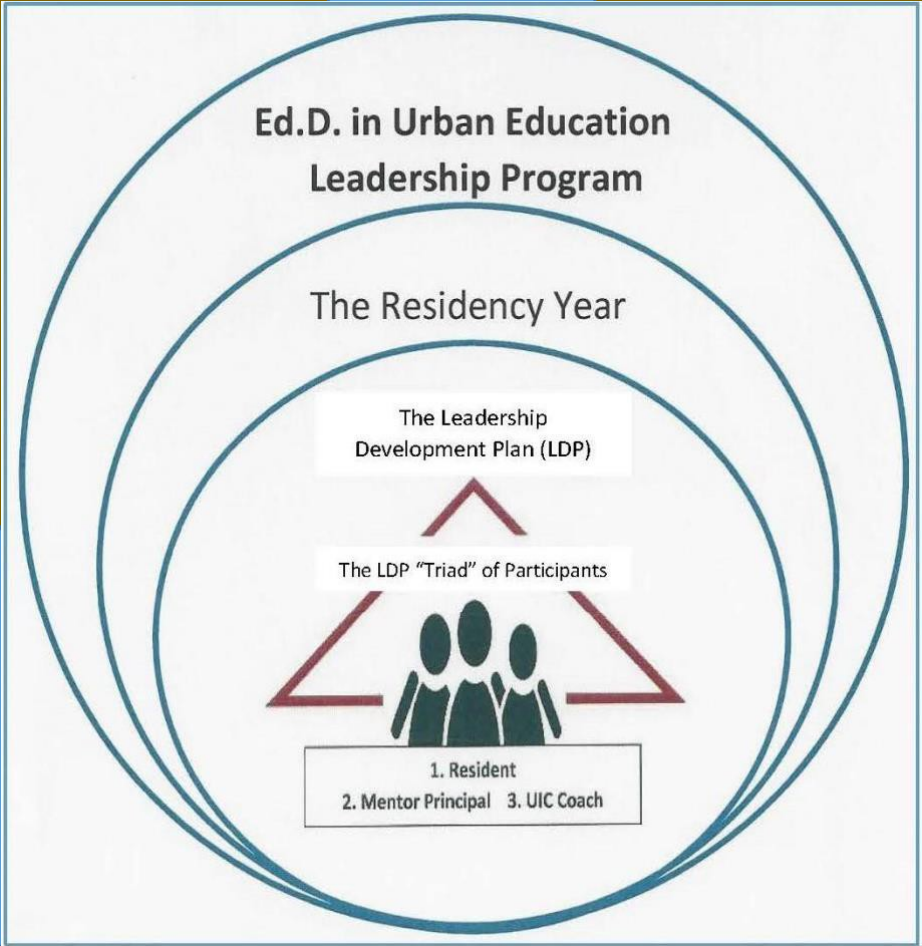




# Leadership Development Plan (LDP)



# MANUAL

**UIC EdD in Urban Education Leadership Program  
Leadership Development Plan (LDP) Manual**

**Table of Contents**

	<u>Page</u>
<b>Section 1 – LDP Overview Documents and Process Maps...</b>	
Introduction to Leadership Development Planning.....	1
Leadership Development Plan Process in the Residency (Graphic).....	2
Resident’s One-Page Overview of the LDP Conference Process.....	3
Process Map: Pre-Conference (August).....	4
Process Map: LDP Conference #1 (October/November).....	5
Process Map: LDP Conference #2 (January/February) – Contents Forthcoming.....	6
Process Map: Transition Conference (May) – Contents Forthcoming .....	7
<b>Section 2 – Tools and Protocols on the Process Maps (in order of listing) .....</b>	<b>8</b>
Typical ICI Priorities.....	9
LDP Goal Template.....	10
UIC Principal Residency.....	12
Data Systems and Operational Leadership.....	16
Pre-Conference Expectations Protocol.....	20
Sample Resident Job Description.....	21
Developing SMARTe Goals.....	22
Resident Reflection Tools.....	25
What, Why, How of the I-C-I Learning Plan.....	26

UIC EdD Program Leadership Domains: Short Version.....	32
Disposition Self-Assessment Tool.....	35
Learning Development Plan (LDP) Template with Instructions/Definitions.....	45
CPS Principal Competencies: Self-Assessment .....	40
Self-Assessment Tool: Dispositions .....	45
3 Phase Inquiry Calendar.....	48
CPS Principal Competencies Self-Assessment.....	50
Sample LDP Conference Agenda.....	54
<b>Section 3 – Additional Resource Materials .....</b>	<b>55</b>
CPS Principal Competencies 2015.....	56
CPS 9 Anchor Standards.....	57
CPS Principal Performance Evaluation Rubric with Critical Attributes.....	58
CPS Framework for Teaching with Critical Attributes.....	86
CPS Principal Eligibility Process.....	108
Overview of Entry Inquiry Process.....	120
Entry Inquiry Framework.....	124
Resident Entry Plan.....	135

# **Section 1**

LDP Overview and Process Maps

## Introduction to Leadership Development Planning

Great school leaders are strong learners...about school improvement, about other people and about themselves. Learning while leading is itself a learned skill.

The Urban Education Leadership Program is committed to ensuring that every student will complete the program with a highly developed capacity for self-directed leadership learning and development. During all four-plus years of the program, students engage in structured leadership development planning. This work begins with intensive engagement with the LDP process, including I-C-I work (interpersonal, cognitive, intrapersonal), during the residency year, as illustrated in the attached graphic.

The LDP process guides the residency experience using written leadership development plans, formative assessments, and regular conferences involving the resident, mentor principal, and the UIC leadership coach. All this work is directed toward helping the resident, as a leader, become more aware and more reflective, as well as proficient with the school leadership competencies that all Chicago principals are expected to exhibit. The school improvement priorities of the residency site are the context for growing these competencies during the residency year.

Leadership development planning is supported by UIC leadership coaches, activities in EDPS 559 the Internship in Education Leadership, and a variety of tools, protocols, and resources. It incorporates UIC signature pedagogies, including the UIC logic model and Cycles of Inquiry learning.

**LDP Conferences** are four formal regularly scheduled three-way conversations between the resident principal, mentor principal, and UIC leadership coach. The purpose is to support both the resident's leadership development and the resident's contributions to the achievement of school improvement priorities at the residency site. The resident principal is responsible for planning and leading the conferences.

Expectations for the following four conferences are outlined in **process maps** for each.

- Pre-Conference: Entry Planning for Residency
- LDP Conference #1: Development of Residency Goals and Plans
- LDP Conference #2: Implementation and Revision of Goals and Plans
- Transition Planning Conference: Closing out the Residency

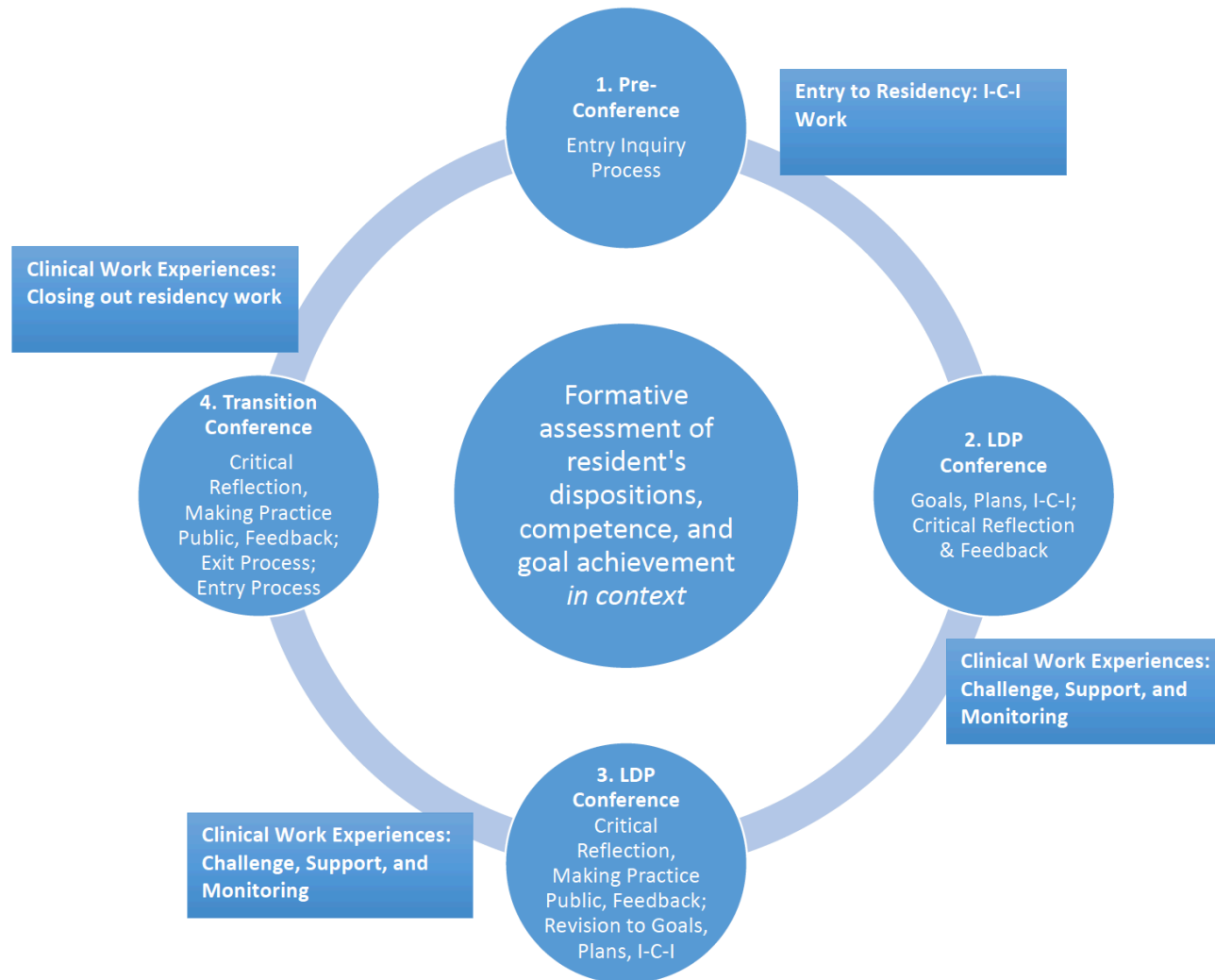
Leadership Development Plans, including I-C-I plans, are living documents intended to be revisited and revised throughout the residency year and minimally after each LDP conference.

This process was created by UIC leadership coaches and has been undergoing continuous improvement. Feedback to improve the process further is welcome.

UIC Leadership Coaches

2/2020

### Leadership Development Plan Process in the Residency



## Resident's One-Page Overview of the LDP Conference Process

### Entry Pre-Conference in August



### LDP Conference #1 in Oct/Nov



### LDP Conference #2 in Jan/Feb



### Transition Conference in May





### Pre-LDP Conference Triad Process Map (August)

Formal leadership development planning begins with the development of a formal entry process for building relationships and developing deeper understanding of the school's norms, priorities and prior history. Draft entry plans are developed with the support of a UIC leadership coach prior to having a formal pre-conference with the resident's mentor principal. During the pre-conference, leadership coaches review year-long program expectations with the mentor principal, and residents vet their draft entry plan and preliminary job descriptions. After the pre-conference, residents finalize their entry plan and begin to develop their first semester LDP prior to the first LDP Conference between late October and mid-November.

Purposes	Preparation	Tools, Protocols, & Supporting Materials	Next Steps
<ol style="list-style-type: none"> <li>1. Review resident's progress to date.</li> <li>2. Clarify all elements of the UIC Residency Overview and Calendar.</li> <li>3. Clarify resident's: <ul style="list-style-type: none"> <li>• entry plan</li> <li>• preliminary job description</li> <li>• preliminary leadership tasks as a member of the school's senior leadership team</li> </ul> </li> </ol>	<p>Resident, with coach input, prepares an agenda to get feedback on:</p> <ul style="list-style-type: none"> <li>• initial entry to residency</li> <li>• preliminary job description</li> <li>• entry plan that identifies and calendars key entry activities and preliminary leadership tasks through mid-October</li> </ul>	<p>Continuous Improvement Work Plan (CIWP) for residency school (obtain from school or CPS website)</p> <p><a href="#">Resident Entry Plan</a></p> <p><a href="#">UIC Principal Residency Overview and Calendar</a></p> <p><a href="#">CPS Data Systems Competency Plan</a></p> <p><a href="#">Pre-conference Expectations Protocol</a></p> <p><a href="#">Sample Resident Job Description</a></p> <p><a href="#">Developing SMARTe Goals</a></p> <p><a href="#">Resident Reflection Tool</a></p> <p><a href="#">What, Why, and How of the I-C-I Learning Plan</a></p> <p><a href="#">UIC Leadership Domains Short Version</a></p>	<ol style="list-style-type: none"> <li>1. Finalize, carry out and monitor resident entry plan based on agreements made during the Pre-Conference.</li> <li>2. Solidify connections between potential residency goals, CPS competencies, and resident's development needs in preparation for the LDP conference in late October to mid-November for the final goals.</li> </ol>

### Process Map: LDP Conference #1 (October/November)

Residents begin to develop their first LDP prior to the first LDP Conference in late October to mid-November. Following the first LDP Conference, residents finalize their 3-phase inquiry calendars for the remainder of the first semester and revisit their I-C-I plans. Progress on the 1<sup>st</sup> semester LDP is assessed and updated during the 2<sup>nd</sup> LDP conference in January.

Purposes	Preparation	Tools, Protocols, & Supporting Materials	Next Steps
<ol style="list-style-type: none"> <li>1. Assess the entry process to obtain feedback while paying particular attention to interpersonal and intrapersonal challenges going forward</li> <li>2. Finalize job description</li> <li>3. Finalize 1<sup>st</sup> semester residency goals aligned to self-assessment on the CPS competencies</li> <li>4. Establish strategies for working with others to move residency goals forward</li> <li>5. Develop 3-phase inquiry calendars for each residency goal</li> <li>6. Develop I-C-I learning plans for residency goals based on LDP conference feedback and the Disposition Self-assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Revisit the CPS competency self-assessment to identify standards related to LDP goals with coach</li> <li>2. Gather and organize evidence of progress on <ul style="list-style-type: none"> <li>● early phase 1 diagnostics (see 3-phase inquiry calendars) for each residency goal</li> <li>● identification of: <ul style="list-style-type: none"> <li>✓teams to support work on draft residency goals</li> <li>✓likely challenges and obstacles for each draft residency goal</li> <li>✓priority area of development on CPS leadership competencies</li> </ul> </li> </ul> </li> <li>3. Use 3-phase inquiry calendar to anticipate and summarize 4-6 weeks of upcoming work on each residency goal</li> <li>4. Develop questions to elicit feedback from mentor principal and coach about draft residency goals and 3-phase planning.</li> </ol>	<p>Resident's Leadership Development Plan (<a href="#">Blank Template -- Google Form</a>; <a href="#">Blank Template -- Word Form</a>; <a href="#">Template with Definitions</a>); Resident's I-C-I Learning Plan Calendar: Entry</p> <p><a href="#">Self-Assessment Tool: CPS Principal Competencies (UIC Format)</a></p> <p><a href="#">Sample LDP Conference Agenda</a></p> <p><a href="#">Sample Resident Job Description</a></p> <p><a href="#">Resident Reflection Tool</a></p> <p><a href="#">Self-Assessment Tool: Dispositions (UIC Leadership Domains)</a></p> <p><a href="#">Developing SMARTe Goals</a></p> <p><a href="#">What, Why, and How of the I-C-I Learning Plan (Donaldson)</a></p> <p><a href="#">UIC Leadership Domains Short Version</a></p>	<ol style="list-style-type: none"> <li>1. Based on the feedback provided in LDP Conference #1, resident works with coach to revise the LDP with a focus on the 3-phase inquiry calendar</li> <li>2. Resident completes and discusses the disposition self-assessment with coach to develop I-C-I learning plans for LDP residency goals</li> <li>3. Resident carries out and monitors learning activities identified in I-C-I</li> <li>4. Resident documents and collects evidence of progress toward residency goals using metrics and processes identified in the revised LDP</li> </ol>

**Process Map: LDP Conference # 2 (Late January/February)**

Residents begin to develop their 2nd LDP after the first LDP Conference in November. Following the 2nd LDP Conference, residents finalize their 3-phase inquiry calendars for the second semester of the residency and revisit their I-C-I plans. Progress on the second LDP is assessed and updated during the 3rd LDP conference.

Purposes	Preparation	Tools, Protocols, & Supporting Materials	Next Steps
<ol style="list-style-type: none"> <li>1. Assess the school year at this juncture to obtain feedback while paying particular attention to interpersonal and intrapersonal challenges going forward</li> <li>2. Discuss completion of residency</li> <li>3. Update residency goals aligned to self-assessment on the CPS competencies</li> <li>4. Establish strategies for working with others to move goals forward after leaving the residency site</li> <li>5. Deepen and continue 3-phase inquiry calendars for each residency goal</li> <li>6. Update I-C-I learning plans for residency goals based on LDP conference feedback and the Disposition Self-assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Revisit the CPS competency self-assessment to identify standards related to LDP goals with coach</li> <li>2. Gather and organize evidence of progress on               <ul style="list-style-type: none"> <li>• continued diagnostics (see 3-phase inquiry calendars) for each residency goal</li> <li>• identification of:                   <ul style="list-style-type: none"> <li>✓ teams who supported work on residency goals, CIWP, and grading and assessment inventory</li> <li>✓ likely challenges and obstacles for each residency goal</li> <li>✓ priority area of development on CPS leadership competencies</li> </ul> </li> </ul> </li> <li>3. Use 3-phase inquiry calendar to anticipate and summarize of upcoming work on each residency goal               <ul style="list-style-type: none"> <li>• 4. Develop questions to elicit feedback from mentor principal and coach about draft residency goals and 3-phase planning.</li> </ul> </li> </ol>	<p>Resident's Leadership Development Plan (<a href="#">Blank Template -- Google Form</a>; <a href="#">Blank Template -- Word Form</a>; <a href="#">Template with Definitions</a>); Resident's I-C-I Learning Plan Calendar: Entry</p> <p><a href="#">Self-Assessment Tool: CPS Principal Competencies (UIC Format)</a></p> <p><a href="#">Sample LDP Conference Agenda</a></p> <p><a href="#">Resident Reflection Tool</a></p> <p><a href="#">Self-Assessment Tool: Dispositions (UIC Leadership Domains)</a></p> <p><a href="#">Developing SMARTe Goals</a></p> <p><a href="#">What, Why, and How of the I-C-I Learning Plan (Donaldson)</a></p> <p><a href="#">UIC Leadership Domains Short Version</a></p>	<ol style="list-style-type: none"> <li>1. Based on the feedback provided in LDP Conference #2 resident works with coach to revise the LDP</li> <li>2. Resident completes and discusses the disposition self-assessment with coach to develop I-C-I learning plans</li> <li>3. Resident carries out and monitors learning activities identified in I-C-I</li> <li>4. Resident documents and collects evidence of progress toward residency goals using metrics and processes identified in the revised LDP</li> </ol>

