.
- ☐ Documented common protocol for peer classroom observations with time for peers to provide feedback.
- ☐ Surveys/feedback indicating professional learning is differentiated to support teachers' growth in school focus areas.
- ☐ Data showing improvement on school, classroom, teacher, and target student goals at end of a data cycle/year.
- ☐ Improvement in district and state summative assessments for targeted subgroups
- ☐ Teacher observational data showing increase in ratings on focus instructional practices.

- ☐ Agendas, protocols, notes, and/or observations/videos that demonstrate:
 - Teachers lead teams to regularly analyze data, plan, share practices, and deepen team effectiveness.
 - Collaborative data conferences to support planning.
 - Staff-led professional development sessions.
 - Staff share learnings from external professional learning experiences.
 - Principal's, instructional coaches', and teachers' differentiated feedback to teacher and teams.
- ☐ Analysis of department/grade-level meeting agendas that show team independently completing cycles of inquiry with an academic and social and emotional focus.
- ☐ Regular collaborative revisions of professional learning plans and sessions using student data, observational evidence trends, and staff feedback.
- ☐ Surveys/feedback indicating professional learning is differentiated to support teachers' growth.
- ☐ Data showing improvement on school, classroom, teacher, and target student goals.
- ☐ Improvements in district and state summative assessments for targeted subgroups.
- ☐ Teacher observational data showing increase in ratings on instructional practices.



LGDS Focus Elements

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

Step 1. Developing Leader Capacity	Step 2. Cultivating School Level Capacity	Step 3. Ensuring Collective Responsibility and Accountability
1. RC 5: Conditions for Student Learning ★		
RC 5.1 Conditions for Student Learning*: Principal supports teachers and staff in developing classroom and school environments that foster strong relationships among students -and between adults and students- to ensure safety and promote a sense of belonging for all students in service of the school's vision for learning.	RC 5.2 Collaboration for Student Learning Conditions: Principal collaborates with and builds capacity of individuals and teams to implement school systems that ensure a healthy and safe classrooms and school environment, strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning.	RC 5.3 Collective Responsibility for Conditions for Student Learning: Principal and all constituents maintain, monitor, and regularly revise systems that ensure a healthy and safe classroom and school environment, strong relationships among students and between adults and students and foster a sense of belonging for all students in service of the vision.
2. EOO 1: Organizational Systems ★		
EOO 1.1 Organizational Systems Management: Principal inventories and aligns organizational systems, structures, and resources and develops management systems in support of the school's vision.	EOO 1.2 Capacity Building for Organizational Systems: Principal collaborates with teams to refine and align systems, structures, and resources for operations that foster productivity, collaboration, and a culturally responsive culture.	EOO 1.3 Collective Responsibility for Organizational Systems: Principal has a collaborative system, involving all constituents, for evaluating the effectiveness of its organizational and operational systems strategies.
3. IL 1: Holistic Curriculum and Content ★		
IL 1.1 Holistic Curriculum and Content Plan: Principal implements plans and articulates a clear rationale for purposeful and rigorous curriculum aligned to state/district standards and 21st century skills with all site goals, including academic, social-emotional, STEM, linked learning, civic, artistic, and health/fitness outcomes.	IL 1.2 Collaborative Development of Holistic Curriculum and Content: Principal collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards with the school context.	IL 1.3 Shared Responsibility for Holistic Curriculum and Content: Principal and staff collectively shape curricular implementation and ongoing revisions to fully ensure collective accountability for balance, rigor, and school-wide coherence aligned to state and district standards with the school context and vision.

4. IL 3: Data Driven Instruction ★

IL 3.1 Data Driven Instruction:

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

IL 3.2 Collaborative Capacity for Data Driven Systems:

Principal builds capacity of teacher teams to collaboratively use data and evidence to plan and improve instruction, and calibrate with each other on practices that are focused on student progress.

IL 3.3 Sustaining Data Driven Inquiry Systems:

Principal ensures that data and evidence is continuously and effectively used collectively to drive instructional advancements that result in high student achievement.

