

Share this instrument with other districts **District sharing is turned off!**

Domain 1: Results (40.00%)

1.1 Growth targets on mandatory state academic measures (both annual and interim assessments)*

Needing Support	Developing	Effective
Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets

NOTES

1.2 Growth targets on other valid local academic measures including normed or criterion-referenced assessments and/or assessment rubrics, based on Student Learning Objectives (SLOs) or other locally employed analytics*

Needing Support	Developing	Effective
Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets

NOTES

1.3 Growth targets on valid, research supported behavioral measures associated with academic achievement*

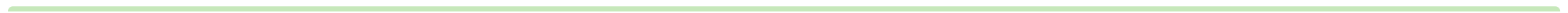
Needing Support	Developing	Effective
Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets

NOTES

1.4 Growth targets on valid, research supported psycho, social, and/or emotional measures associated with academic achievement*

Needing Support	Developing	Effective
Results on established growth targets show improvement, but fall short of meeting the targets	Results meet established growth targets	Results exceed established growth targets

NOTES



Alternate Domain 1: Non-Student Based Results (0.00%)

1.1 Growth Targets on One or More Non-Student Based ISD/ESA Quality Indicators

Needing Support

The district, division, and/or department made progress toward non-student based quality indicator targets for this cycle, but fell short of the effective performance range for this cycle

Developing

The district, division, and/or department made progress toward non-student based quality indicator targets within the performance range set for this cycle

Effective

The district, division, and/or department made progress toward non-student based quality indicator targets that exceeded the performance range set for this cycle

Domain 2: Leadership (15.00%)

2.1 Vision for Learning and Achievement - Mission and Vision

Needing Support

Maintains focus on the school and district mission and communicates an informed vision of success for all students

Developing

And, engages stakeholders to establish a shared and informed vision of success for all students that aligns with the district mission

Effective

And establishes shared leadership to maintain focus and commitment to the school and district mission and vision of success for all students

2.2 Vision for Learning and Achievement - Goals and Expectations

Needing Support

Establishes, stays focused on, and monitors own performance related to goals and expectations of success for all students

Developing

And works with staff to establish and monitor shared goals and expectations that support with the school and district mission and vision for student success

Effective

And cultivates staff, student, and parent leadership to help achieve shared goals and expectations

2.3 Culture for Learning - Values, Beliefs, Principles, and Diversity

Needing Support

Communicates, and acts in accordance with values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others

Developing

And, works with school staff to establish values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others

Effective

And, cultivates staff, student, and parent leadership to operate under shared values, beliefs, and guiding principles that honor diversity, the worth of each individual, and respect for others

2.4 Culture for Learning - Language, Traditions, Celebrations, and Stories

Needing

Developing

Effective

Support

Uses a variety of means to celebrate, communicate, and build upon the history, traditions, mission, and vision of the school

And works with staff, students, and parents to develop shared language, traditions, and stories that communicate and celebrate the mission and vision of the district

And cultivates staff, student, and parent leadership to celebrate the school's history, traditions, accomplishments, and aspirations

2.5 Leadership Behavior - Informed and Current

Needing Support

Uses evidence based practices and practices to support the work of the school and district

Developing

And works with the staff to identify and use evidence based practices and strategies to inform and achieve the school mission, vision, and goals

Effective

And cultivates staff leadership to identify and use evidence based practices and strategies to inform and achieve the school mission, vision, and goals

2.6 Leadership Behavior - Strategic and Systemic

Needing Support

Establishes and maintains focus on both short and long term priorities and strategies to drive the work of the school

Developing

And works with staff to establish individual and shared short/long term priorities and strategies that align with school and district goals

Effective

And cultivates shared leadership to organize school priorities and strategies into a systemic plan to achieve school and district goals

2.7 Leadership Behavior - Fair, Legal, Honest, and Ethical

Needing Support

Conducts work in a fair, legal, and ethical manner

Developing

And, holds school personnel accountable for fair, legal, and ethical conduct

Effective

And contributes to policies, practices, and norms that help build a school and district culture of fair, legal, and ethical conduct

2.8 Leadership Behavior - Adaptive and Resilient

Needing Support

Demonstrates the personal work habits, skills, and practices needed to carry out job responsibilities