<b>Process Map: LDP Conference # 3 Transition (May/June)</b> Residents begin to develop their 3rd LDP after the second LDP Conference in January/February .During the 3rd LDP Conference, residents finalize their 3-phase inquiry calendars for the second semester of the residency and revisit their I-C-I plans. Progress on the second LDP is assessed and updated during the 3rd transition LDP conference.			
Purposes	Preparation	Tools, Protocols, & Supporting Materials	Next Steps
1. Assess the school year at this juncture to obtain feedback while paying particular attention to interpersonal and intrapersonal challenges going forward 2. Discuss completion of residency 3. Update residency goals aligned to self-assessment on the CPS competencies 4. Establish strategies for working with others to move goals forward after leaving the residency site 5. Finalize 3-phase inquiry calendars for each residency goal 6. Update I-C-I learning plans for residency goals based on LDP conference feedback and the Disposition Self-assessment	1. Revisit the CPS competency self-assessment to identify standards related to LDP goals with coach 2. Gather and organize evidence of progress on <ul style="list-style-type: none"> <li>continued diagnostics (see 3-phase inquiry calendars) for each residency goal</li> <li>identification of:               <ul style="list-style-type: none"> <li>✓ teams who supported work on residency goals, CIWP, and grading and assessment inventory</li> <li>✓ likely challenges and obstacles for each residency goal</li> <li>✓ priority area of development on CPS leadership competencies</li> </ul> </li> </ul> 3. Use 3-phase inquiry calendar to anticipate and summarize of upcoming work on each residency goal	Resident's Leadership Development Plan ( <a href="#">Blank Template -- Google Form</a> ; <a href="#">Blank Template -- Word Form</a> ; <a href="#">Template with Definitions</a> ); Resident's I-C-I Learning Plan Calendar: Entry  <a href="#">Self-Assessment Tool: CPS Principal Competencies (UIC Format)</a>  <a href="#">Sample LDP Conference Agenda</a>  <a href="#">Resident Reflection Tool</a>  <a href="#">Self-Assessment Tool: Dispositions (UIC Leadership Domains)</a>  <a href="#">Developing SMARTe Goals</a>  <a href="#">What, Why, and How of the I-C-I Learning Plan (Donaldson)</a>	1. Based on the feedback provided in LDP Conference #3 resident works with coach to revise the LDP 2. Resident completes and discusses the disposition self-assessment with coach to develop I-C-I learning plans and transition learning plans 3. Resident carries out and finalizes learning activities identified in I-C-I 4. Resident documents and collects evidence of progress toward residency goals using metrics and processes identified in the revised LDP Debrief goals and transition plans with the

## **Section 2**

Tools and Protocols on the Process Maps

**ENTRY:** July through early October

**TYPICAL EARLY I-C-I PRIORITIES FOR ENTRY--NOT A MASTERY CHECKLIST**

- *History/culture (C-Cognitive)*
  - 5E history
  - Race/class communalities/differences between faculty & community; faculty and student body
  - Evidence of leadership continuity
  - Evidence of teacher leadership and teacher voice
  - Evidence of parent and community outreach and parent/community involvement
  - Disciplinary and restorative practices
- **Continuous improvement status (C-Cognitive)**
  - Familiarity with and close analysis of CIWP—explicit attention to race/class/gender/EL/DL issues
  - Standardized testing: attainment and growth history---explicit attention to race/class/gender/EL/DL disparities
  - Current state of grade/departamental teamwork
  - Evidence of cycles of inquiry
  - Evidence of timely, high-quality, local information systems
  - Curriculum & materials inventory—explicit attention to racial and cultural responsiveness
- **Building new relationship in a new culture and a new role (I-Interpersonal)**
  - Preliminary job description
  - Relationship with mentor principal and coach
  - Relationships with other members of the SLT, ILT and other teacher leaders
  - Faculty roster, contact and impression logs
  - Observation, visitation and personal contacts logs; instructional pattern-finding
  - Relationships with parent and community; LSC
  - Student shadowing; logging student interactions; student name recognition; recess, lunch, after-school activities
- **Intrapersonal self-awareness in a new culture and a new role (I-Intrapersonal)**
  - Using Drago-Severson's text as a template to examine "systems of the mind" in self and others
  - Using the six principles from Bryk et.al's text to drive I-C-I entry planning and personal cycles of inquiry
  - Self-assessing with the CPS leadership competencies
  - Identifying leadership "pebbles" for the first formal Leadership Development Plan (LDP)

<b>LEADERSHIP DEVELOPMENT PLAN</b>		
<b>Goal Template</b>		
<b>Name:</b>		<b>Version Date:</b>
<b>Leadership Initiative:</b>		
<b>CPS Leadership Standards:</b>		
<b>UIC Leadership Domains:</b>		
<b>Theory of the Problem:</b>		
<b>Target(s) of Inquiry:</b>	<b>Project Details/Project Participants</b>	<b>Goals/Outcomes/Deliverables [October through December]</b>
<b>I-C-I Learning Template</b>		
<b>I-Interpersonal Priorities</b>  •	<b>C-Cognitive Priorities</b>  •	<b>I-Intrapersonal Priorities</b>  •
<b>I-Interpersonal Activities</b> I will:	<b>I-Interpersonal Activities</b> I will:	<b>I-Interpersonal Activities</b> I will:
<b>I-Interpersonal Metric(s)</b>  •	<b>C-Cognitive Metric(s)</b>  •	<b>I-Intrapersonal Metric(s)</b>  •

<b>3-Phase Cycle of Inquiry Calendar</b>			
<b>Week of:</b>	<b>Phase 1</b> Problem Identification/Refinement Information Gathering	<b>Phase 2</b> Analysis Goal Setting Action Planning Monitored Implementation	<b>Phase 3</b> Taking stock of results based on data generated in Phase 2 Making adjustments

2.2020



### The UIC Principal Residency

The UIC residency is a structured, 12-month instructional leadership experience conducted under the guidance of a mentor principal and supported by a UIC leadership coach. The purpose of the residency is to rehearse, accelerate and deepen the leadership development that successful school leaders typically experience during their first year as a principal.

The UIC residency is carefully integrated with a full-year of doctoral level coursework and is designed to help residents meet all Chicago and State of Illinois requirements for becoming a principal. The most important tools for structuring this work are an Entry Plan for August and September, Leadership Development Plans (LDPs) for fall and spring and **monthly** structured triads focused on the LDP involving the resident, mentor principal and leadership coach. In all of these the resident is responsible for the agenda/structuring the time.

While Residents must ensure that they are addressing all CPS Principal Competencies in their leadership work, at times certain Competencies will take priority depending on the nature of a given initiative. It is important that Residents, Coaches, and Mentor Principals track competency development to ensure that the resident is developing in all five areas through continual self-assessment – individually and during the monthly triad/CLC conferences.

Month	Formal Triad/LDP Conference Schedule	Residency Priorities	CPS Principal Competencies	ISBE Certification	REACH
August	Pre-LDP Conference Triad	<b>I-C-I Entry Planning and Monitored Entry to Residency</b> Building relationships, developing & executing a strategy for understanding the history, culture, and current status of the school	A, D	Diagnostic Inventory of current DL or EL programs and services	Secure REACH certification
September	Monthly Structured Triad (MST)				Informal classroom observations and REACH calibration
October	October LDP Conference #1	Developing initial leadership and residency goals	B, C, A	GAI & CIWP Intro	Initial REACH cycles
November	MST	<b>First Semester Leadership Development Plan (LDP)</b> Carrying out and closely monitoring 1 <sup>st</sup> semester leadership and residency goals with mentor and Leadership Coach			
December	MST				
Late Jan./Feb.	January LDP Conference #2	Updating leadership and residency goals		Grading and Assessment Inventory (GAI) Planning and carrying out a classroom GAI linked to Common Core State Standards, organizing and reporting findings and recommendations	Continuing REACH cycles
February	MST	<b>Second Semester Leadership Development Plan (LDP)</b>	A, B, C, D, E		

March	MST	Carrying out and closely monitoring 2nd semester leadership and residency goals with mentor and Leadership Coach		CIWP Update Leadership of school improvement planning teams that results in a formal update of the school’s CIWP (or equivalent)	
April	MST				
May	May LDP Transition Conference #3	Closing Out the Residency Finalizing basic proficiency with all major CPS information systems		New Principal Entry Plan Completion of the new principal entry plan	
June	MST				
July	MST				

*Responsibilities of the Resident Principal*

**A. To the principal preparation program as a whole**

1. Engage actively in the school/resident matching process established by the Chicago Leadership Collaborative, Chicago Public Schools and UIC.
2. Be available to become a full-time resident during the first week in July of the residency year.
3. Become a fully active member of the school's senior leadership team (SLT) including time and supervisory commitments that match or exceed those of other SLT members for the duration of the residency.
4. Assume responsibility for communicating immediately with the UIC leadership coach when challenges arise that may threaten the success of the residency experience.
5. Maintain and share your calendar with your coach monthly.
6. Be on time for all scheduled meetings with school personnel and the UIC leadership coach.
7. Establish preferred modes of contact to be used with your UIC Leadership Coach (email, phone, text) and be proactive in making contact at least 24 hours in advance of any need for cancellation in cases other than an emergency. Respond to all emails, phone calls and texts from UIC and CPS personnel in a timely manner
8. Recognize that preparation for the Principal Eligibility process is a collaborative effort, is cumulative over time, and requires disciplined cycles of practice/reflect/re-practice and write/reflect/re-write
9. Complete written assignments and other work products for this course in a timely manner.

**B. To the principal preparation program as a learner in residency**

1. Develop and regularly update an ambitious set of residency goals, and a leadership development plan that will lead to CPS Principal Eligibility.
2. Make regular and aggressive use of structured information cycles, field notes and other reflective protocols that support professional collaboration, ongoing professional development and deep self-knowledge as a leader.
3. Organize and lead formative LDP feedback sessions with the Mentor Principal and UIC Leadership Coach to accelerate personal learning and advance residency goals.
4. Develop proficiency with local and district information systems and create new information systems as needed to support residency goals.
5. Develop the leadership skills, knowledge, vision, frame of mind, dispositions, personal organization and motivation required to become proficient with all CPS's Principal Competencies and UIC Ed.D. Program Leadership Domains.
6. Understand that it is in the resident principal's self-interest to take on primary responsibility for managing the politics of all working relationships with CPS, CLC and UIC personnel involved in the residency.
7. Establish responsive working relationships with the Mentor Principal, UIC Leadership Coach and the UIC Ed.D. Program, all of whom are critical to the program's ability to make the residency a successful developmental experience.

**C. To the residency site as a resident principal**

1. Become a fully contributing member of the administrative, leadership and instructional teams at the residency site.
2. Make substantial contributions to organizational capacity and instructional effectiveness of the residency

site.

3. Assume leadership responsibility for important elements of family and community outreach; attend LSC and other key meetings that involve parent and community members in school policy and operations.
4. Take seriously the development of leadership dispositions and mature forms of self-regulation that strengthen relationships and build high levels of trust at all times (at residency site, in class, at meetings, etc.).
5. Comport yourself as an expert-like learner who is committed to pushing the outer boundaries of professional and interpersonal competence in an ongoing way (at residency site, in class, at meetings, etc.).
6. Honor confidences and confidential information, within the limits of the law, and take responsibility for the level of personal discretion and confidentiality that is required of organizational leaders who represent whole organizations as well as themselves.

#### Responsibilities of the Mentor Principal/Supervisor:

##### *A. To the Resident Principal prior to the beginning of the school year*

1. Be willing to engage as a learning partner with the Resident Principal and provide support with training, development and UIC Ed. Leadership Program requirements and activities.
2. Meet regularly with the resident principal to orient the resident to the strengths, challenges, operating systems and school improvement priorities of the school.
3. Introduce the resident principal to the teachers and staff as a full-fledged member of the school's senior leadership team.
4. Introduce resident principal to students and community prior to the start of school through websites, newsletters, etc. Personally introduce resident to students, community leaders and parents as a co-leader at back-to-school events.
5. Communicate support for the important leadership work that the resident will be doing to support the school and build personal leadership expertise.
6. Include the name of the resident principal to school documents as appropriate.
7. Include the resident principal in all regularly scheduled leadership meetings so that s/he experiences how these meetings are leveraged to build a culture of high expectations, advance the goals of the school, and develop the leadership capacity of leadership team members.
8. Make achievement, budget and other forms of school data readily accessible to the resident principal. Access to these data is an essential part of the resident principal's entry inquiry and goal setting process.

##### *B. To the Resident Principal throughout the residency year*

1. Build a trusting, mentoring relationship with the resident principal.
2. Help the resident principal develop his/her school improvement goals and work plans for the residency year in ways that are based on data, will benefit the school, and align to the eligibility process and leadership development.
3. Establish and maintain a system of communication with the resident that gives him/her a clear sense of the daily rhythm of the instructional leader and that ensures that s/he is meeting the expectations of the mentor principal.
4. Hold reflective meetings with the resident principal minimally once a week to offer feedback to the resident principal on their day-to-day performance, discuss progress toward residency goals, and review how that work is advancing the school's vision, mission and priorities.
5. Conduct formal, formative, performance reviews with the resident principal at the end of each quarter with the resident's coach in attendance. (Leadership Development Plan Conferences)
6. Facilitate access to classrooms, unit and lesson plans and grading information from the beginning of school to the end of the residency to support data collection, pattern finding, and formal/informal observations of various lengths.
7. Provide opportunities for the Resident Principal to observe the hiring, supervision and evaluation of teachers, other certified and non-certified staff, and build a professional development plan for teachers.
8. Facilitate deep understanding of CPS operating systems by pairing resident principals with key school personnel who are responsible for those systems.
9. Expect and support active contributions from the resident principal at LSC and LSC committee meetings, as well as PTO, PAC, BAC and other parent/community advisory group meetings.
10. Include the resident principal in all appropriate district, network and performance management meetings; create opportunities for the resident to present at network and district meetings.
11. Delegate significant responsibility to the resident principal for monitoring progress of the Continuous

Improvement Work Plan (CIWP) and in engaging the faculty and leadership team in annual CIWP update processes.

12. Create the opportunity for the resident principal to expand his/her relationships with principals and other school leaders in the mentor principal's network, and support the resident principal's job search efforts toward the end of the residency.

*C. To the Principal Preparation Program during the residency*

1. Build a trusting, partnering relationship with the UIC Leadership Coach.
2. Meet with the UIC Leadership Coach on a regular basis to discuss the performance of the resident principal and to give UIC early warnings about any significant developmental issues.
3. Establish a consistent meeting schedule, including one-to-one meetings with the UIC Leadership Coach, and Leadership Development Plan (LDP) meetings involving the mentor principal, resident principal and coach.
4. Work in tandem with the UIC Leadership Coach to advance the resident principal's proficiency with all CPS Competencies and UIC Ed.D. Program Leadership Domains.
5. Attend coordination meetings and training sessions required by the CLC, UIC and CPS.
6. Accommodate the resident principal's obligation to be away from the school for Preparation Program meetings and classes.

Responsibilities of the UIC Leadership Coach

1. Guide the resident principal's development of the cognitive, interpersonal and intrapersonal leadership skills required for their ongoing development as transformational leaders *of urban schools*.
2. Guide the resident principal's analysis of school context; help the resident principal negotiate a job description and challenging residency goals that integrate the resident's growth priorities with the school improvement priorities of the residency site.
3. Support the development of residency goals and monitoring plans that accelerate growth in leadership capacity
4. Provide frequent, growth-oriented feedback to the resident principal about his/her relational dispositions, formal knowledge, procedural skills, reflective dispositions and personal organizational skills as they relate to the CPS Principal Competencies
5. Help the resident principal leverage the UIC program's academic and professional supports to become proficient with all aspects of CPS's Principal Competencies and the UIC Ed.D. Program Leadership Domains.
6. Build a trusting, collaborative relationship with the mentor principal.
7. Communicate support to the mentor principal for the leadership work that the resident principal is doing at the residency site.
8. Facilitate productive working relationships among the resident principal, mentor principal, Network and CLC system leadership.
9. Establish formal/informal schedules and expectations for LDP meetings involving the mentor principal, UIC leadership coach, and resident principal.
10. Work with the mentor principal to make sure that the resident principal can visit all classrooms from the beginning of the school year, for non-evaluative purposes, in order to build relationships and familiarize with the organization
11. Meet with the resident principal weekly at the residency site to observe the resident and provide feedback to accelerate development of the leadership skills, knowledge and dispositions that have been defined by the UIC program and the CLC; the UIC leadership coach and the resident principal will determine the frequency, duration and focus of visits.
12. Guide the resident on all of the requirements for CPS principal eligibility with the goal of reaching eligibility by the end of the residency year.
13. Communicate with Network leaders periodically; with the understanding that the Network Chief's perception will be critical during the hiring process at the end of the residency.
14. Arrange for developmental experiences outside of the residency site in coordination with the mentor principal and the UIC program.
15. Coach the resident principal on all job interviews and placement related activities near the end of the 2<sup>nd</sup> semester.

## Data Systems and Operational Leadership

**Goal 5: OPERATIONAL LEADERSHIP**

**Preliminary diagnosis of systems, procedural efficiencies, budget priorities, appearance of physical plant and surroundings and day-to-day practices to ensure a successful opening day and first quarter**

**Tasks and Artifacts for Operational Leadership at Entry**

Working closely with your coach, create a 6-week calendar of diagnostic activities during your first two weeks on the job that will help you:

- deepen your understanding of operational assets and problems
- identify and implement operational quick-wins with high visibility for faculty, staff, students and parents

<b>Policy and Procedures</b>		
<b>Operational Domain</b>	<b>Action(s) for accomplishing objectives</b>	<b>Timeline</b>
<b>Staff Handbook</b> (listing school-specific procedures not otherwise mentioned in contractual agreement)	Staffing Handbook might include: <ul style="list-style-type: none"> <li><input type="checkbox"/> *Lesson plan expectations &amp; procedures</li> <li><input type="checkbox"/> Emergency Lesson Plan requirements (including location and school policy)</li> <li><input type="checkbox"/> Grading Policy (if school-specific), expectations, and procedures</li> <li><input type="checkbox"/> School-Wide Homework Policy</li> <li><input type="checkbox"/> *School-specific Uniform Policy and/or Dress code</li> <li><input type="checkbox"/> *Employee Discipline</li> <li><input type="checkbox"/> *Health Examinations/Fit for Duty Examinations</li> <li><input type="checkbox"/> *Employee Smoking Policy</li> <li><input type="checkbox"/> School-specific Cell Phone Policy Statement</li> <li><input type="checkbox"/> Hallway and other common areas bulletin board expectations and schedule.</li> <li><input type="checkbox"/> Email Usage</li> <li><input type="checkbox"/> Cell Phone Telephone Usage during the instructional day</li> <li><input type="checkbox"/> Fax Requests</li> <li><input type="checkbox"/> Copy Requests</li> <li><input type="checkbox"/> Access to Scanner/Laminator/Color Printing</li> <li><input type="checkbox"/> Staff communication procedures for P.A. announcements and/or daily updates.</li> <li><input type="checkbox"/> *Procedures for reporting teacher and ESP absences (Note: It is highly recommended to be very specific in your language and expectations. i.e. admin requires call and/or email 24 hours in advance)</li> <li><input type="checkbox"/> Office Referral procedures and forms for behavior referrals</li> <li><input type="checkbox"/> Instructional Leadership Team (ILT) Information               <ul style="list-style-type: none"> <li>○ ILT Members</li> <li>○ ILT Vision and/or Theory of Action</li> <li>○ ILT meeting dates and times</li> </ul> </li> <li><input type="checkbox"/> Grade Level Teams (GLTs) or Common Planning Time expectations and information               <ul style="list-style-type: none"> <li>○ Grade Level Team Leads</li> <li>○ GLT agenda recommendations and/or requirements</li> <li>○ Admin GLT schedule</li> </ul> </li> <li><input type="checkbox"/> “Look and Feel” Classroom expectations               <ul style="list-style-type: none"> <li>○ Posting student work requirements</li> <li>○ Bulletin Board expectations</li> <li>○ Anchor charts</li> <li>○ Student Learning Objectives</li> <li>○ Agenda</li> <li>○ Student Rules of Behavior (CHAMPS, PBIS)</li> </ul> </li> </ul> (*Please make sure to refer to the contractual agreement before determining school specific policies.)	
<b>Parent/Student</b>	Parent/Student Handbook might include:	