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

IL 4.1 Using Observation, Evidence, and Feedback to Improve Instruction:

Principal focuses on the relationship between the teacher, the student, and the content, providing teachers with meaningful feedback and strengthening each teacher's capacity for greater reflection and self-reliance in making improvements in classroom teaching and student learning.

IL 4.2 Collaborative Practices of Observation, Evidence, and Feedback to Drive Instruction:

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

IL 4.3 Sustaining Observation, Evidence, and Feedback:

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

6. IL 5: Conditions for Adult Learning ★

IL 5.1 Conditions for Adult Learning:

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

IL 5.2 Collaboration for Adult Learning:

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

IL 5.3 Collective Monitoring of Adult Learning:

Principal and staff collectively build regular professional learning that includes a shared purpose, formal and informal training, practice, coaching and feedback and reinforces a vibrant professional community that regularly evaluates progress against goals for student learning.



LGDS Rating of Elements

To rate a principal's growth on an element, we will use three (3) scales, one for each step in the OUSD Principal Framework. A principal is rated using evidence of demonstration of the leadership indicators for each element, described in the OUSD Principal Framework. Each performance range within the scale builds on the one before it. Each range should be read as an overall descriptor of practice. These scales will be in TeachBoost, so that both principal and principal supervisor can easily rate an element.

For any element in Step 1: Developing Leader Capacity:

BASIC	DEVELOPING	PROFICIENT	EXEMPLARY
The Principal demonstrates the element by building a personal map and/or developing a personal plan prior to implementation	The Principal demonstrates the element by communicating from self to others, and/or personally directs actions	The Principal demonstrates the element through a Cycle of inquiry, utilizing feedback from others to delegate and/or to adapt plans and actions.	The Principal demonstrates the element through co-facilitation, cooperation, course-correcting, and by monitoring collective ownership for outcomes

For any element in Step 2: Cultivating School Level Capacity:

BASIC	DEVELOPING	PROFICIENT	EXEMPLARY
The Principal and Staff demonstrate the element by building coalitions and/or developing collective skills prior to implementation	The Principal and Staff demonstrate the element by communicating with each other productively and taking some collective action	The Principal and Staff demonstrate the element through Cycles of Inquiry, utilizing feedback from each other to adapt plans and take collective action	The Principal and Staff demonstrate the element by continuously re-engaging with each other and external sources, course-correcting, and by taking collective ownership for outcomes

For any element in Step 3: Ensuring Collective Responsibility and Accountability *

BASIC	DEVELOPING	PROFICIENT	EXEMPLARY
The Principal, Staff, and Community demonstrate the element by building coalitions and/or developing collective skills prior to implementation	The Principal, Staff, and Community demonstrate the element by taking initiative for communicating with each other productively and taking some collective action	The Principal, Staff and Community demonstrate the element through initiating and co-facilitating Cycles of Inquiry, utilizing feedback from each other and from external sources to adapt plans and take collective action	The Principal, Staff and Community seamlessly demonstrate the element by continuously engaging and re-engaging, course-correcting, innovating, and by taking collective ownership for outcomes

**The one exception is in the Leadership for Instruction and Learning dimension. For that dimension, we will use the scale in Step 2 for both Steps 2 and 3.*



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Leadership Task Force Members:

Matin Abdel-Qawi, Darren Avent, Fulton Brinkley, Elia Bustamante, Robin Glover, Jerome Gourdine, Leo Fuchs, Michael Hatcher, Tom Hughes, Kathrene Hatzke, Karen Haynes, Lissa Hines, Carolyn Howard, Beverly Jarrett, Carol Johnson, Edith Jordan, Misha Karigaca, Jocelyn Kelleher, Jonathan Mayer, John Melvin, Monica Moreno-Bowie, Russom Mesfun, Sam Pasarow, Carmelita Reyes, Laura Robell, Clara Roberts, Ben Schmookler, Paulette Smith, Eyana Spencer, Mel Stenger, Brandee Stewart, Nima Tahai, Kevin Taylor, Chelsea Toller, Charles Wilson.

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