Developing

And models and sets expectations for staff to use habits of reflective practice, personal growth, adaptation renewal, reliability, and consistency

Effective

And establishes school routines that support and recognize habits of reflective practice, self-assessment, and personal renewal

Domain 3: Systems (15.00%)

3.1 High Quality and Reliability Instructional Program - Guaranteed and Viable Curriculum

Needing Support

Ensures that staff understand and use the district curriculum consistently to plan and deliver instruction

Developing

And works with staff to communicate curriculum expectations to students and parents, follow horizontal and vertical alignment, emphasize essential core curriculum standards and differentiate instruction to meet the needs of all students

Effective

And cultivates shared leadership for interpreting curriculum expectations, selecting appropriate instructional resources, developing differentiation strategies, and making the curriculum relevant for all students and understood by parents

3.2 High Quality and Reliability Instructional Program - Evidence based and Differentiated Instruction**Needing Support**

Has a working knowledge of evidence based instruction and uses that knowledge to monitor instruction, provide teacher feedback, and dialogue about meeting student needs

Developing

And works with staff to develop a repertoire of evidence based instructional practices that support active student learning, differentiation, and tiered interventions where needed to meet student needs

Effective

And establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students

3.3 High Quality and Reliability Instructional Program - Standards Based Assessment and Feedback**Needing Support**

Has a working knowledge of evidence based, ethical, and legal assessment and feedback practices

Developing

And works with staff to develop assessment literacy and competence in administering assessments, interpreting results, communicating student progress, setting learning goals, and making decisions that affect students

Effective

And works with staff to establish building and district systems, processes, policies, training, and shared leadership for evidence based, ethical and legal assessment and feedback practices

3.4 Safe, Effective, Efficient School Operations - Laws, Policies, and Regulations**Needing Support**

Maintains current knowledge and acts in accordance with state and federal laws, school safety regulations, employee contracts, and district policies

Developing

And informs and holds staff accountable for adherence to state and federal laws, school safety regulations, employee contracts, and district policies

Effective

And to monitor, evaluate, and improve school routines and processes to better align and support legal, safe, and ethical school operations and develop positive employee relations

3.5 Safe, Effective, Efficient School Operations - Processes and Procedures**Needing Support**

Maintains and follows district and school systems, processes, and procedures that support district and school programs and services

Developing

And ensures that staff and students understand and follow the systems, processes, and procedures of the school and district

Effective

And works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures

3.6 Safe, Effective, Efficient School Operations - Resource Allocation and Management

Needing Support

Adheres to established fiscal, human, and material resource management policies, systems, processes, and procedures

Developing

And communicates with staff about the school financial, human, and material resource status and develops processes for aligning and realigning resources to support school goals

Effective

And cultivates shared leadership to evaluate and adjust the management and allocation of fiscal, human, and material resources as needed to best support school goals and pursue new resources where possible

Domain 4: Processes (15.00%)

4.1 Community Building - Relationships

Needing Support

Forms relationships with staff, students, families and the broader school community

Developing

And, is involved in the community as an advocate for the schools and regularly assesses and ensures that the school responds to the needs of a diverse school community

Effective

And, cultivates shared leadership to develop community partnerships, coordinated services, support, and advocacy for the school

4.2 Community Building - Inclusion

Needing Support

Welcomes and invites parents and diverse members of the community to be involved with the school

Developing

And works with staff to identify and address student, parent, and community concerns and involve stakeholders in ways that are meaningful and relevant

Effective

And cultivates shared leadership to evaluate and improve community involvement and stakeholder inclusion

4.3 Community Building - Communications

Needing Support

Communicates regularly with internal and external stakeholders about student achievement and other interests and concerns

Developing

And works with staff to develop and use a multifaceted communications plan to keep internal and external stakeholders informed, involved, and knowledgeable about the school

Effective

And cultivates shared leadership to evaluate and improve the school's system of two-way communication with stakeholders and the media and involvement of parents in their child's education