<b>Handbook</b> (This should include any and all school-wide policies for students and parents)	<input type="checkbox"/> Principal's welcome message <input type="checkbox"/> Attendance Procedures (i.e. Phone number to call when absent, school-specific absentee form, ) <input type="checkbox"/> School-specific behavioral policy and procedures <input type="checkbox"/> Arrival & Dismissal Times and Pick-up Policy <input type="checkbox"/> Cafeteria <input type="checkbox"/> Breakfast hours and school-specific policy <input type="checkbox"/> Halls/stairwells procedures <input type="checkbox"/> Restroom School-specific policy <input type="checkbox"/> Recess/Playground (include inclement weather school-specific policy) <input type="checkbox"/> Indoor/outdoor lineup <input type="checkbox"/> Fieldtrip Policy and Expectations <input type="checkbox"/> School-specific teacher and/or admin meeting/conference request <input type="checkbox"/> Volunteers policy and procedure	
<b>Contractual Agreement Review</b>	<p>The contractual agreement can be found online at <a href="https://www.ctunet.com/formembers/text/CTU_Contract_2015-2019_FINAL.pdf">https://www.ctunet.com/formembers/text/CTU_Contract_2015-2019_FINAL.pdf</a></p> <p>Key sections and page numbers:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Grievance and Arbitration Procedure ..... 21</li> <li><input type="checkbox"/> Elementary School.....31</li> <li><input type="checkbox"/> Middle School..... 35</li> <li><input type="checkbox"/> High School..... 38</li> <li><input type="checkbox"/> Texts and Supplies..... 42</li> <li><input type="checkbox"/> Professional Development Teachers and Teacher Leaders..... 45</li> <li><input type="checkbox"/> Paraprofessional and School-Related Personnel (PSRPs)..... 47</li> <li><input type="checkbox"/> Extracurricular Personnel ..... 58</li> <li><input type="checkbox"/> Safe and Healthy Work Environment..... 60</li> <li><input type="checkbox"/> Librarians: Elementary and High School..... 62</li> <li><input type="checkbox"/> Physical Education Teachers ..... 65</li> <li><input type="checkbox"/> Playground Teachers ..... 67</li> <li><input type="checkbox"/> Career and Technical Education Teachers ..... 67</li> <li><input type="checkbox"/> Academic Calendar..... 74</li> <li><input type="checkbox"/> Clinicians ..... 76</li> <li><input type="checkbox"/> Special Education Teachers ..... 88</li> <li><input type="checkbox"/> Itinerant Teachers ..... 93</li> <li><input type="checkbox"/> Classifications of Teachers..... 93</li> <li><input type="checkbox"/> Summer School.....100</li> <li><input type="checkbox"/> Holidays.....102</li> <li><input type="checkbox"/> Personal Days.....103</li> <li><input type="checkbox"/> Class Coverage.....104</li> <li><input type="checkbox"/> Class Size.....109</li> </ul>	
<b>Human Resources/Staffing</b>		
<b>Ensure access to programs</b>	<p>Make sure to have access to the following programs linked to your school:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Taleo (formerly DS2)</li> <li><input type="checkbox"/> Oracle</li> <li><input type="checkbox"/> ODA (including giving rights &amp; lunch form)</li> <li><input type="checkbox"/> Aspen</li> <li><input type="checkbox"/> Aspen SSM</li> <li><input type="checkbox"/> Aspen CIM</li> <li><input type="checkbox"/> Aspen Dashboard</li> <li><input type="checkbox"/> Aspen Focus (formerly Verify)</li> <li><input type="checkbox"/> Timekeeper</li> <li><input type="checkbox"/> HR4U</li> </ul>	
<b>Organization Chart</b>	<p>Create and/or review organizational chart.</p> <p>You might include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher/Admin/Staff name</li> <li><input type="checkbox"/> Classroom/Office Location</li> <li><input type="checkbox"/> Position Funding Source</li> <li><input type="checkbox"/> Position (i.e. DL teacher, PE teacher, PARA)</li> <li><input type="checkbox"/> Phone number</li> <li><input type="checkbox"/> Tenure status (for teachers only. i.e. PAT, TAT,) and hired date</li> </ul> <p>(Note: It is highly recommended, because of the sensitivity of the content, that</p>	

	you do not share your org chart with anyone outside your organization.)	
<b>Interview Protocol/Process</b>	Develop interview process and protocol. Consider the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Resume review team/committee</li> <li><input type="checkbox"/> Three-tiered interview process</li> <li><input type="checkbox"/> Interview team</li> <li><input type="checkbox"/> Example Lesson-Plan submission</li> <li><input type="checkbox"/> Video of candidate teaching lesson</li> <li><input type="checkbox"/> Reference submission and review</li> </ul>	
<b>New Staff Induction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan and Develop a new teacher induction process</li> <li><input type="checkbox"/> Peer-to-Peer coach</li> <li><input type="checkbox"/> ICI goal development</li> </ul>	
<b>Environment and Building Operations</b>		
<b>Engineer</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Meet with Engineer supervisor</li> <li><input type="checkbox"/> Ask for maintenance request protocols</li> <li><input type="checkbox"/> Review Non-negotiables and expectations</li> <li><input type="checkbox"/> Ask for a list of existing contracts with vendors</li> <li><input type="checkbox"/> Schedule a building walk with Engineer and Supervisor</li> <li><input type="checkbox"/> Ask for Health Inspection report</li> <li><input type="checkbox"/> Review all Exceptions on report</li> <li><input type="checkbox"/> Review safety and evacuation protocols</li> </ul>	
<b>Lunchroom Manager and Staff</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet one-on-one with lunchroom manager</li> <li><input type="checkbox"/> Meet lunchroom staff</li> <li><input type="checkbox"/> Review Roles and Responsibilities with Lunchroom Manager and Lunchroom staff</li> <li><input type="checkbox"/> Walk through kitchen and review last Health Inspection               <ul style="list-style-type: none"> <li>o Check for all service areas for cleanliness</li> <li>o Check under appliances and throughout lunchroom floor areas for rodent or insect droppings</li> <li>o Check all neighboring classrooms, restrooms or storage closets for rodent or insect droppings as well</li> <li>o Check for proper sink drainage</li> <li>o Make sure every sink in and around the lunchroom area has hot water (greater than 135°)</li> </ul> </li> <li><input type="checkbox"/> Go over lunch/recess schedules and student lunchroom entry for breakfast and lunch</li> </ul>	
<b>Building and Grounds Walk</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Look at every classroom</li> <li><input type="checkbox"/> Create to-do list for engineering staff</li> <li><input type="checkbox"/> Ensure there are evacuation plans posted in every classroom</li> <li><input type="checkbox"/> Meet all custodians</li> <li><input type="checkbox"/> Review grounds expectations</li> <li><input type="checkbox"/> Make sure there is no visible sunlight underneath all outside doors (ensures no rodent entry)</li> </ul>	
<b>Other Operational Programs</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> MESA (Used to enter jobs for engineers)</li> <li><input type="checkbox"/> FIMS Emergency Management Plan and Fire Drills</li> <li><input type="checkbox"/> ISBE IWAS website – Apply for Recognition of School</li> </ul>	
<b>School Communications</b>		
<b>School Communications</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Blackboard Connect               <ul style="list-style-type: none"> <li>o Set up Robo-call access</li> <li>o Create back-to-school message</li> <li>o If training is needed, contact the Communications Department</li> </ul> </li> <li><input type="checkbox"/> Distribute teacher and staff PD week schedule and agenda (Please make sure to reference the contractual agreement to schedule self-directed time for teachers)</li> <li><input type="checkbox"/> Prepare for mandatory Principal-directed Evaluation Meeting (The Law Department usually gives principals a script to follow. Make sure that all teachers present sign in for this meeting)</li> <li><input type="checkbox"/> School Website               <ul style="list-style-type: none"> <li>o Get access to school website passwords</li> <li>o Check School Website for Information errors</li> <li>o Change/Create Principal's Message on website</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Add parent/student hyperlink</li> <li>○ Hyperlink any instructional tools – i.e. Khan Academy, Achieve 3000, ST Math, Reading Plus and RazKids</li> <li><input type="checkbox"/> New Students <ul style="list-style-type: none"> <li>○ Create and distribute flyers to explain student enrollment or matriculation dates, procedures, and protocols</li> <li>○ Set up testing areas for any ELL students entering school system for the first time (out of district, kindergarteners, and/or Pre-K) who have answered yes to any of the two questions on the home language survey</li> </ul> </li> <li><input type="checkbox"/> Prepare BOY parent/student packets for distribution on students' first day of class</li> <li><input type="checkbox"/> Prepare for Principal's State of the School Address</li> </ul> <p>(This meeting should be scheduled between the 20<sup>th</sup> and 40<sup>th</sup> day of school.)</p>	
<b>Other Best-Practices Communications</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal LSC/ALSC one-on-one meeting</li> <li><input type="checkbox"/> Principal Meet and Greet Meeting</li> <li><input type="checkbox"/> Schedule individual one-on-one Teacher Meetings</li> <li><input type="checkbox"/> Teacher/Parent Meet and Greet (can be held during one of the PD days during the teachers' and staffs' first week)</li> </ul>	
<b>Technology</b>		
<b>Technology Usage/Procedures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a Technology School Vision to share with all Stakeholders (i.e. One-on-One school, technology used to create not just word processing, etc.)</li> <li><input type="checkbox"/> Meet one-on-one with technology coordinator</li> <li><input type="checkbox"/> Assign and give Oracle access to technology coordinator or staff member for active inventory for all classroom equipment and furniture over \$250.</li> <li><input type="checkbox"/> Check MSD room for Internet connectivity, temperature (between 55° and 68°)</li> <li><input type="checkbox"/> A/V Equipment functionality</li> <li><input type="checkbox"/> Create list of admin and techco passwords for all computers and instructional programs in</li> </ul>	
<b>Student Rosters and Schedules</b>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Confirm all classes are assigned a teacher in Aspen SIM</li> <li><input type="checkbox"/> Review and Confirm all students are properly scheduled in Aspen SIM</li> <li><input type="checkbox"/> Consult with your school scheduler and monitor CPS Dashboard DQI to determine status of scheduling in Aspen SIM</li> <li><input type="checkbox"/> Confirm promotion &amp; retention of students</li> <li><input type="checkbox"/> Review and update all school schedules: <ul style="list-style-type: none"> <li>○ Common planning time is formally included in schedules, including special education teachers with their grade-level general education colleagues</li> <li>○ Review schedules for teachers and ESP personnel assigned under special education funding to ensure all mandated services are delivered, including bilingual special education.</li> <li>○ Ensure the early childhood classroom assistant is NOT scheduled for duties outside the early childhood classroom</li> </ul> </li> <li><input type="checkbox"/> Review class rosters:</li> <li><input type="checkbox"/> Ensure no general education class has &gt; 30% students with disabilities</li> <li><input type="checkbox"/> Review EL rosters and ACCESS preliminary report to guarantee ELs are placed in the correct program and receive appropriate instruction according to their language and academic needs.</li> </ul> <p>(Please note: If you are unsure of any of the abovementioned procedures make sure to contact 3-EXCL for assistance with IMPACT SIM.)</p>	



## Protocol: Pre-Conference Expectations

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The purpose of the pre-conference is to orient everyone to the purposes of the residency and the role of LDP Conferences in meeting these purposes. Particular focus will be on program expectations and clarifying Residency Goals with the mentor principal that ensure deep leadership learning in areas that support school improvement. Because this initial meeting is intended to help build relationships, there is no formal agenda, but the following should occur during the conversation:

- Discussion of the roles of coach, mentor principal, and resident.
- Resident and mentor principal briefly summarize early residency entry challenges and progress.
- Coach shares and reviews “Overview of Residency” and highlights mentor principal’s role in first semester work on Grading and Assessment Inventory.
- Resident presents current drafts of Resident Job Description and LDP Residency Goals.
- Resident, mentor principal and coach discuss current drafts of Resident Job Description and Preliminary LDP Residency Goals.
- Coach notes the importance beginning to develop a workable calendar for the resident to become familiar with all major CPS information systems during the residency year (see CPS Data Systems Competency Plan).

## Tool: Sample Resident Job Description

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### Job Description

#### Resident Principal

*Brief overview description of resident's role during residency year*

#### Leadership Initiatives

*Resident Principal will lead the following initiatives:*

- Reinvigorate Access database as a tool to facilitate data driven intervention and decision-making.
- Create structures for teacher collaboration centered around literacy instruction in order to gain greater school-wide cohesion in instructional strategies used.

*Resident Principal will work with the following teams and/or individuals to advance the leadership initiatives:*

- ILT
- 11<sup>th</sup> Grade Science Team

#### Ongoing Responsibilities

*Resident Principal will participate in the following school leader responsibilities:*

- Complete teacher observations using the REACH Model.
- Revision and monitoring of the CIWP.
- Etc.

*Resident Principal will share in the following operational responsibilities:*

- Attendance monitoring and intervention.
- Entering misconducts and suspensions in Verify.
- Procurement management through Oracle.
- Etc.

#### Potential Leadership Initiatives

*Resident Principal will explore the following initiatives:*

- Parent/Community Engagement
  - Email newsletter with families
  - Parent walk-throughs
  - Etc.

Development with staff of a common grading policy.

## DEVELOPING SMARTe GOALS

### What is SMARTe goal setting?

SMARTe goal setting brings structure and trackability into your goals and objectives. Instead of vague resolutions, SMARTe goal setting creates verifiable trajectories towards a certain objective, with clear milestones and an estimation of the goal's attainability, and assurance that all students' needs are being addressed. Every goal or objective, from intermediary step to overarching objective, can be made SMARTe and as such, brought closer to reality. SMARTe goal setting is one of the most effective and yet least used tools for achieving goals.

<b>Specific</b>	Is the desired outcome clear? What specifics will help you know you've reached your goal?
<b>Measurable</b>	Is the outcome objectively measurable or observable? What <b>data</b> will you use to measure progress?
<b>Attainable</b>	Is this objective challenging, yet realistic for you and others? With the information, resources and time that you have, can you obtain the goal of your action plan as you desire?
<b>Realistic</b>	Is the objective possible, given your surrounding circumstances and abilities? How is this goal <b>relevant</b> to you and your students?
<b>Time Bound</b>	Is there a completion date or timeline? When will you collect data? <b>By when will you complete this goal?</b>
<b>Equity Focused</b>	Does this goal support access and achievement for <b>ALL</b> students?

### *Specific*

What exactly do you want to achieve? The more specific your description, the greater the chance you'll accomplish something specific. Questions you may ask yourself when setting your goals and objectives are:

- What exactly do I want to achieve?
- Where?
- How?
- When?
- With whom?
- What are the conditions and limitations?
- Why exactly do I want to reach this goal? What are the possible alternative ways of achieving the same?

### ***Measurable***

Measurable goals means that you identify exactly what it is you will see, hear and feel when you reach your goal. It means breaking your goal down into measurable elements. You'll need concrete evidence. Being happier is not evidence; not smoking anymore because you adhere to a healthy lifestyle where you eat vegetables twice a day and fat only once a week, is.

Measurable goals can go a long way in refining what exactly it is that you want, too. Defining the physical manifestations of your goal or objective makes it clearer, and easier to reach. Consider the following types of measures:

Time— when you expect to achieve the goal—e.g. Within 3 months, second quarter, end of school year

Quantity— units involved or impacted, e.g. #s of students, % of staff, # of tardies, # of suspensions

Conformance — how much you expect to increase/decrease from baseline or norm – e.g. “raise ISAT science scores by 10%”, increase attendance to 94% from 91%.

Subjective measures — typically observation data/surveys/focus group data, e.g. climate survey data. Use this when hard data cannot be measured.

Resources/Cost— type and number of resources, hours, dollars, e.g. #/% teachers, materials, “within budget,” etc.

### ***Attainable***

Is your goal attainable? That means investigating whether the goal really is acceptable to you. You weigh the effort, time and other costs your goal will take against other obligations and priorities.

Without the time, money or talent to reach a certain goal you'll certainly fail. That doesn't mean that you can't take something that seems impossible and make it happen by planning smartly and going for it!

### ***Relevant***

Is reaching your goal relevant to you? The main questions, why do you want to reach this goal? What is the objective behind the goal, and will this goal really achieve that?

### ***Timely***

Time is valuable! Make a tentative plan of everything you do. Everybody knows that deadlines are what makes most people switch to action. So install deadlines, for yourself and your team, and go after them. Keep the timeline realistic and flexible, that way you can keep morale high. Being too stringent on the timely aspect of your goal setting can have the perverse effect of

making the learning path of achieving your goals and objectives hellish– which is most likely not how you want to achieve anything.

### ***Equity-Focused***

The terms “Extend” and “Elevate” have also been used for the “e” in SMARTe goals. Goals need to extend, elevate each person to their highest capacity. Select a goal that is achievable and requires effort.

*Adapted from YourCoach - Smart Goals.* <http://www.yourcoach.be/en/coaching-tools/smart-goal-setting.php>, *SMARTeGoalGuidance*, <https://www.ousd.org/cms/lib/CA01001176/.../SMARTe%20Goal%20Guidance.doc>, and *SMARTe Goal Setting: a Framework for Realising What You Value* by Paul Englert.

## RESIDENT REFLECTION TOOL

**Please use the questions below to reflect on your development as an instructional leader and your conference with your coach and mentor principal. Reflection to occur during and/or after the conference:**

Based on what you heard today, what will you do differently in relation to your goals: more of, less of...
What connections have you made today that will help make your leadership work more effective, authentic and coherent?
What questions do you have and /or what do you want to know more about?
What did you hear today that might conflict with what you know and/or previous feedback?
What would you like to share about your own experience that connects to today's conference?

## What, Why, and How of the LDP I-C-I Learning Plan<sup>1</sup>

### Overview

The LDP Learning Plan follows the I-C-I model of leadership development. It asks you to frame your learning around your specific I-C-I needs and to set goals and identify learning steps to improve performance. The planning sequence is summarized in the following five steps:

1. What is the major challenge *for me* as I move into this leadership activity? (What are my action goals and what's getting in the way?)
2. What aspects of this challenge involve my cognitive knowledge? My interpersonal knowledge? My intrapersonal knowledge? (Diagnose current knowledge, skills, dispositions.)
3. What learning goals in these domains will allow me to address my learning needs? (Goal setting.)
4. Through what learning steps can I enhance my performance in these goal areas? (An agenda for learning.)
5. Try out new knowledge, skills, and dispositions and evaluate their effectiveness. (In-action learning and reflection.)

LDP learning plans are written out and serve as guides (and goads) to keep residents centered in their learning work. The work of educators is filled with “people needs,” is immediate, and is demanding. Daily life is full of diverse assignments and can be so nonstop that one’s own learning fades by comparison. Having a written plan—and coaches and colleagues who know what it is—protects the learning agenda and bolsters the will to pursue it.

LDP learning plans are, however, not written in stone. Residents should use their LDP learning plans as benchmarks for reflection and assessment along their journeys. Without a system for reflection and thought, the plan for learning is extraordinarily difficult to follow. Without the disposition to go where the learning takes you, plans become too rigid and can obscure rich lessons. It takes support, safety, adaptability, and most of all persistence to identify a promising pebble,<sup>2</sup> then to work it into a pearl to guide performance.

### Completing the LDP I-C-I Learning Plan

#### Identify the Challenge

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<sup>1</sup> The ideas and writing throughout this document are drawn with only minor modifications to make the ideas more accessible for use by UIC residents and coaches from Donaldson, Gordon A. (2008). *How leaders learn: cultivating capacities for school improvement*. Teachers College Press, New York, NY.

<sup>2</sup> “Two qualities seem to make a pebble particularly conducive to learning: 1) It is sufficiently irritating. That is, it’s important to success and won’t go away; and 2) It sufficiently promises significant growth.” (P. 44, Donaldson). See more on pebbles in Chapter 4, A Pebble in Your Shoe: Where Learning Starts.

1. What is the major challenge *for me* as I move into this leadership activity? (What are my action goals and what's getting in the way?)

See pages 45-48 in Donaldson for more discussion of leadership challenges.

**Identify strengths; Identify my needs, questions, or uncertainties**

2. What aspects of this challenge involve my cognitive knowledge? My interpersonal knowledge? My intrapersonal knowledge? (Diagnose current knowledge, skills, dispositions.)

See below for a discussion/reminder of the cognitive, interpersonal, and intrapersonal knowledge domains. Make use of the Dispositions Self-Assessment. Ask yourself:

- What are my strengths in these knowledge areas?
- What are my needs, questions, uncertainties in these knowledge areas?

**Identify my learning goal(s)**

3. What learning goals in these domains will allow me to address my learning needs? (Goal setting.)

**Identify my learning strategy**

4. Through what learning steps can I enhance my performance in these goal areas? (An agenda for learning.)

**Identify how I'll know if I'm making progress**

5. Try out new knowledge, skills, and dispositions and evaluate their effectiveness. (In-action learning and on-action reflection.)

**I-C-I DOMAINS**

**Cognitive Domain** (pp. 128-130, Donaldson)

- Instructional Literacy
- Organizational Literacy

The cognitive domain is the reserve for those facts, ideas, and systems of ideas that leaders can bring to decision making and planning to make schools high performing. Two core knowledge areas lie within the cognitive domain: instructional literacy or knowledge about effective learning and teaching, and organizational literacy or knowledge about how schools as organizations function and improve.

**Instructional Literacy:** The heart of leadership work is about children and learning. It's about teaching and adults' capacity to provide what students need. Leaders need to have a strong



working understanding of how children learn and how adults best teach so that their own performance can center on the school's core work. Since leadership is about mobilizing other adults to be as effective as they can be with children, leaders need to know enough about learning and teaching to ensure wise choices about classroom practices, curriculum planning, and professional conduct.

Instructional literacy permits leaders to link instructional issues in their schools to relevant research and theory and to develop with their colleagues strategies that can be supported by this knowledge base. Four major topics constitute the cognitive foundation of instructional literacy:

1. Intellectual, social, psychological, and moral development of children, particularly focusing on the age range that the leader's school serves;
2. Strategies and technique teachers and other staff use to enhance student learning and development;
3. Strategies for planning and evaluating programs of instruction and development to support adults and children;
4. The nature of staff competencies in this work and how these can be assessed and cultivated.

Given the wide range of instructional issues leaders face—from the behavioral challenges faced by a single students, to aligning curriculum, to altering assessment and reporting systems, to ratcheting up teacher evaluation standards, to refocusing the purposes of co-curricular athletics programs—the leader's cognitive foundation for instructional literacy is an essential “entry key” to successful leadership.

**Organizational literacy:** The second core cognitive knowledge area is organizational literacy. Formally, we often refer to this as organizational literacy, change theory, management systems, and the like. Practically, it's the foundation of knowledge that gives leaders a way to analyze how the school as a whole is working or not and to invent strategies for reshaping it into a more highly functioning organization. We identify four foundational topics within organizational literacy:

1. Understanding social, cultural, and political forces beyond the school and how they shape the constituencies and purposes of schools;
2. Diagnosing the school's structures and systems and their impact on children and adults;
3. Designing strategies to make the culture, structures, and systems of the school support more effective performance by adults and children;

4. Understanding relevant models that explain the role and function of leaders in schools.

Organizational literacy helps leaders and school adapt to changing demands from outside and changing conditions inside the school. A strong knowledge base helps leaders to inform and facilitate wise choices about management, structure, and change processes.

**Interpersonal Domain (pp. 66-67, 132-133)**

- Relationship-Building
- Mobilizing Others

Productive interpersonal learning focuses on five layered skills sets that you can organize as follows:

1. Deepening my comfort and skill at forming solid working relationships with a variety of people—an endeavor that leads to....
2. Monitoring others and situational cues: listening; diagnosing needs; using organizational, group, and interpersonal frameworks and social and emotional awareness to discern what people and the school need from me—an endeavor that leads to....
3. Intervening with others to mobilize: facilitating coming together; problem-solving; delegating; spearheading action; negotiating between authority/power and consensus; drawing in cognitive frameworks about teaching, learning, and school improvement—and....
4. Monitoring the health and sustainability of individual and group relationships in action; *and throughout...*
5. Monitoring myself and how I'm doing.

These are truly performance competencies: These skills show up in performance situations; outside those situations, they're latent. Because they have this in-performance nature, these skills can best be learned in and from performance.

Interpersonal learning requires heavy doses of social and emotional awareness, reflection, and feedback from colleagues. Of the three dimensions, interpersonal learning most needs to take place in real time and with real people.

Organizing journal entries, critical event analyses, feedback and reflective narratives can help bring structure to the process of interpersonal experience. Documenting what worked and why and making plans to repeat what worked can help the lessons become part of your repertoire.

The interpersonal learning process should engage you in three stages: becoming aware of how you currently function, understanding what a better way to function might be, and developing through practice new skills and patterns of behavior that more closely match this better way.

### **Intrapersonal Domain (Chapter 6, pp. 136-137)**

- Philosophical platform
- Self-awareness and self-management
- Self-assessment and career choice

The first element of the intrapersonal quest is about your choice to lead. It engages you in exploring what the real work of leading is about and assaying whether that work is rewarding and sustaining for you. The second is about your ability to “walk the talk” – to be the kind of person who spawn in others the spirit of leadership that mobilizes them to do better things for students and the school.

Matching the will to lead with a way to lead: This is the essence of the intrapersonal journey. The intrapersonal learning journey for many leaders is finding a sustainable fit between the leadership role they aspire to or currently occupy and their own values and beliefs as educators and as people. That is, finding a way to lead where they can authentically “walk their talk.”

This intrapersonal learning process requires developing the abilities to self-monitor and self-manage. These, in turn, require a degree of self-awareness: to see yourself as others see you (your interpersonal self) and to be honest with yourself about your own feelings, thoughts, and qualities (your intrapersonal self).

**Career choice and self-assessment:** The intrapersonal domain is where we weigh the choice to be a leader (Buchanan, 1996). Seeking greater understanding of our own skills, temperament, and interpersonal style, we hope to feel steadily more self-confident in a leadership niche and to know what that niche is.

Immersion in leadership work provokes the question: Am I capable of doing this work? The essence of intrapersonal learning in this respect engages the leader in assessing her or his temperament, skills, and knowledge and asking, “Do I have the right stuff for the leadership role I’m in or aspire to?”

**Philosophical Platform:** Individuals’ will to lead is rooted in their motives as educators and as people. Their belief systems about what schools are for, how children learn, and how adults should behave and think in order to support learning shape how leaders frame their own behaviors and strategies as school leaders. As leaders open themselves to learning and look more closely at their own performance, their motives—their will to lead—are inevitably test

**Self-awareness and self-management:** The exploration of “fit” always involves “me” and “the job.” Intrapersonally, this means learning about “who I am” and learning what personal qualities and capabilities leadership demands of me. They are lessons born of growing self-awareness and growing understanding of the process of mobilization.

In part, leaders’ maturation involves coming to terms with their limitations. Confirmation, however, comes when the cues from their colleagues and surroundings begin to show them their own fit with a role that is productive for them and for those around them. Self-awareness and self-management, the two great outcomes of intrapersonal learning, often generate a deeper sense of self-efficacy for leaders.

It is largely through feedback and reflection that you will gain an understanding of who you are as a leader. Essential to this learning is your ability to accurately assess your own assets and liabilities and to see how these are a fit for the leadership roles you choose to take on.

As you identify some leadership behaviors and qualities that you aspire to add to your own repertoires, you compare these with what you know of yourself. As you work to bring your own performance closer to the ideal, your skills of self-monitoring help you know how it’s going. Your skills of self-management help you redirect your behaviors so that your performance moves closer to that ideal.

***Intrapersonal development serves to integrate interpersonal development and cognitive development into an authentic leader identity.***

This is the heart of leadership learning. It is where the lessons from the cognitive and interpersonal domains integrate into a whole with the leader’s self-understanding, morphing into new ways of performing that, presumably, result in mobilizing others. This integration draws on learning as follows:

1. Clarified statements of my ideas: What I believe about leadership for schools where all children learn (philosophical platforms);
2. Accurate understanding of my feelings, thoughts, and behaviors while in the action of leading (self-awareness/self-monitoring);
3. The capacity to alter performance so that “my walk more closely matches my talk” (self- management);
4. Accurate holistic assessment of leadership assets and liabilities and negotiating leadership roles that are productive and sustainable for both me and the school or group I serve (self- assessment and career choices).

## UIC EdD Program Leadership Domains: Short Version<sup>1</sup>

### Disposition Domains

#### *Strengths as a learner in the context of urban schools and diverse populations*

Strong candidates in this domain demonstrate a commitment to and proficiency at learning about themselves, other people, and the work of school improvement within the context of urban schools and diverse populations. We at UIC believe a strong capacity to learn, both in the preparation program and continuing in a leader role, will drive development of leadership capacity overall. As indicated by the domain title, this domain is not primarily about academic learning or book smarts. It is about being self-reflective, open to learning about and from others, seeking out and rising to challenges, and being committed to one's own development. It is about having an open and questioning mindset toward the work and people who do the work. It is about demonstrating these qualities when building relationships in a context where cultural differences are the norm as is the case in urban environments. In terms of Donaldson's I-C-I framework, this domain primarily captures *intrapersonal* skills of *self-awareness* and *self-assessment*, but it also is related to the *interpersonal* skills of *forming relationships*. Coachability falls within this domain.

#### *Personal commitment to equity and educational excellence*

Strong candidates in this domain demonstrate a deep commitment to equity and educational excellence for urban students. This is the domain of values and beliefs regarding educational opportunities for urban students, existing constraints on those opportunities, and one's responsibility for ensuring educational excellence for all students. It is the domain of social justice. This domain is not about school improvement per se (or raising test scores), but about the ends of school improvement, that is, better life chances for urban students through education. The theme of diversity runs through this domain. It is about providing excellent educational services that respond to children's differences and treating others with respect and dignity. A deficit perspective on students and/or families can compromise commitment in this area. An assets perspective can open up possibilities for commitment from others. This domain is also about acting on one's values and beliefs through one's instruction, influence on colleagues, and advocacy in school settings. In terms of Donaldson's I-C-I framework, this domain taps *intrapersonal* characteristics that drive *career choices* and influence one's *philosophical platform* as an educational leader.

#### *Presence and attitude as a leader*

Strong candidates in this domain communicate a presence and attitude that inspires confidence in their potential to lead others in the pursuit of common vision and goals. This domain focuses on what the candidate communicates to others about who s/he is as a leader—in writing, in formal presentation, and in interpersonal interactions. It includes self-regulation of one's presence and attitude in response to others within demanding situation and/or when one is under stress. An authentic voice that communicates awareness of self, respect for others, and "heart" or "passion" for the work are important. Substance matters. Self-assurance and a positive stance contributes to a leader presence. In

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<sup>1</sup> Development of the UIC Leadership Domains was informed by UIC values and practices and the literature on leader development, including the work of D. Day, M. Harrison, and S. Halpin (An Integrative Approach to Leader Development, 2009), R. Lord and R. Hall (*Identity, Deep Structure, and Development of Leadership Skill* in *The Leadership Quarterly*, 2005), and D. Hall (*Careers In and Out of Organizations*, 2002). Profile descriptions for Domains 1 through 6 were derived in part from the Leadership Connection Rubric (2012) developed at the Graduate School of Education at the University of California, Berkeley. The description for Domain 7 was derived from UCEA's ELCC Standards and related research base, as well as A. Bryk and B. Schneider's book, *Trust in Schools* (2002).

terms of Donaldson's I-C-I framework, this domain is about the *interpersonal* skill of *forming relationships*, facilitated in large part by the *intrapersonal* skills of *self-awareness* and *self-management*.

## Professional Practice Domains

### *Deep instructional knowledge for diverse populations*

Strong candidates in this domain have developed standards-based and evidence-based instructional designs and approaches that demonstrate advanced, culturally responsive pedagogical skills and repertoire. This domain is about knowledge of standards-based instruction with attention to cognitive challenge (rigor), cultural responsiveness, intrinsic motivation, differentiation, and a whole-child focus (social and emotional skills). It also foregrounds use of assessment and data to inform instruction, high expectations for all students, and engagement of families in the learning process. Candidates should have a strong base of instructional knowledge coming into the program and be able to assess the instruction of others, as well as their own. Candidates should have a strong base of instructional knowledge coming into the program and be able not only to assess their own instruction, but also that of others. In terms of Donaldson's I-C-I framework, this domain is primarily *cognitive* with a focus on *instructional literacy*.

### *Collaborative orientation to working with and leading adults*

Strong candidates in this domain demonstrate their ability to interact with adults to solve problems related to student learning and achievement. Using data and evidence, they engage in dialogue with adults in ways that can lead to shifts and changes in attitudes, beliefs, and practices. This domain is about embracing the need for adult capacity development while taking an assets-perspective on adult learners. It is about engaging adults in improvement processes while holding them accountable for their contributions and performance. In terms of Donaldson's I-C-I framework, this domain taps the *interpersonal* skills of *forming relationships* and *mobilizing others*. We would expect EdD students to draw from characteristics described in Domains 1 and 3 to be accomplished in this domain; it requires a learning orientation (toward self and others) as well as a presence and attitude that successfully enlists others in the work.

### *Educational systems management expertise*

Strong candidates in this domain demonstrate an understanding that it is the responsibility of the leader to manage the interdependent components of the organization to improve learning outcomes for diverse students. This domain is about depth of knowledge of the school as an educational system and the role of the principal in managing the system in the service of both adult and student learning. Family and community are viewed as integral to the educational system. Strengths in this domain include analytic abilities in the use of data and evidence to identify organizational assets and challenges, as well as a strategic mindset. "Managing up" in the district is considered essential to enlist district resources effectively and to buffer the work of the school from district-level stressors. In terms of Donaldson's I-C-I framework, this domain is primarily *cognitive* with a focus on *organizational literacy*, but it also taps one's *philosophical platform*.

## Ethics Domain

### *Ethical conduct and leadership*

Strong candidates in this domain are guided by a moral-ethical perspective on their school leadership roles and their roles as scholar-practitioners within the UIC doctoral program and the field more broadly. This domain is at the heart of leadership and overlaps with every other domain. When leaders

lose their positions outright, it tends to be for breaches in the ethical domain. Ethical leaders communicate the importance of ethical conduct for every member of a school community, including students, staff, and stakeholders, and they consider ethical choices thoughtfully and carefully in contexts where the right course of action is not always clear or when they experience pressures to act hastily or expediently. As scholar practitioners, they take responsibility for knowing the expectations of ethical scholarship and adhering to those expectations throughout their academic and professional careers. In terms of Donaldson's I-C-I framework, this domain is primarily *intrapersonal* and is related to philosophical platform, career choices, and self-management.

## DISPOSITIONS SELF-ASSESSMENT TOOL

This formative assessment tool is intended to support the leadership coach and resident in identifying resident strengths and areas for growth. The resident can then use insights from the assessment to develop an I-C-I learning plan using Donaldson's framework.<sup>1</sup>

The seven UIC Leadership Domains describe Donaldson's interpersonal, cognitive, and intrapersonal skills in terms of characteristics that we at UIC believe are foundational for the mastery of the CPS Principal Leadership Competencies. We often use the word "dispositions" to refer to these foundational elements, though they also encompass professional practice orientations and ethics.

This assessment packet includes:

- a formative assessment tool for use by the resident and optionally by the coach;
- a RATINGS COMPILATION sheet for the resident to complete. The resident uses this sheet, along with the detail in the assessments to discuss specific strengths and areas for development with the coach.

For reference, see also the short version of the UIC Leadership Domains, including related Donaldson elements.

We expect this self-assessment to be most effective when the resident is able to reflect on her/himself within the context of her/his residency work. This assessment packet is to be used after the first LDP Conference when the resident has received feedback from her/his mentor principal. It is also to be used after subsequent LDP Conferences to assess progress and identify new growth areas made apparent through clinical work experiences. Residents may find it helpful to revisit this assessment on their own for their own reflective purposes.

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<sup>1</sup> See the document, "The What, Why, and How of the LDP I-C-I Learning Plan," for background on the purpose, method, and content of the I-C-I.



Domain 1: Strengths as a Learner in the Context of Urban Schools and Diverse Populations						
	No assessment (0)	Challenged (1)	Emerging (2)	Somewhat developed (3)	Developed (4)	Evidence
<b>As a resident principal, I show:</b>	I am unable to assess myself in this area at this time.	I am encountering difficulties or challenges in this area.	This is a growth area for me, but not causing obvious problems.	I have strengths in this area and some growth needs.	I am strong in this area overall.	
a. The capacity to grow/change through self-reflection and feedback.						
b. A willingness to take on challenging responsibilities and experiences in order to improve my own practices and the practices of colleagues.						
c. Genuine interest in learning about the work of school improvement						
d. Capacity to consider and engage the perspectives of others, including staff, students, and parents.						
e. Openness to and active pursuit of feedback from supervisors, colleagues, and other school stakeholders.						
f. A clear reflective orientation about my identity vis-à-vis the cultural differences* of staff, students, and families and implications for my actions and behaviors.						
g. OVERALL SCORE FOR DOMAIN (Based on ratings above)						

\* Race and ethnicity, gender, sexual orientation, class, language groups, physical and/or emotional disabilities, etc.

Dispos

	Domain 2: Personal Commitment to Equity and Excellence					Evidence
	No assessment (0)	Challenged (1)	Emerging (2)	Somewhat developed (3)	Developed (4)	
<b>As a resident principal, I:</b>	I am unable to assess myself in this area at this time.	I am encountering difficulties in this area.	This is a growth area for me, but not causing obvious problems.	I have strengths in this area and some growth needs.	I am strong in this area overall.	
a. Demonstrate equity* and excellence in my professional practices.						
b. Push for equity and excellence in school practices.						
c. Have a sense of responsibility for addressing inequities in the school environment.						
d. Use data analysis to examine issues related to equity and excellence.						
e. Have positive, caring, and inclusive attitudes toward students, families, and cultural difference while recognizing life challenges. Lack deficit thinking.						
f. Demonstrate willingness and capacity to engage with colleagues and others to rethink stereotyped and/or deficit assumptions about students, parents, family, and community.						
g. OVERALL SCORE FOR DOMAIN (Based on ratings above)						

\* Equity refers to equitable treatment for all students no matter their race or ethnicity, class, gender, sexual orientation, language group, physical or emotional disabilities, or other differences. In addition to high expectations, equity includes treating individuals with respect and dignity for their own unique differences, as well as those associated with their cultural group(s).