4.4 Evidenced Based Improvement Processes - Collaborative Inquiry

Needing Support

Creates school routines to examine and question student and

Developing

And works with staff to conduct collaborative inquiry,

Effective

And cultivates shared leadership for collaborative inquiry,

school results

challenge assumptions, raise questions, and interpret multiple sources of student results and other data to create evidence based improvement plans

evidence based improvement strategies, and dissemination of results from action research, SMART Goals, and other team processes

4.5 Evidenced Based Improvement Processes - Systematic Use of Multiple Data Sources

Needing Support

Uses multiple forms of data to develop, support, monitor, benchmark, and revise school goals and improvement plans

Developing

And works with staff to use multiple year school process, student demographics, student achievement, and other student data along with staff, student, and parent feedback, to establish school goals and select evidence-based improvement strategies

Effective

And cultivates shared leadership to deepen student and school data analysis with triangulated data points, sub-scores, etc. to evaluate and revise school improvement goals and strategies, monitor implementation, and benchmark progress

4.6 Evidenced Based Improvement Processes - Data Systems

Needing Support

Uses and sets expectations for, staff use of the school's data collection, storage, security, retrieval, and analysis systems

Developing

And develops staff knowledge and monitors staff use of the school's data systems for classroom assessment and progress/performance monitoring

Effective

And cultivates shared leadership to use and evaluate the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring

Domain 5: Capacity (15.00%)

5.1 Human Development - Professional Learning

Needing Support

Develops and implements a personal growth plan and assists staff in creating their own personal growth plans in accordance with the district performance evaluation and/or professional learning systems

Developing

And works with staff to align personal growth plans, school professional learning plans, and induction, mentoring, and coaching systems based on performance data, research, and the school's mission, vision, and goals

Effective

And develops shared leadership to establish a professional learning culture and evaluate the impact of internal and external professional learning

5.2 Human Development - Leadership Development

Needing Support

Involves staff in school decision making processes and recognizes staff leadership

Developing

And works with staff to build a culture of shared responsibility and leadership for day-to-day operations, student and school success, professional learning, and involvement of students, parents, and community in the work of the school

Effective

And develops shared leadership to develop and support staff, student, and parent leaders with the training, mentoring, coaching, and recognition needed to carry out meaningful leadership roles in the school

5.3 Human Capacity - Performance Evaluation

Needing Support

Ensures that staff are evaluated in accordance with all state laws and district personnel evaluation policies/procedures including observations, feedback, and development of personal growth and/or individual development plans (IDP)

Developing

And works to improve his/her personnel evaluation skills and strategies, increase staff understanding and participation in their own performance evaluations, and use performance evaluation to achieve improved student results

Effective

And involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process

5.4 Human Capacity - Productivity

Needing Support

Ensures that staff roles and responsibilities are communicated and understood and school routines and procedures are established to support staff work

Developing

And makes evidence-based decisions to hire, assign, and work with staff to support productivity with well managed school routines and processes

Effective

And differentiates and adapts staff roles and responsibilities to achieve the goals of the school using staff, student, and parent feedback to evaluate/improve school routines to increase productivity

5.5 Technology Integration and Competence - Personal Use of Technology

Needing Support

Knows and utilizes computer and mobile communications devices, programs, and systems necessary for meeting job responsibilities and maintaining effective communications

Developing

And models personal use of technology, participates in electronic learning communities, and uses technology to enhance communications and accomplish job responsibilities

Effective

And uses emerging technologies to increase productivity, develop leadership, and enhance teaching and learning

5.6 Technology Integration and Competence - Learning and Teaching with Technology

Needing Support

Ensures that staff have the necessary training, support, direction, and monitoring to make effective use of technology for communications and routine job responsibilities

Developing

And works with staff to explore new uses for instructional technology and integrate technology into school plans for improving teaching and learning

Effective

And cultivates shared leadership for technology advocacy, solutions, and innovation to achieve the school's mission, vision, and goals

5.7 Technology Integration and Competence - Leadership for Technology

Needing Support

Builds a shared vision with staff and parents for using technology to enhance teaching and learning

Developing

And works with staff to identify evidence-based technology practices that improve instruction, extend learning opportunities and foster student and parent engagement in

Effective

And cultivates shared leadership and recognition for contributions to district policies and practices that encourage innovative use of technology to improve teaching and learning

the learning process