Dispos

	Domain 3: Presence and Attitude as a Leader					
	No assessment (0)	Challenged (1)	Emerging (2)	Somewhat developed (3)	Developed (4)	Evidence
<b>As a resident principal, I:</b>	I am unable to assess myself in this area at this time.	I am encountering difficulties in this area.	This is a growth area for me, but not causing obvious problems.	I have strengths in this area and some growth needs.	I am strong in this area overall.	
a. Communicate that I am mature, authentic, substantive, and on point/direct through my words and demeanor, both in person and in writing.						
b. Express self-assurance, energy, and “heart” or “passion” for the work <u>and</u> the people.						
c. Maintain an open, positive, affirming yet assertive stance with others.						
d. Demonstrate habits and skills that support self-regulation and resilience in the face of obstacles, including care of self and others.						
e. Demonstrate the ability to plan, manage time, and organize myself to achieve goals.						
f. OVERALL SCORE FOR DOMAIN (Based on ratings above)						

Dispos

	Domain 4: Deep Instructional Knowledge for Diverse Populations					Evidence
	No assessment (0)	Challenged (1)	Emerging (2)	Somewhat developed (3)	Developed (4)	
<b>As a resident principal, I:</b>	I am unable to assess myself in this area at this time.	I am encountering difficulties in this area.	This is a clear growth area for me, but not causing obvious problems.	I have strengths in this area and some growth needs.	I am strong in this area overall.	
a. Demonstrate deep knowledge of standards-based and evidence-based instructional design and assessment.						
b. Embrace instructional practices to ensure culturally-responsive and differentiated instruction focused on the whole child.						
c. Seek to master approaches to engage families in students' learning processes in meaningful ways.						
d. OVERALL SCORE FOR DOMAIN (Based on ratings above)						

	Domain 5: Collaborative Orientation in Working with and Leading Adults					
	No assessment (0)	Challenged (1)	Emerging (2)	Somewhat developed (3)	Developed (4)	
<b>As a resident principal, I:</b>	I am unable to assess myself in this area at this time.	I am encountering difficulties in this area.	This is a clear growth area for me, but not causing obvious problems.	I have strengths in this area and some growth needs.	I am strong in this area overall.	
a. Demonstrate strong inclinations to collaborate with adults, including parents, around problems related to student achievement.						
b. Take a problem-solving stance with adults informed by data and evidence.						
c. Successfully manage relationships with adults, including dissent and/or conflict, toward positive resolution and productive work activity.						
d. Embrace the opportunity and necessity to help adults in the broader school community, including parents, grow in their capacity to support student learning.						
e. Approach capacity development with adults from an assets perspective.						
f. Demonstrate capacity to shift adult behavior and engagement.						
g. OVERALL SCORE FOR DOMAIN (Based on ratings above)						

Dispos

	Domain 6: Educational Systems Management Expertise					
	No assessment (0)	Challenged (1)	Emerging (2)	Somewhat developed (3)	Developed (4)	Evidence
<b>As a resident principal, I:</b>	I am unable to assess myself in this area at this time.	I am encountering difficulties in this area.	This is a clear growth area for me, but not causing obvious problems.	I have strengths in this area and some growth needs.	I am strong in this area overall.	
a. Demonstrate an understanding of the school as an organizational system in service of adult and student learning.						
b. Demonstrate an interest and capacity to go deep on data to identify organizational assets and challenges.						
c. Demonstrate an understanding of the role of the principal as facilitating school, family, and community partnerships to improve student learning outcomes.						
d. Demonstrate a relational ability to “manage up” in a district organization.						
e. OVERALL SCORE FOR DOMAIN (Based on ratings above)						

Dispos

	Domain 7: Ethical Conduct and Leadership					
	No assessment (0)	Challenged (1)	Emerging (2)	Somewhat developed (3)	Developed (4)	Evidence
<b>As a resident principal, I:</b>	I am unable to assess myself in this area at this time.	I am encountering difficulties in this area.	This is a clear growth area for me, but not causing obvious problems.	I have strengths in this area and some growth needs.	I am strong in this area overall.	
a. Demonstrate the highest standards of personal and professional integrity and fairness and understand this conduct is integrally related to advancing the best interests of children in urban schools.						
b. Considers ethical choices thoughtfully and carefully in contexts where the right course of action is not always clear or when experiencing pressures to act hastily or expediently.						
c. Take responsibility for knowing the expectations of ethical scholarship and adheres without fail to those expectations.						
e. OVERALL SCORE FOR DOMAIN (Based on ratings above)						

**RATINGS COMPILATION SHEET: SCORES TO BE ENTERED BY RESIDENT FROM ASSESSMENT FORMS**

Domain	Resident Overall Score	Coach Overall Score (Optional)	Discussion Notes of Strengths and Areas for Development; Relate to Specific Residency Goals	Ideas for Possible Action and Learning Goals for I-C-I Learning Plan
1. Strengths as a Learner in the Context of Urban Schools and Diverse Populations				
2. Personal Commitment to Equity and Excellence				
3. Demeanor and Attitude as a Leader				
4. Collaborative Orientation in Working with Adults				



Domain	Resident Overall Score	Coach Overall Score (Optional)	Discussion Notes of Strengths and Areas for Development; Relate to Specific Residency Goals	Ideas for Possible Action and Learning Goals for I-C-I Learning Plan
5. Deep Instructional Knowledge for Diverse Populations				
6. Educational Systems Management Expertise				
7. Ethical Conduct and Leadership				

## Leadership Development Plan Templates

The Leadership Development Plan consists of a Goal Template and a 3-Phase Cycle of Inquiry Calendar. The purpose of these two templates is to develop inquiry-oriented routines of practice that inform:

- what you and your team(s) do
- how you do it
- how you produce new information and new learning that can drive meaningful growth and change.

The Goal Template and 3-Phase Calendar are designed to interact. For example, data gathering work that is broadly described in the Goal Template gets documented in real time in the 3-Phase Calendar. Similarly, developments documented in the 3-Phase Calendar often lead to adjustments in the plans and timetables outlined in the Goal Template. The directions outlined below offer general guidance for how to complete both templates. Residents can find additional resources (including blank templates) in the LDP Conference Manual.

GOAL TEMPLATE		
<p><b>Leadership Initiative:</b> In a brief paragraph, summarize your leadership initiative overall. The leadership initiative should be informed by input from the mentor principal. Its development should occur at the intersection of school improvement priorities in the residency site, your I-C-I leadership growth areas, and program priorities for the residency work, for example, ISBE leadership artifacts.</p>		
<p><b>CPS Leadership Standards:</b> Specify the competencies and individual standards most relevant to your enactment of this initiative <u>and</u> your development needs. Provide as much detail as will be helpful. By bringing these into focus, residents will be able to seek, and coaches will be able to offer, support and guidance to more deeply understand standards-based leadership performance. Make use of your self-assessment on the <i>CPS Performance Standards for School Leaders</i> rubric in the LDP Conference Manual.</p>		
<p><b>UIC Leadership Domains:</b> Specify the domain(s) and specific characteristic(s) that you expect to develop by working on this leadership initiative. Provide as much detail as will be helpful. By bringing these into focus, residents will be able to seek, and coaches will be able to offer, support and guidance for development in the Domains. Make use of your <i>Dispositions Self-assessment for I-C-I Learning</i> in the LDP Conference Manual.</p>		
<p><b>Theory of the Problem:</b> In a brief paragraph or two, describe the problem that your leadership initiative addresses using evidence and data and your reasoned speculation about the root causes of the problem. Expect your theory to change and/or deepen over time and to be validated or disconfirmed through cycles of inquiry. The theory of the problem should be related to your ideas about how to have an impact on the school's trajectory and student outcomes. Evidence or data used in your theory might include a description of the school community, data on instruction, demographics, etc. The theory of the problem might also address perceived opportunities for growth in the school. In explaining the problem, consider an accessible starting point for engaging in conversation with teachers (or other stakeholders), for example, the 5Es framework and data. A theory is an explanation of the data and gets at why something is happening. It is meta-cognitive in orientation. It should push you to question taken-for-granted assumptions, both yours and those of others, and substantiate your thinking and ideas about perceived problems in the school.</p>		
<b>Target(s) of Inquiry:</b>	<b>Project Details/Project Participants</b>	<b>Goals/Outcomes/Deliverables</b>

		<b>[October through December]</b>
<p>In a brief paragraph, describe the target of inquiry for your leadership initiative. The target of inquiry should generate new information to energize the conversation about the problem articulated above and encourage experimental activity and risk taking to address it. It should keep the focus on how to better and more specifically understand the problem to drive change activities through data and evidence. A more common tendency in schools is to default to a course of task completion uninformed by data/evidence. The target of inquiry should address questions, such as: What data do I/we need to look at going forward and why? What new information do I/we need to collect and use to inform the next round of inquiry? What evidence/data am I (are we) going to be returning to that will give us a better understanding of the problem?</p>	<p>In a brief paragraph, address: What team or teams are needed to enact the initiative, what is expected of them, and how will you develop their capacity to lead?</p>	<p>Identify what the measures should be for the initiative's success. These should include process and outcome measures based on qualitative and/or quantitative data. For example, what process changes, new routines, structures, and/or behaviors are you aiming to establish through this initiative? What outcomes are you aiming to achieve on indicators, such as, student attendance, test scores, or freshman-on-track? What interim measures will help you know you are on the right track?</p> <p>You should consider how your measures can drive the inquiry work and foster teacher learning and driving the cycle of work. You may need to invent practical measures to accomplish this.</p> <p>To start, SMART goals should be discrete enough to align with specific plans and dates. What specifically will you accomplish, for example, between the first LDP conference in October and the second conference in January? You can sketch out long-term goals and deliverables for adjustment later as specific work plans become clearer.</p>

### 3-Phase Cycle of Inquiry Calendar:

Inquiry cycles are designed to help you and the members of your team(s) stay focused on capacity building and collective learning. The 3-Phase Cycle of Inquiry Calendar places emphasis on structured information gathering at the beginning and end of each inquiry cycle. Front-end diagnostics make it possible to define the “what” and “why” for action planning. Back-end reflection about what has and has not been learned makes it possible to establish new “whats” and “whys” for the next cycle.

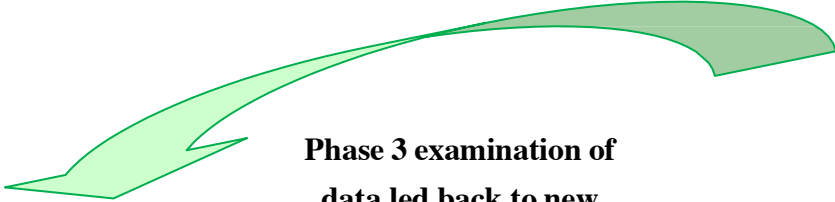
The most common problem residents experience with cycles of inquiry is the tendency to over-emphasize implementation and task completion at the expense of front-end diagnostics and back-end reflection. This inclination often turns cycles of inquiry into cycles of task completion that produce little or no new learning. In *Learning to Improve*, Bryk et.al. describe this phenomenon as “acting fast and learning slow.”

For a variety of reasons, even the best-led inquiry cycles rarely roll out in a clear, linear sequence. The 3-Phase Calendar is not intended to track the planning and monitoring of ***ALL*** activities associated with action research. Rather the intent is to help school leaders identify, plan, and/or reconstruct their work in terms of key elements of inquiry cycles that will keep the leadership focus on group learning.

The sample 3-Phase Calendar described below reconstructs an actual cycle of inquiry that was led by a UIC resident during the spring of her residency year. The more elaborated Cycle of Inquiry model that follows this calendar describes advanced applications to support post-residency coursework in EDPS 586a and EDPS 586b and contribute to Capstone development for the EdD degree.

## 3-Phase Cycle of Inquiry Calendar

Week of	Phase 1 Problem Identification/Refinement	Phase 2 Analysis Goal Setting	Phase 3 Taking stock of results based on data generated in Phase 2
Date	<ul style="list-style-type: none"> <li>• Complete pulling together PBIS data from the 1<sup>st</sup> semester;</li> <li>• Create charts of disciplinary referrals by time-of-day, type of violation, grade level and referring teachers</li> </ul>		
		<ul style="list-style-type: none"> <li>• Meet with leadership team to review PBIS data trends and discuss implications for school-wide action</li> </ul>	
		<ul style="list-style-type: none"> <li>• Meet for a second time with leadership team to complete an action plan for 3 major areas of concern:               <ol style="list-style-type: none"> <li>1) middle school transition times;</li> <li>2) after-school dismissal</li> <li>3) several individual teachers with very high referral rates</li> </ol> </li> </ul>	
		<ul style="list-style-type: none"> <li>• PBIS data and action recommendations presented by leadership team to the full faculty for later vetting in grade-level meetings</li> </ul>	
		<ul style="list-style-type: none"> <li>• Leadership team meets to incorporate recommendations of grade-level teams in action plan</li> <li>• Amended plan presented to full faculty with implementation plans that detail individual responsibilities;</li> <li>• Plan shared with students by all homeroom teachers</li> </ul>	
	<b>SPRING BREAK—NO SCHOOL</b>		

Date	<ul style="list-style-type: none"> <li>• New monitoring procedures implemented for middle school transitions and after-school dismissal</li> </ul>
Date	<ul style="list-style-type: none"> <li>• Random checks begin for teacher presence at doorways and assigned supervision areas for after-school dismissal</li> </ul>
Date	<ul style="list-style-type: none"> <li>• Information summarized and charted from checks of teacher presence and from discipline referrals for the first two weeks of April</li> <li>• Leadership team meets to review data:             <ul style="list-style-type: none"> <li>• 40% decrease in referrals from middle school transition times coincides with 95% doorway presence by teachers by the Week of April 7</li> <li>• Many teachers still not getting to after-school supervision locations;</li> </ul> </li> </ul>
Date	<div style="text-align: center;">  <p><b>Phase 3 examination of data led back to new Phase 1 work.</b></p> </div> <ul style="list-style-type: none"> <li>• Leadership team opts to take good news on middle school transitions to the full faculty as well as doing a quick 10-item Survey Monkey to see why after-school supervision remains problematic</li> </ul>
Date	<ul style="list-style-type: none"> <li>• Full faculty meeting conducted</li> <li>• Survey Monkey conducted at full faculty meeting</li> </ul>
Date	<ul style="list-style-type: none"> <li>• Survey Monkey (Likert averages and individual comments) summarized and distributed to the full faculty for discussion in grade-level teams</li> </ul>
Date	<ul style="list-style-type: none"> <li>• Grade level teams meet to discuss survey results</li> <li>• Leadership team meets to share results of grade level team discussions</li> <li>• Amend after-school supervision arrangements based on faculty feedback</li> </ul>

**CPS Principal Competencies Self-Assessment.** Please rate your current development for each of the 5 clusters of competencies below against the proficiency level *of an accomplished principal*. Do not rate yourself on the major A-E categories per se, but on the clusters of indicators that follow each of those category headings. Your standard of an accomplished principal should not be a miracle worker, but one who clearly and continuously improves the school environment for teaching and learning.

<b><u>Competency A</u></b> <b>Champions Teacher and Staff Excellence through a Focus on Continuous Improvement to develop and achieve the vision of high expectations for all students</b>	<b>Rate 1-5 (low to high) Jan/May 2020 (552)</b>	<b>Rate 1-5 (low to high) June 2020 (551)</b>	<b>Rate 1-5 (low to high) Oct. 2020</b>	<b>Rate 1-5 (low to high) Jan 2021 LDP 2</b>	<b>Rating 1-5 (low to high) May 2021 LDP 3</b>
<b>a.</b> Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement <ul style="list-style-type: none"> <li>Assesses the Current State of School Performance</li> <li>Develops a Continuous Improvement Work Plan</li> <li>Maintains a Focus on Results</li> </ul>					
<b>b.</b> Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes <ul style="list-style-type: none"> <li>Implements Data Driven Decision Making</li> <li>Implements Data Driven Instruction</li> <li>Establishes system to collect and review data on attendance, lateness, discipline and student referrals</li> </ul>					
<b>c.</b> Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the Continuous Improvement Work Plan targets <ul style="list-style-type: none"> <li>Allocates Resources to Support Student Learning</li> <li>Prioritizes Time</li> </ul>					
<b>d.</b> Utilizes current technologies to support leadership and management functions					

<b><u>Competency B</u></b> <b>Creates Powerful Professional Learning Systems that Guarantee Learning for Students</b>	<b>Rate 1-5 (low to high) Jan/May 2020 (552)</b>	<b>Rate 1-5 (low to high) June 2020 (551)</b>	<b>Rate 1-5 (low to high) Oct. 2020</b>	<b>Rate 1-5 (low to high) Jan 2021 LDP 2</b>	<b>Rating 1-5 (low to high) May 2021 LDP 3</b>
<b>a.</b> Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom <ul style="list-style-type: none"> <li>▪ Implements Curricular Scope and Sequence</li> <li>▪ Reviews Instructional Practices</li> </ul>					
<b>b.</b> Implements student interventions that differentiate instruction based on student needs <ul style="list-style-type: none"> <li>▪ Uses Disaggregated Data</li> </ul>					
<b>c.</b> Selects and retains teachers with the expertise to deliver instruction that maximizes student learning <ul style="list-style-type: none"> <li>▪ Selects and Assigns Effective Teachers</li> <li>▪ Retains Effective Teachers</li> </ul>					
<b>d.</b> Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system <ul style="list-style-type: none"> <li>▪ Observes Staff and Gives Feedback</li> <li>▪ Evaluates Staff</li> </ul>					
<b>e.</b> Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance <ul style="list-style-type: none"> <li>▪ Develops an Instructional Team</li> </ul>					
<b>f.</b> Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose <ul style="list-style-type: none"> <li>▪ Implements Professional Learning</li> </ul>					
<b>g.</b> Advances Instructional Technology within the learning environment					



<b><u>Competency C</u></b> <b>Builds a Culture Focused on College and Career Readiness</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>Jan/May</b> <b>2020 (552)</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>June 2020</b> <b>(551)</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>Oct. 2020</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>Jan 2021</b> <b>LDP 2</b>	<b>Rating 1-5</b> <b>(low to high)</b> <b>May 2021</b> <b>LDP 3</b>
<b>a.</b> Builds a culture of high aspirations and achievement for every student <ul style="list-style-type: none"> <li>Links Aspiration to College and Career Opportunities</li> <li>Develops a Student Goal Setting Process</li> </ul>					
<b>b.</b> Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission <ul style="list-style-type: none"> <li>Translates the School Values into Specific Behaviors</li> <li>Develops a Code of Conduct</li> </ul>					
<b>c.</b> Leads a school culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical <ul style="list-style-type: none"> <li>Creates a Culture that Supports Social Emotional Learning</li> <li>Creates a Culture that Supports Effective Effort</li> </ul>					
<b>d.</b> Creates a Safe, Clean and Orderly Learning Environment					
<b><u>Competency D</u></b> <b>Empowers and Motivates Families and the Community to Become Engaged</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>Jan/May</b> <b>2020 (552)</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>June 2020</b> <b>(551)</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>Oct. 2020</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>Jan 2021</b> <b>LDP 2</b>	<b>Rating 1-5</b> <b>(low to high)</b> <b>May 2021</b> <b>LDP 3</b>
<b>a.</b> Creates, develops and sustains relationships that result in active student engagement in the learning process <ul style="list-style-type: none"> <li>Builds On-going Relationships</li> <li>Develops strategic plan to communicate with key community leaders</li> </ul>					
<b>b.</b> Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies <ul style="list-style-type: none"> <li>Includes Multiple Voices and Perspective</li> </ul>					

c. Proactively engages families and communities in supporting their child's learning and the schools learning goals <ul style="list-style-type: none"> <li>Engages Families</li> </ul>					
d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively <ul style="list-style-type: none"> <li>Builds Capacity to Manage Change</li> <li>Demonstrates Personal Resolve and Response to Challenges</li> </ul>					
<b>Competency E</b> <b>Relentlessly Pursues Self-Disciplined Thinking Action</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>Jan/May</b> <b>2020 (552)</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>June 2020</b> <b>(551)</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>Oct. 2020</b>	<b>Rate 1-5</b> <b>(low to high)</b> <b>Jan 2021</b> <b>LDP 2</b>	<b>Rating 1-5</b> <b>(low to high)</b> <b>May 2021</b> <b>LDP 3</b>
a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff <ul style="list-style-type: none"> <li>Models Equity and Dignity</li> </ul>					
b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff <ul style="list-style-type: none"> <li>Protects Rights and Confidentiality</li> </ul>					
c. Create and supports a climate that values, accepts and understands diversity in culture and point of view <ul style="list-style-type: none"> <li>Recognizes the Strengths of a Diverse Population</li> <li>Creates a Culturally Responsiveness Climate</li> <li>Engages in Courageous Conversations about Diversity</li> </ul>					
d. Relentlessly pursues reflective behavior					

**Sample Leadership Development Plan (LDP) Conference  
AGENDA**

*Note: Before preparing agenda, discuss the conference purposes and planning steps with your coach.*

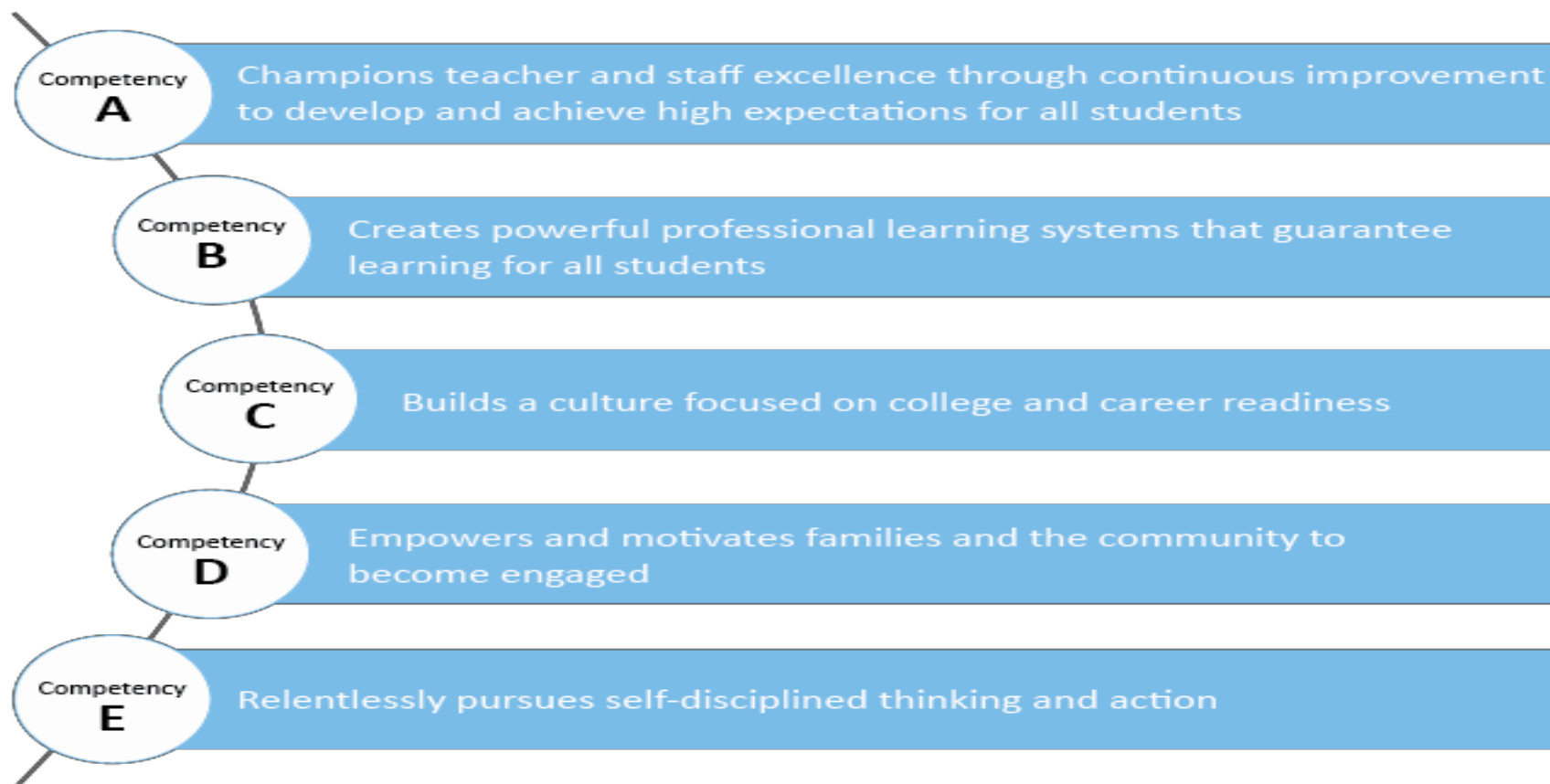
- I. Meeting Objectives
  - a. Receive feedback on progress toward Residency Goals as related to school improvement efforts
  - b. Finalize residency job description
- II. For each Residency Goal
  - a. Summary of Progress to Date
  - b. Challenges and Opportunities
  - c. Mentor Principal Feedback
- III. Resident Reflections (see Reflection Tool)
- IV. Finalize job description
- V. Coach feedback and next steps
- VI. Proposed date for next LDP Conference: \_\_\_\_\_.

## **Section 3**

Additional Resource Materials

## Chicago Public Schools (CPS) Principal Competencies (2015)

Each CPS school principal must stay focused on student progress. In accordance with the CPS Framework for Success, the District reviews five principal competencies.



- *Competency A: Champions teacher and staff excellence through continuous improvement to develop and achieve the vision of high expectations for all students*
- *Competency B: Creates powerful professional learning systems that guarantee learning for all students*
- *Competency C: Builds a culture focused on college and career readiness*
- *Competency D: Empowers and motivates families and the community to become engaged*
- *Competency E: Relentlessly pursues self-disciplined thinking and action*

# 9 Anchor Standards: Foundation of the CPS Principal Evaluation Leadership Continuum



Competency & Standard	Performance Standard Description
A1	Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement
A2	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes
A3	Collaborates with staff to allocate personnel, time, material and adult learning resources appropriately to achieve the CIWP targets
A4	Creates a Safe, Clean and Orderly Environment
B1	Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom
B2	Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system
C1	Leads a school culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical
D1	Proactively engages families & communities in supporting their child's learning & the school's learning goals
E1	Creates and supports a climate that values, accepts and understands diversity in culture and point of view

## COMPETENCY A: CHAMPIONS TEACHER AND STAFF EXCELLENCE THROUGH CONTINUOUS IMPROVEMENT TO DEVELOP AND ACHIEVE THE VISION OF HIGH EXPECTATIONS FOR ALL STUDENTS

*Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities. Principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard A1. Develops, implements, and monitors the outcomes of the Continuous Improvement Work Plan and school wide student achievement data results to improve student achievement</b>				
<ul style="list-style-type: none"> <li>Assesses the Current State of School Performance</li> <li>Develops a Continuous Improvement Work Plan</li> <li>Maintains a Focus on Results</li> </ul>	<p>Does not use data to assess student achievement or overall school performance. Does not use data to identify priority areas or goals for improvement. Cannot articulate how progress is tracked throughout the school year.</p> <p>Does not complete a Continuous Improvement Work Plan and/or creates a plan that is not aligned to school priorities for improvement.</p> <p>Does not maintain focus on improving results or meeting school goals; rarely refers to goals. Does not identify and/or implement strategies to reach results.</p>	<p>Uses limited data to assess current student achievement results and overall school performance. Uses limited data to identify priority areas for improvement and sets some measurable school-wide goals; names few milestones and benchmarks of student progress.</p> <p>Develops a Continuous Improvement Work Plan with limited stakeholder input that identifies limited strategies to reach school-wide goals. Does not structure CIWP to impact most important data points.</p> <p>Inconsistently focuses on improving student achievement results; refers to goals on an inconsistent basis and does not consistently connect the goals to the day-to-day work of the school staff. May miss opportunities to adjust strategies for school improvement when new data becomes available.</p>	<p>Uses multiple data points (both instructional and operational) to accurately assess student achievement results and overall school performance. Uses data to identify priority areas for improvement, setting SMART goals that include consistent milestones and benchmarks of student progress. Uses results from assessments to identify priority areas for improvement and to set measurable goals with specific grade level and content area targets; names milestones and benchmarks of student progress.</p> <p>Develops a Continuous Improvement Work Plan with stakeholder input that identifies research-based strategies to reach school-wide targets and goals. Organizes CIWP to focus attention on most critical areas for improvement.</p> <p>Consistent focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks. Monitors, tracks, reviews progress, and adjusts strategies as needed.</p>	<p>Uses multiple data points skillfully and innovatively to accurately assess student achievement results and school practices. Can articulate how and why data is collected and how data is used to inform future practices. Empowers teachers and staff members to find new ways to use data to improve student outcomes. Articulates comprehensive analysis of the school data to determine appropriate grade and content area targets and priorities for improvement with staff.</p> <p>Develops a detailed Continuous Improvement Work Plan with input from a variety of stakeholder groups that identifies innovative strategies to reach school-wide targets and goals. Organizes staff to monitor, track, and review progress.</p> <p>Remains focused on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas. Ensures regular review of disaggregated data for student groups and individual students who have traditionally not been successful in the school.</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal does not use School Effectiveness Framework (SEF) to present an accurate picture of school strengths/areas for growth.</li> <li>CIWP goals are inappropriate based on previous school data.</li> <li>Principal rarely monitors progress towards CIWP goals. Few or no adjustments are made toward goals during school year. Updates are shared with staff in large group.</li> <li>Principal does not ensure alignment between classroom practice and school priorities.</li> <li>Principal does not use of Problem Solving Protocol (PSP).</li> </ol>	<ol style="list-style-type: none"> <li>Principal uses SEF to identify goals for improvement.</li> <li>CIWP articulates appropriate goals based on previous school data.</li> <li>Principal inconsistently monitors progress towards CIWP goals with steering committee and staff.</li> <li>Principal inconsistently aligns classroom practice and school goals.</li> <li>Principal inconsistently uses the PSP.</li> </ol>	<ol style="list-style-type: none"> <li>Principal and stakeholders use the SEF to authentically assess the school and identify goals for improvement.</li> <li>CIWP articulates SMART goals that are aligned to district and network goals and are shared with all stakeholders and groups.</li> <li>Progress towards CIWP goals consistently monitored and adjusted as needed with both large group (all staff) and small group (GLM or Department meetings).. Updates to goals shared with stakeholders.</li> <li>Principal ensures consistent alignment between classroom practice and school goals.</li> <li>Principal consistently uses the PSP in a strategic manner.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>CIWP goals extend beyond improving standardized test scores to focus on educating the whole child.</li> <li>Staff members uses PSP regularly without being prompted to continuously improve practice.</li> <li>Teachers and parents provide examples of how the principal has gone above and beyond to support progress towards school goals.</li> </ol>
<b>Standard A2. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes</b>				
<ul style="list-style-type: none"> <li>Implements Data Driven Decision Making</li> <li>Implements Data Driven Instruction</li> <li>Establish system to collect and review data on attendance, lateness, discipline and student referrals</li> </ul>	<p>Does not use data to drive improvements to instruction.</p> <p>Does not lead staff through consistent review of data related to instruction and student achievement.</p> <p>No systems in place to analyze data on attendance, lateness, discipline and student referrals. Does not use data to inform improved practice in these areas.</p>	<p>Inconsistently uses data to identify opportunities and drive improvements to instruction.</p> <p>Occasionally supports staff in using data to identify/prioritize needs. Data is used inconsistently to drive school-wide practices.</p> <p>Monitors collection and review of data on attendance, lateness, discipline and student referrals. Inconsistent use of data to drive improvements to student outcomes in these areas.</p>	<p>Consistently uses data to identify opportunities and drive improvements to instruction. Accurately prioritizes most important areas for improvement.</p> <p>Multiple data sources are used to consistently drive instructional decisions. Data is used appropriately to identify/prioritize school-wide areas of improvement. Data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers.</p> <p>Ensures collection and regular analysis of data on attendance, lateness, discipline and student referrals. School implements effective strategies to improve student outcomes in these areas.</p>	<p>Consistently uses multiple data points to identify opportunities and drive improvements to instruction. Determines appropriate strategies across grades and content areas. Creates systems to build capacity of individual educators and/or teams of educators to practice data driven decision-making.</p> <p>Develops educators' abilities to independently analyze data to identify and prioritize opportunities to improve instruction, guide grouping, re-teaching, and to identify/prioritize needs. Builds staff capacity to use data in determining team and individual goals.</p> <p>Ensures collection and regular analysis of data on attendance, lateness, discipline and student referrals. Builds systems to empower staff members to proactively</p>



Element	Unsatisfactory	Basic	Proficient	Distinguished
				improve school's performance in these areas, implementing social/emotional supports and identifying resources/partnerships to continuously improve student outcomes in these areas.
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal rarely guides school leadership team in the analysis of data across multiple student priority groups (diverse learners, English Learners, students falling within the Age Cycle 15 group, etc.).</li> <li>Principal rarely accesses, reports out and analyzes student achievement or operational data.</li> <li>Principal infrequently participates in goal setting with staff members.</li> <li>Principal does not establish academic goals for diverse learners.</li> <li>Principal rarely celebrates staff/student successes.</li> </ol>	<ol style="list-style-type: none"> <li>Principal inconsistently guides school leadership team in the analysis of data across multiple student priority groups (diverse learners, English Learners, students falling within the Age Cycle 15 group, etc.).</li> <li>Principal inconsistently accesses, reports out and analyzes student achievement and operational data.</li> <li>Principal holds goal setting meetings predominantly with entire staff.</li> <li>Principal tries to establish academic goals for diverse learners.</li> <li>Principal sometimes celebrates staff/student successes.</li> </ol>	<ol style="list-style-type: none"> <li>Principal consistently guides school leadership team in the analysis of data (BOY, MOY, EOY) across multiple student priority groups (diverse learners, English Learners, students falling within the Age Cycle 15 group, etc.). Data analysis schedule is published and shared with staff.</li> <li>Principal regularly accesses, reports out and analyzes student achievement data (i.e. NWEA, PARCC) and operational data (i.e. attendance, suspensions) to drive school improvement.</li> <li>Principal holds individual and group goal-setting meetings. Clear targets are articulated.</li> <li>Principal establishes academic goals for diverse learners.</li> <li>Principal frequently celebrates staff/student successes.</li> <li>Principals and teachers engage in regular data analysis (Root Cause Analysis) to inform instruction (i.e DDI model).</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal shares best practices for data analysis with other schools in network/district.</li> <li>Easy-to-understand displays of data are consistently created and shared with staff. Teachers consistently use displays to inform instruction.</li> <li>School data wall is updated consistently to aide in grouping students.</li> <li>Teacher teams and individual teachers analyze data independently, having internalized best practices.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard A3. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the Continuous Improvement Work Plan targets</b>				
<ul style="list-style-type: none"> <li>• <b>Allocates Resources to Support Student Learning</b></li> <li>• <b>Prioritizes Time</b></li> </ul>	<p>Unable to accurately assess and/or leverage school and district resources; does not effectively manage budget.</p> <p>Does not manage time effectively; does not prioritize activities that will improve student learning and is frequently distracted by time wasting or low-impact activities.</p>	<p>Inconsistently allocates school and district resources; attempts to manage the school budget to support school's goals.</p> <p>Sometimes prioritizes time to ensure that staff activities focus on improving student learning; organizes majority of professional time to the school priorities, but may engage in time wasting or low-impact activities.</p>	<p>Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term.</p> <p>Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes how professional time is used and adjusts how time is spent to support student learning activities.</p>	<p>Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources, and actively accesses human and fiscal resources that align to strategic priorities to support the achievement of the Continuous Improvement Work Plan targets; builds capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas.</p> <p>Prioritizes and monitors the use of school time to ensure that staff and student activities focus on improving student learning; organizes professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal does not align budget to CIWP priorities.</li> <li>2. Principal rarely conducts a staffing and service delivery audit to ensure appropriate use of district financial resources (e.g., paraprofessionals. Evidence can include articles, books, surveys, agendas and other materials that support principal learning and socially just practices).</li> <li>3. Principal does not consider stakeholder input in budget process.</li> <li>4. Principal rarely meets budget reporting and accuracy expectations.</li> <li>5. Master schedule provides little to no collaboration time for instructional staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal inconsistently aligns the budget to the CIWP priorities.</li> <li>2. Principal sometimes conducts a staffing and service delivery audit to ensure appropriate use of district financial resources (e.g., paraprofessionals. Evidence can include articles, books, surveys, agendas and other materials that support principal learning and socially just practices).</li> <li>3. Principal develops the budget with limited stakeholder input.</li> <li>4. Principal inconsistently meets budget reporting and accuracy expectations.</li> <li>5. Master schedule does not support grade level/departmental collaboration once or twice per month.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently aligns the budget to CIWP priorities. Discretionary funds support student/staff needs.</li> <li>2. Principal routinely conducts a staffing and service delivery audit to ensure appropriate use of district financial resources (e.g., paraprofessionals). Evidence can include articles, books, surveys, agendas and other materials that support principal learning and socially just practices).</li> <li>3. Principal ensures that the budget is developed through a transparent and collaborative process.</li> <li>4. Principal submits accurate budget reports (IAMS) in a timely fashion.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal finds innovative ways to provide high quality programming for students/families despite budget pressures.</li> <li>2. Principal shares best practices related to budgeting with other schools in the network/district.</li> <li>3. Master schedule allows grade level/departmental collaboration weekly.</li> <li>4. Principal-directed prep periods are facilitated by both the principal and teachers.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	6. Master schedule does not comply with instructional parameters set by district. 7. Principal is unclear with the expectations for principal-directed prep periods.	6. Master schedule sometimes complies with instructional parameters set by district. 7. Principal inconsistently aligns the principal-directed prep periods to CIWP priorities.	5. Master schedule allows for grade level/ departmental collaboration at least three times per month. 6. Master schedule complies with instructional parameters set by district. 7. Principal provides clear written expectations published for principal-directed prep periods. Expectations align to CIWP with an accountability structure in place to monitor implementation. 8. Principal makes consistent, effective efforts to secure outside resources to fill gaps.	
<b>Standard A4. Creates a Safe, Clean and Orderly Learning Environment</b>				
Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly	Does not ensure that the school is safe; does not comply with the Illinois School Safety Drill Act.	Ensures that the school environment is relatively safe and is in basic compliance with the Illinois School Safety Drill Act.	Ensures learning environment is conducive to learning and positive; supervises facilities and equipment management to enhance learning and ensures that the school environment is safe; complies with the Illinois School Safety Drill Act.	Plans for and implements facility and equipment expansions and improvements and identifies creative solutions to maximize and share space; complies with all components of the Illinois School Safety Drill Act and conducts multiple trainings with staff and multiple drills every year; builds staff capacity to lead and manage components of school safety.
<b>Critical Attributes</b>	1. Principal rarely communicates with students, staff and parents about expectations for school cleanliness. 2. Principal infrequently follows up when complaints are raised about school cleanliness. 3. Principal does not establish an annual school emergency plan that meets the district and state standards. 4. Principal rarely documents evacuation drills in FIMS. 5. Principal does not ensure compliance with state and district Safety Drill Act.	1. Principal inconsistently communicates expectations for school cleanliness to students, staff and parents. 2. Principal responds inconsistently when issues of school cleanliness are raised. 3. Principal establishes an annual school emergency plan that meets the district's standards and involves some staff. 4. Principal conducts the required safety drill procedures and documents some of them in FIMS.	1. Principal consistently communicates and models expectations for school cleanliness to students, staff and parents. 2. Principal responds consistently when school cleanliness falls short of expectations. 3. Principal involves key staff members to establish an annual school emergency plan that meets the district's standards. 4. Principal conducts all required safety drill procedures and documents them in FIMS in a timely fashion.	<i>In addition to the characteristics of "proficient,"</i> 1. Principal engages various external partners in the creation and management of a safe, clean and orderly school environment. 2. Principal solicits and incorporates student feedback to create and monitor a safe, clean and orderly school environment. 3. Principal utilizes staff to monitor, manage, implement and provide training of policies and procedures.

Element	Unsatisfactory	Basic	Proficient	Distinguished
			5. Principal analyzes data from sources such as MVMS with Safety and Security personnel and school engineer to ensure necessary improvements are made.	
<b>Standard A5. Ensures that the school's identity, vision, and mission drive school decisions</b>				
<ul style="list-style-type: none"> <li>Ensures Vision and Mission Drive School Decisions</li> <li>Confronts Low Expectations</li> </ul>	<p>Actions contradict the school vision or demonstrate inconsistency between stated beliefs and actions.</p> <p>Does not confront staff who have low expectations for some or all students.</p>	<p>Refers to school vision when making decisions but may not be guided by the vision; attempts to implement grading policies that support the vision and mission.</p> <p>Inconsistently addresses staff who have low expectations.</p>	<p>Uses protocols aligned to the vision and mission to make decisions; contests class offerings and grading policies that contradict the vision and mission.</p> <p>Consistently addresses staff who contradict the vision by displaying low expectations.</p>	<p>Creates and uses protocols aligned to the vision and mission to make decisions; builds staff capacity to use the vision and mission to make instructional decisions; contests or eliminates courses and grading policies that contradict the vision and mission.</p> <p>Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal makes little to no reference of school vision/mission to the school community. The vision/mission of are not found in the building.</li> <li>There is little understanding among staff and students of school vision.</li> <li>Principal does not communicate expectations on grade book entries. Many teachers' grade books do not have current information on student progress.</li> <li>Principal makes little to no effort to address staff members who exhibit low expectations for students.</li> </ol>	<ol style="list-style-type: none"> <li>Principal inconsistently messages school vision/mission to school community. The vision/mission are displayed in some areas of the school.</li> <li>There is limited understanding among staff and students about vision.</li> <li>Principal inconsistently communicates expectations on grade book entries. Some teachers' grade books do not contain a current picture of student progress.</li> <li>Principal inconsistently addresses staff members who exhibit low expectations for students.</li> </ol>	<ol style="list-style-type: none"> <li>Principal consistently references vision/mission in both written and verbal communications to school community. The vision/mission are displayed throughout the building and in classrooms.</li> <li>Staff members have internalized the vision/mission as evidenced by classroom practice.</li> <li>Principal communicates common expectations on grade book entries. Most teachers update grades weekly.</li> <li>Principal proactively addresses staff members who exhibit low expectations for students and provides recommendations for improvement.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal finds creative, innovative ways to integrate vision/mission into everyday life of staff and students.</li> <li>Principal seeks and provides opportunities to extend course offerings based on students' interests and needs.</li> <li>Staff proactively address other school community members who exhibit low expectations for students and provides recommendations for improvement.</li> </ol>

## COMPETENCY B: CREATES POWERFUL PROFESSIONAL LEARNING SYSTEMS THAT GUARANTEE LEARNING FOR STUDENTS

*The principal works with the school staff and community to utilize the district's framework for effective teaching and learning to improve instruction for all students.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
Standard B1. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom				
<ul style="list-style-type: none"> <li>Implements Curricular Scope and Sequence</li> <li>Reviews Instructional Practices</li> </ul>	<p>Does not ensure scope and sequence aligns to year-end goals.</p> <p>Does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices.</p>	<p>Attempts to ensure scope and sequence is aligned with year-end goals.</p> <p>Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices.</p>	<p>Develops components of the instructional scope and sequence to improve alignment with year-end goals.</p> <p>Assesses and identifies instructional practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around those practices.</p>	<p>Ensures year-end goals and students' needs are met by using formative and interim assessments to modify the instructional scope and sequence.</p> <p>Regularly assesses and identifies instructional practices; builds teacher capacity to implement rigorous research-based strategies and practices that are relevant to all students' needs and interests.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Principal rarely monitors implementation of scope and sequence. Few teachers deliver instruction in a manner that ensures appropriate coverage of standards.</li> <li>Principal rarely ensures that curricula covers appropriate subject and grade-level standards (CCSS, NGSS, etc.).</li> <li>Principal rarely provides feedback on unit and lesson plans.</li> <li>Principal rarely aligns school-based PD to data from classroom observations.</li> <li>Principal rarely ensures that classroom-based assessments are aligned to curriculum and to district assessments.</li> <li>Flexible configurations of learning are rarely used in classrooms (e.g., whole group, small group, 1:1, co-teaching structures).</li> </ol>	<ol style="list-style-type: none"> <li>Principal inconsistently monitors implementation of scope and sequence. Some teachers deliver instruction in a manner that ensures appropriate coverage of standards.</li> <li>Principal inconsistently ensures curricula covers appropriate subject and grade-level standards (CCSS, NGSS, etc.).</li> <li>Principal inconsistently provides feedback on unit plans and lesson plans.</li> <li>Principal inconsistently aligns school-based PD aligned to data from classroom observations.</li> <li>Principal inconsistently aligns classroom-based assessments to curriculum and to district assessments.</li> <li>Flexible configurations of learning are used in some classrooms, some of the day (e.g., whole group, small group, 1:1, co-teaching structures).</li> </ol>	<ol style="list-style-type: none"> <li>Principal consistently monitors Implementation of scope and sequence through looking at unit plans, curriculum maps, etc. Most teachers consistently deliver instruction in a manner that ensures appropriate coverage of standards.</li> <li>Principal ensures curricula covers appropriate subject and grade-level standards (CCSS, NGSS, etc.).</li> <li>Principal regularly reviews lesson plans/unit plans and provides actionable feedback to help teachers improve practice.</li> <li>Principal consistently aligns school-based PD informed by data from classroom observations.</li> <li>Principal aligns classroom-based assessments to curriculum and to district assessments.</li> <li>Flexible configurations of learning are used by all learners, all day (e.g., whole group, small group, 1:1, co-teaching structures).</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal ensures that instruction is designed and organized across content areas. Teachers collaborate to produce interdisciplinary units delivered to students.</li> <li>Principal promotes the use of common writing rubrics and presentation rubrics across content areas, providing rigorous expectations for student work. Rubrics are vertically aligned. Rubrics provide clear expectations as students progress through grades/courses.</li> <li>Principal creates a culture in which students assess and reflect on their own work.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
Standard B2. Evaluates the effectiveness of staff and holds individuals accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district appraisal systems				
<ul style="list-style-type: none"> <li>• <b>Observes and Evaluates Staff</b></li> <li>• <b>Gives Feedback to Staff</b></li> </ul>	<p>Does not consistently implement REACH Students; does not complete evaluations.</p> <p>Feedback is vague, general and without timelines to monitor educators' progress.</p>	<p>Attempts to implement REACH Students; adheres to and completes required observations but does not differentiate frequency of observations.</p> <p>Does not differentiate feedback based on teacher skills and/or needs.</p>	<p>Completes most aspects of REACH Students that includes all required observations and goal setting; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation.</p> <p>Provides actionable feedback and/or has systems in place so that staff receives specific feedback.</p>	<p>Completes all aspects of REACH Students that may include additional observations and goal setting; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation.</p> <p>Staff receives regular, consistent, and actionable feedback that is specific to each individual's development plan.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. REACH Orientation is not delivered to all staff members which includes not providing Webinar information to late hires.</li> <li>2. Orientation attendance is not documented.</li> <li>3. REACH observation completion is rarely "on track" as evidenced by Observation Monitoring Report.</li> <li>4. Incomplete REACH observation is seldom on track resulting in staff members not receiving the appropriate number of observations.</li> <li>5. Written evidence from classroom observation rarely shared with teachers prior to post conference. Final ratings rarely shared with teachers within five days of post conference.</li> <li>6. Principal rarely leverages the various addenda (Special Education, ELL, Preschool, Physical Education, and Arts) to inform the completion of the REACH observation cycle. Evidence of this</li> </ol>	<ol style="list-style-type: none"> <li>1. REACH Orientation is delivered to staff members. Late hires receive direction in enrolling and accessing Webinar.</li> <li>2. Orientation attendance is documented but not in Learning Hub.</li> <li>3. REACH observation completion is sometimes "on-track" as evidenced by the Observation Monitoring Report.</li> <li>4. Partial REACH observation schedule developed or observations schedule developed but may not be consistently followed.</li> <li>5. Written evidence from classroom observations inconsistently shared with teachers prior to post-conference. Final ratings inconsistently shared with teachers within five days of post conference.</li> <li>6. Principal sometimes leverages the various addenda (Special Education, ELL, Preschool, Physical Education, and Arts) to inform the</li> </ol>	<ol style="list-style-type: none"> <li>1. REACH Orientation is delivered to all staff members via a collaborative team of administrator(s) and teacher(s).</li> <li>2. Attendance is documented through Learning Hub.</li> <li>3. REACH observation completion for all staff members is consistently "on-track" or better as evidenced by Observation Monitoring Report.</li> <li>4. REACH observation schedule created, shared with staff as appropriate and consistently followed. Schedule adjusted as needed.</li> <li>5. Evidence and ratings entered into RLS in a timely fashion. Evidence shared with teachers prior to post conference. Final ratings shared within five days of post conference.</li> <li>6. Principal leverages the various addenda (Special Education, ELL, Preschool, Physical Education, and Arts) to inform the completion of the REACH observation cycle.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal's REACH calendar allows for additional REACH and non-REACH observations and anticipates where possible teachers who will be absent/on leave.</li> <li>2. Principal's feedback is consistent with school-wide expectations that is also aligned with that teacher's individual professional practice goals.</li> <li>3. Principal creates structures for consistent and effective peer observation and feedback.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>reflected in the pre and post observation forms.</p> <p>7. A clear rationale is rarely provided for assigned rating of teacher practice.</p> <p>8. Evidence is consistently Unsatisfactory according to the REACH Evidence Rubric.</p> <p>9. Feedback is vague, absent or is rarely differentiated, specific, actionable, research-based, and/or aligned to areas of concentration.</p> <p>10. "Next steps" that follow observations are rarely actionable, specific, measurable and/or time bound. Teachers are rarely monitored.</p> <p>11. AP Evaluation is not completed according to District policies.</p>	<p>completion of the REACH observation cycle. Evidence of this reflected in the pre and post observation forms.</p> <p>7. A clear rationale is sometimes provided for the assigned rating of teacher practice.</p> <p>8. Evidence is consistently Basic according to the REACH Evidence Rubric.</p> <p>9. Feedback is inconsistent and is sometimes differentiated, specific, actionable, research-based, and/or aligned to areas of concentration.</p> <p>10. "Next steps" that follow observations are sometimes actionable, specific, measurable and/or time bound. Teachers are inconsistently monitored.</p> <p>11. AP Evaluation is inconsistently completed according to District policies.</p>	<p>Evidence of this reflected in the pre and post observation forms. A clear rationale is provided for assigned ratings.</p> <p>7. Evidence is <i>Proficient</i> or better according to the REACH Evidence Rubric.</p> <p>8. Feedback is differentiated, specific, actionable, research-based, and aligned to areas of concentration.</p> <p>9. "Next steps" that follow observations are actionable, specific, measurable and time bound and monitored regularly.</p> <p>10. AP Evaluation is completed according to District policies and results in professional growth opportunities for the AP.</p>	
<b>Standard B3. Implements student interventions that differentiate instruction based on student needs</b>				
• <b>Uses Disaggregated Data</b>	Does not effectively use data to identify students' learning gaps; does not attempt to ensure that instruction is differentiated based on students' needs or that students receive appropriate interventions.	Inconsistently uses data to inform the implementation of differentiation and interventions; introduces staff to data, but may not engage staff in the analysis of data.	Uses disaggregated data to support differentiation and re-teaching and ensures that instructional strategies are matched to the needs of all students; engages all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions.	Uses disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focuses all staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making progress.
<b>Critical Attributes</b>	<p>1. Principal rarely monitors, analyzes or acts upon "on track" numbers. Interventions are rarely effective.</p> <p>2. Attendance data rarely monitored analyzed, or acted upon. Attendance interventions are rarely effective.</p> <p>3. Principal has limited to no structures in place to support both</p>	<p>1. "On track" numbers are inconsistently monitored, analyzed and acted upon. Interventions are inconsistently effective.</p> <p>2. Attendance data inconsistently monitored, analyzed, and acted upon. Attendance interventions are inconsistently effective.</p> <p>3. MTSS implemented inconsistently.</p>	<p>1. Deep dives into the "on track" numbers to monitor student progress are completed regularly. Systems run consistently and effectively to follow up with students/families as needed.</p> <p>2. Attendance data consistently tracked. Systems run consistently and effectively to follow up with</p>	<p><i>In addition to the characteristics of "proficient,"</i></p> <p>1. School-based data team has scheduled, structured, and frequent meetings (2-4 times/month) to monitor implementation and respond to data.</p>



Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>behavioral and academic Multi-Tiered System of Support (MTSS).</p> <p>4. Principal rarely attends IEP meetings to monitor and manage instructional programming and supports.</p> <p>5. Data check-ins rarely held with individual teaches and/or small groups of teachers.</p>	<p>4. Principal occasionally attends IEP meetings to monitor and manage instructional programming and supports.</p> <p>5. Data check-ins held inconsistently with individual teachers and/or small groups of teachers.</p>	<p>students/families as needed. Interventions are effective most of the time.</p> <p>3. MTSS is organized and monitored to support students based on identified needs. Principal uses school-wide data to align resources to support all learners in an integrated manner (Evidence: minutes and next steps from data review meetings, MTSS meetings, lesson plans, schedules, staff directory listing RSPs as school-based team members).</p> <p>4. Principal routinely attends IEP meetings to monitor and manage instructional programming and supports.</p> <p>5. Data check-ins held consistently with individual teachers and/or small groups of teachers.</p>	<p>2. School-based data team maximizes use of available data sources (e.g. CIM, Dashboard, District reports).</p> <p>3. School-based data team uses Data Protocol and informs stakeholders of key data and the work of the team.</p>
<b>Standard B4. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning</b>				
<ul style="list-style-type: none"> <li>• <b>Selects and Assigns Effective Teachers</b></li> <li>• <b>Retains Effective Teachers</b></li> </ul>	<p>Has no selection criteria and the determination for why teacher selection occurs is not transparent.</p> <p>Has no clear retention plan in place.</p>	<p>Has a selection criteria and articulates the intention of selecting staff based on grade and content needs, but does not have detailed assessment of staff skills to inform placement.</p> <p>Implements a formal retention strategy that uses teacher evaluations to determine which teachers will be given retention offers; tracks retention rates over time.</p>	<p>Has a clear and articulated selection criteria and assesses staff skills to place teachers in grade level and content areas. Identifies effective teachers and moves them into leadership roles.</p> <p>Implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness; tracks retention rates over time.</p>	<p>Implements a clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced team with a variety of strengths.</p> <p>Uses multiple data sets including teacher evaluations to inform a formal retention strategy that creates opportunities for growth and development including opportunities for staff to assume additional leadership roles; tracks retention rates over time and uses this information to isolate staffing strengths and identify opportunities to improve.</p>
<b>Critical Attributes</b>	<p>1. Team of teachers rarely participates in the hiring process.</p> <p>2. Hiring protocol rarely implemented.</p> <p>3. Current/former principal seldom contacted. Former evaluation</p>	<p>1. Team of teachers sometimes participates in the hiring process.</p> <p>2. Hiring protocol inconsistently implemented.</p> <p>3. Current/former principal sometimes contacted. Former</p>	<p>1. Team of teachers consistently participates in the hiring process.</p> <p>2. Hiring protocol consistently implemented which includes: interview questions, a demonstration lesson, and review</p>	<p><i>In addition to the characteristics of "proficient,"</i></p> <p>1. Principal pursues multiple avenues within and beyond the district to hire effective staff.</p>



Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>scores and/or references rarely verified before extending job offer.</p> <p>4. Onboarding plan rarely implemented for new staff members.</p> <p>5. Little to no effort to retain excellent teachers. High turnover rate among strong teachers; pattern of strong teachers leaving to teach in other buildings.</p> <p>6. Unclear rationale for placing teachers in grade/level content areas. Teachers not always endorsed in subject areas. Staffing decisions may be made without considering what is best for students.</p>	<p>evaluation scores and/or references inconsistently verified before extending job offer.</p> <p>4. Onboarding plan sometimes implemented for new staff members.</p> <p>5. Some efforts to retain excellent teachers; pattern of strong teachers leaving to teach in other buildings.</p> <p>6. Some rationale for placing teachers in grade/level content areas but it is inconsistently applied. Teachers are inconsistently endorsed in subject areas. Staffing decisions are sometimes made in spite of what is best for students.</p>	<p>of previous performance evaluations.</p> <p>3. Current/former principal contacted. Former evaluation scores confirmed and/or references consistently verified before extending job offer.</p> <p>4. Comprehensive onboarding plan implemented for each new staff member.</p> <p>5. Much effort to retain excellent teachers who are provided with additional growth opportunities to encourage retention of strong teachers.</p> <p>6. Strategic, logical rationale used to place teachers in grade levels/content areas which is consistently applied. Teachers are always endorsed in subject areas. Staffing decisions are governed by what is best for students.</p>	<p>2. Principal offers mentoring opportunities so experienced teachers can work closely with new teachers in their areas of expertise.</p>
<b>Standard B5. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance</b>				
<b>Develops an Instructional Team</b>	Does not create consistent teacher team structures.	Introduces common team structures and expectations for teacher teams.	Ensures that effective teacher teams use student learning data and student work to advance student outcomes.	Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work.
<b>Critical Attributes</b>	<p>1. Principal does not ensure that the ILT represents all relevant specialties (e.g. grade bands, content, English Learners, Diverse Learners, behavior) and is not appropriately sized.</p> <p>2. Principal rarely facilitates a cycle of learning and problem solving of Teacher Teams.</p> <p>3. Principal rarely ensures that ILT meetings are scheduled, structured, or frequent (less than once a month).</p>	<p>1. Principal partially ensures that the relevant specialties of the composition of the ILT is appropriate (as evident in meeting minutes and action plans).</p> <p>2. Principal sometimes facilitates a cycle of learning and problem solving of Teacher Teams.</p> <p>3. ILT meetings are scheduled, but sometimes lack a clear focus and are occasionally cancelled.</p> <p>4. ILT sometimes uses protocols and data to guide discussions and analysis.</p>	<p>1. ILT composition is appropriate and shares leadership for improving teaching and learning (as evident in meeting minutes and action plans).</p> <p>2. Principal facilitates cycles of learning and problem solving of Teacher Teams.</p> <p>3. ILT meetings are scheduled, structured and frequent (2-4 times/month).</p> <p>4. ILT uses protocols and data appropriately and asks probing questions.</p>	<p><i>In addition to the characteristics of "proficient,"</i></p> <p>1. All team members are assigned roles and responsibilities, who execute their responsibilities consistently.</p> <p>2. Principal adjusts ILT meeting time thoughtfully for meaningful discussion and problem solving.</p> <p>3. Principal has an efficient process for tracking/monitoring implementation of actions generated at meetings and helps ILT evaluate if previous actions</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	4. Principal rarely confirms that ILT meetings have protocols and data to guide discussions and analysis. 5. Principal does not make sure that the ILT uses timely and relevant data sources. 6. Principal does not collaborate with the ILT in using the ODLSS Principal Toolkit to address learning outcomes for diverse learners. 7. ILT meetings are not productive, collaborative, or transparent. 8. The ILT rarely informs stakeholders of key data and the work of the team.	5. ILT sometimes uses available data sources (e.g. CIM, Dashboard, District Reports) and occasionally analyzes data (both qualitative and quantitative) that is relevant to priorities and timely (e.g. immediately after testing period). 6. Principal sometimes collaborates with the ILT in using the ODLSS Principal Toolkit to address learning outcomes for diverse learners. 7. Principal occasionally evaluates if previous actions were implemented (fidelity) and working as intended. 8. Some teachers engage in asking questions and actively participate in meetings, "owning" their data, accepting insight from others, and informing stakeholders of key data and the work of their team.	5. ILT uses timely and relevant data sources. 6. Principal collaborates with the ILT in using the ODLSS Principal Toolkit to address learning outcomes for diverse learners. 7. ILT is productive and meetings result in insight and action or strategy adjustment. 8. ILT is collaborative, transparent, and informs stakeholders.	were implemented (fidelity) and working as intended). 4. All teacher team members have equity of voice and are engaged in asking questions and actively participating in meetings.
Standard B6. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose				
• <b>Implements Professional Learning</b>	Does not offer professional development and support that is timely, relevant or differentiated.	Relies on whole group development sessions including trainings on how data should be used, with some specific supports.	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities.	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities.

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal does not create a Year long PD calendar or it was created but not followed.</li> <li>PD rarely aligned to the <i>CPS Framework for Teaching</i> and teachers' areas of concentration.</li> <li>Principal does not differentiate Professional Development.</li> <li>Principal rarely offers teachers "safe practice space" when attempting new instructional strategies.</li> <li>Principal rarely provides high quality feedback to teachers to improve practice.</li> <li>Principal rarely conducts learning rounds/walks, with a focus aligned to school goals, in general and special educational settings, providing limited to no coaching/constructive feedback.</li> </ol>	<ol style="list-style-type: none"> <li>Year long PD calendar is created articulating school-wide focus.</li> <li>PD inconsistently aligned to the <i>CPS Framework for Teaching</i>.</li> <li>Professional Development is differentiated to the level of groups of teachers.</li> <li>Principals sometimes offer "safe practice space" when attempting new instructional strategies.</li> <li>Principal sometimes provides high quality feedback to teachers to improve practice.</li> <li>Principal occasionally conducts learning rounds/walks, with a focus aligned to school goals, in some general and special educational settings, providing limited coaching/constructive feedback.</li> </ol>	<ol style="list-style-type: none"> <li>Year long PD calendar is published and shared with staff and Network during the first month of school. Schedule identifies school-wide focus and focus for smaller groups of teachers. Schedule followed and/or adjusted as needed.</li> <li>PD is aligned to the <i>CPS Framework for Teaching</i> according to observation data.</li> <li>Professional Development is differentiated to the individual teacher level. Teachers are surveyed about the kinds of professional development opportunities they would find beneficial via formal strategies such as teacher focus groups or a survey of teacher needs and interests.</li> <li>Teachers are consistently encouraged to engage in safe practice of new instructional strategies.</li> <li>Multiple opportunities for high quality feedback provided (e.g. REACH observations, Peer Observation).</li> <li>Principal routinely conducts learning rounds/walks, with a focus aligned to school goals, in all general and special educational settings, providing coaching/constructive feedback.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>A cadre of teacher leaders who provide and support peer learning opportunities is present at the school.</li> <li>Principal follow-ups with staff who attend PD. This follow-up is used to see if the teacher was able to achieve intended outcomes or to identify problems that may require additional help.</li> </ol>
<b>Standard B7. Advances Instructional Technology within the Learning Environment</b>				
• <b>Promoting Growth of Technology</b>	Does not support the use of instructional technology within the learning environment.	Demonstrates limited knowledge of instructional technology and its promotion of learning.	Understands and encourages implementation of technology to enhance student growth.	Actively supports the implementation of technology to enhance student growth.

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal rarely advocates for technology use in the classroom.</li> <li>Principal rarely identifies, uses, evaluates, or promotes technology to support instruction and standards-based curriculum.</li> <li>Principal rarely encourages teachers to use technology to meet the individual and diverse needs of learners.</li> <li>Principal rarely provides technology professional development opportunities for staff.</li> <li>Principal rarely ensures that there is access to technology resources for students and staff.</li> </ol>	<ol style="list-style-type: none"> <li>Principal sometimes advocates for technology use in the classroom.</li> <li>Principal occasionally identifies, uses, evaluates and promotes technologies to enhance and support instruction and standards-based curriculum.</li> <li>Principal sometimes encourages teachers to use technology to meet the individual and diverse needs of learners.</li> <li>Principal occasionally provides technology professional development opportunities for staff.</li> <li>Principal is working to ensure equity of access to technology resources for students and staff.</li> <li>Principal tries to identify, communicate, model, and enforce social, legal, and ethical practices for responsible use of technology.</li> <li>Principal occasionally has conversations with staff about environmentally safe and healthy practices in the use of technology.</li> </ol>	<ol style="list-style-type: none"> <li>Principal establishes and monitors guidelines and procedures for the effective use of technology throughout the school.</li> <li>Principal identifies, uses, evaluates, and promotes appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.</li> <li>Principal provides student-centered environments that use technology to meet the individual and diverse needs of learners.</li> <li>Principal provides for and ensures that staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.</li> <li>Principal ensures equity of access to technology resources that enable and empower students and staff.</li> <li>Principal identifies, communicates, models, and enforces social, legal, and ethical practices to promote responsible use of technology.</li> <li>Principal promotes and enforces environmentally safe and healthy practices in the use of technology.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal facilitates the shared development by all stakeholders of a vision for technology use and widely communicates that vision.</li> <li>Principal fosters and nurtures a culture of responsible risk-taking and promotes continuous innovation with technology.</li> <li>Principal maintains awareness of emerging technologies and their potential uses in education.</li> </ol>
<b>Standard B8. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results</b>				
• <b>Conducts Difficult Conversations to Improve Student Results</b>	Does not address areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results.	Inconsistently addresses areas of underperformance and/or may only address concerns to a sub-set of the staff; inconsistently holds conversations on improving and enhancing student learning results.	Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary.	Builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data.

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal rarely addresses areas of underperformance with staff members.</li> <li>When the Principal does have difficult conversations on improving and enhancing student learning results, they tend to drift from the objectives.</li> <li>Principal struggles to stay on track in addressing areas of underperformance with staff members.</li> </ol>	<ol style="list-style-type: none"> <li>Principal sometimes addresses areas of concern with entire staff.</li> <li>On occasion, principal addresses areas of underperformance with a few staff members.</li> <li>When the Principal does have difficult conversations on improving and enhancing student learning results, they can drift from the objectives.</li> <li>Principal sometimes struggles to stay on track in addressing areas of underperformance with staff members.</li> </ol>	<ol style="list-style-type: none"> <li>Principal identifies the factors that should be considered before conducting a difficult conversation.</li> <li>Principal starts each difficult conversation with a direct, authentic, professional and respectful approach.</li> <li>Principal is clear about any issues at hand (being specific, avoiding generalities).</li> <li>Principal listens to all points of view.</li> <li>Principal begins building solutions with staff members to enhance student learning and results.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal trains other leaders in the building on how to handle difficult conversations.</li> </ol>

### COMPETENCY C: BUILDS A CULTURE FOCUSED ON COLLEGE AND CAREER READINESS

*Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard C1. Leads a school culture and environment that successfully develops the full range of students' learning capacities-academic, creative, social-emotional, behavioral and physical</b>				
<ul style="list-style-type: none"> <li><b>Creates a Culture that Supports Social Emotional Learning</b></li> <li><b>Creates a Culture that Supports Effective Effort</b></li> </ul>	<p>Does not share or implement the Illinois Social-Emotional Learning Standards; does not assess students; SEL competence and does not support the development of SEL skills.</p> <p>Does not introduce or support the development of effective effort skills; does not recognize the role of effort in improving student achievement.</p>	<p>Shares the Illinois Social-Emotional Learning Standards (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a limited amount of tools and assessments to gauge the SEL competence of students and to build an effective school climate.</p> <p>Introduces the concept of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); provides limited development for staff on how to build students' effective effort skills.</p>	<p>Trains adults on how to support positive student growth through the development of a positive school climate and the Illinois Social-Emotional Learning Standards (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports.</p> <p>Trains adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing</p>	<p>Builds the capacity of adults to use and train others on the Illinois Social-Emotional Learning Standards (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports; builds the capacity of all adults to support the positive growth of students' emotional skills.</p> <p>Creates structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
			mistakes, seeking assistance; persistence) for every student.	resiliency, valuing mistakes, seeking assistance; persistence); incorporates effective effort into every aspect of the school culture.
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal rarely demonstrates social and emotional competence in interactions with students, staff, and families.</li> <li>2. Principal directed PD does not build educators' capacity to teach SEL skills and create supportive learning environments.</li> <li>3. Principal does not consistently implement monitoring strategies to ensure that adults are using best practices to support SEL for all students.</li> <li>4. Principal does not collect data on students' social and emotional needs or the quality of the learning environment.</li> <li>5. Principal does not use data to identify students who need targeted or intensive support for SEL and does not ensure that appropriate services are provided.</li> <li>6. Principal does not encourage staff to reinforce SEL skills and academic mindsets during academic instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal sometimes demonstrates social and emotional competence in interactions with students, staff, and families.</li> <li>2. Principal-directed PD sometimes addresses educators' capacity to teach SEL skills and create supportive learning environments.</li> <li>3. Principal sometimes implements monitoring strategies to ensure that adults are using best practices to support SEL for all students.</li> <li>4. Principal intermittently collects data on students' social and emotional needs and the quality of the learning environment.</li> <li>5. Principal sometimes uses data to identify students who need targeted or intensive support for SEL and sometimes ensures that appropriate services are provided.</li> <li>6. Principal encourages some staff to reinforce SEL skills and academic mindsets during academic instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently demonstrates social and emotional competence in interactions with students, staff, and families.</li> <li>2. Principal-directed PD effectively builds educators' capacity to teach SEL skills and create supportive learning environments.</li> <li>3. Principal consistently implements monitoring strategies to ensure that adults are using best practices to support SEL for all students.</li> <li>4. Principal regularly collects data on students' social and emotional needs and the quality of the learning environment.</li> <li>5. Principal consistently uses data to identify students who need targeted or intensive support for SEL and ensures that appropriate services are provided.</li> <li>6. Principal encourages all staff to reinforce SEL skills and academic mindsets during academic instruction.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal proactively builds a culture of trust and collaboration among staff and encourages staff members to reflect on their own SEL competence.</li> <li>2. Principal provides ongoing, differentiated feedback and support to help all staff members build students' SEL skills and create supportive learning environments.</li> <li>3. Principal leads a team of stakeholders to use a variety of data sources to continuously improve the quality of school-wide supports for SEL.</li> <li>4. Principal supports and empowers staff members to lead the development and implementation of best practices for SEL.</li> <li>5. Principal manages school staff, related services providers, and community partners to ensure that appropriate services are effectively delivered and monitored for students who need targeted or intensive support for SEL.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard C2. Builds a culture of high aspirations and achievement for every student</b>				
<ul style="list-style-type: none"> <li>Links Aspiration to College and Career Opportunities</li> <li>Develops a Student Goal Setting Process</li> </ul>	<p>Does not help students link their aspirations to classes and content they are learning in school; does not expose students to college or career opportunities.</p> <p>Does not create or support goal setting structures for students.</p>	<p>Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school achievement; provides limited exposure to college and career opportunities.</p> <p>Introduces formal goal setting process where students identify goals and create a plan on how they will reach their goals.</p>	<p>Shapes the environment to make explicit links between student aspiration, classes and content they are learning in school; creates structures that expose all students to college and career experiences; connects aspiration to college and career opportunities.</p> <p>Implements a system where students create short and long term goals; ensures that students review goals at the end of the year, but may not ensure that goals are adapted and adjusted throughout the year.</p>	<p>Creates structures and processes to make explicit links between student aspiration, classes and content they are learning in school and overall academic achievement; creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations.</p> <p>Creates systems for students to develop goals, create a plan on how they will reach their goals, benchmarks to track their progress, and teaches students how to adapt their goals and plans as necessary; creates systems for sharing goals and learning.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal rarely articulates connections between students' goals and classes.</li> <li>Principal does not review the goals set (including IEP goals) to ensure they reflect high expectations and student engagement.</li> <li>Principal does not lead staff in the development of a written strategy for addressing all learners college and career opportunities.</li> <li>Principal rarely supports goal development with students.</li> <li>Principal rarely plans college and/or careers experiences for students (e.g. college visits, community partnerships, job shadowing, internships, Career Day, family college and career awareness programming, and career programs).</li> <li>Principal rarely provides students with early college attainment</li> </ol>	<ol style="list-style-type: none"> <li>Principal sometimes articulates connections between students' goals and classes.</li> <li>Principal occasionally reviews the goals set (including IEP goals) to ensure they reflect high expectations and student engagement.</li> <li>Principal sometimes leads staff in the development of a written strategy for addressing all learners college and career opportunities.</li> <li>Principal occasionally assists in goal development with students.</li> <li>Principal sometimes plans college and/or career experiences for students (e.g. college visits, community partnerships, job shadowing, internships, Career Day, family college and career awareness programming, and career programs).</li> <li>Principal provides students with some early college attainment</li> </ol>	<ol style="list-style-type: none"> <li>Principal consistently articulates the connections between students' goals and classes.</li> <li>Principal reviews the goals set (including IEP goals) to ensure they reflect high expectations and student engagement.</li> <li>Principal leads staff in the development of a written strategy for addressing all learners college and career opportunities.</li> <li>Principal consistently assists students in the development of their individual college and career goals. Principal consistently encourages students and counselors to set individual learning plans (ILPs) for each grade level as well as standardized test targets.</li> <li>Exposes all students to college and career experiences that are linked to students' aspirations (e.g. college visits, community</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal articulates and highlights connections between individual students' goals and classes.</li> <li>Principal actively pursues students' exploration of various careers.</li> <li>Principal creates a plan with students and parents on how to reach their goals.</li> <li>Principal creates opportunities for school leaders and support teams to increase knowledge and delivery around post-secondary initiatives.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>opportunities such as Dual Credit/Dual Enrollment, AP, IB, Honors and CTE courses.</p> <p>7. Principal does not provide supports for college enrollment and attendance (e.g. FAFSA completion, college match counseling, college applications and counseling in the summer following graduation to prepare for college attendance in the fall to avoid summer melt).</p> <p>8. <u>Grade 5 and above</u>: Few students check online grade book to monitor academic progress.</p>	<p>opportunities such as Dual Credit/Dual Enrollment, AP, IB, Honors and CTE courses.</p> <p>7. Principal provides some support for college enrollment and attendance (e.g. FAFSA completion, college match counseling, college applications and counseling in the summer following graduation to prepare for college attendance in the fall to avoid summer melt).</p> <p>8. <u>Grade 5 and above</u>: Students inconsistently check online grade books to monitor academic progress.</p>	<p>partnerships, job shadowing, internships, Career Day, family college and career awareness programming, and career programs).</p> <p>6. Principal consistently provides students with early college attainment opportunities such as Dual Credit/Dual Enrollment, AP, IB, Honors and CTE courses.</p> <p>7. Principal provides supports for college enrollment and attendance (e.g. FAFSA completion, college match counseling, college applications and counseling in the summer following graduation to prepare for college attendance in the fall to avoid summer melt).</p> <p>8. <u>Grade 5 and above</u>: Students consistently check online grade book to monitor academic progress.</p>	
<b>Standard C3. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission</b>				
<ul style="list-style-type: none"> <li>• <b>Translates the School Values into Specific Behaviors</b></li> <li>• <b>Develops a Code of Conduct</b></li> </ul>	<p>Does not make values or behavioral expectations clear to staff or students.</p> <p>Tolerates discipline violations and enforces the CPS Student Code of Conduct inconsistently.</p>	<p>Attempts to translate the school values into specific behaviors but is inconsistent in ensuring that all students learn expected behaviors.</p> <p>Develops components of an effective system of conduct for staff and students and builds staff agreement on the types of student actions that are consistent with school values and behaviors; creates consistent responses and consequences for students who have had behavioral infractions in the past.</p>	<p>Translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff delivers clear and consistent messaging about expected values and behaviors to students. Develops clear expectations for student conduct based on the school's values and beliefs and identifies clear positive and negative consequences; ensures that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented.</p>	<p>Translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the expected values and behaviors to all stakeholders.</p> <p>Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and values; uses multiple forms of student data to monitor and revise the code of conduct and identify benchmarks and milestones to gauge and measure adoption of behaviors.</p>



Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal rarely articulates clear, school-wide expectations for positive behavior.</li> <li>2. Principal rarely holds students and adults accountable for meeting behavior expectations.</li> <li>3. Principal-directed PD does not build staff members' capacity to proactively promote positive behavior and implement restorative responses to misbehavior.</li> <li>4. Principal rarely implements proactive, instructive, and restorative discipline practices, and relies heavily on exclusionary discipline.</li> <li>5. Principal does not monitor use of proactive, instructive, and restorative discipline throughout the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal sometimes articulates clear, school-wide expectations for positive behavior.</li> <li>2. Principal sometimes holds students and adults accountable for meeting behavior expectations.</li> <li>3. Principal-directed PD sometimes addresses staff members' capacity to proactively promote positive behavior and implement restorative responses to misbehavior.</li> <li>4. Principal sometimes implements proactive, instructive, and restorative discipline practices, but sometimes relies on exclusionary discipline.</li> <li>5. Principal inconsistently monitors use of proactive, instructive, and restorative discipline throughout the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal articulates clear, school-wide expectations for positive behavior.</li> <li>2. Principal consistently holds students and adults accountable for meeting behavior expectations.</li> <li>3. Principal-directed PD effectively builds staff members' capacity to proactively promote positive behavior and implement restorative responses to misbehavior.</li> <li>4. Principal consistently implements proactive, instructive, and restorative discipline practices and avoids exclusionary discipline wherever possible.</li> <li>5. Principal monitors use of proactive, instructive, and restorative discipline throughout the school.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal collaborates with staff and students to teach, model, and reinforce school-wide behavior expectations throughout the school year.</li> <li>2. Principal leads a team of stakeholders that meets regularly to review school-wide discipline data and engage in data-driven problem-solving.</li> <li>3. Principal empowers and supports numerous staff members to lead development and implementation of proactive, restorative discipline systems (e.g., restorative practices coach, peace circle facilitators, classroom management coaches).</li> </ol>

## COMPETENCY D: EMPOWERS AND MOTIVATES FAMILIES AND THE COMMUNITY TO BECOME ENGAGED

*Principal creates a collaborative school community where the school staff, families and community interact regularly and share ownership for the success of the school.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard D1. Proactively engages families and communities in supporting their child's learning and the school's learning goals</b>				
• <b>Engages Families</b>	Does not make time to meet with families and is openly disrespectful or dismissive of the role of families.	Shares the school values with families and with the community.	Respectfully informs families of learning expectations and specific ways they can support their children's learning.	Meaningfully and successfully engages families as partners in supporting their children's learning and the school's learning goals.

Element	Unsatisfactory	Basic	Proficient	Distinguished
Critical Attributes	<ol style="list-style-type: none"> <li>1. Principal rarely coordinates events/activities that cultivate the connection between home and school.</li> <li>2. Parents view the school as a place where they only interact when their child is having difficulties, rather than a place for positive development.</li> <li>3. Principal provides little or no resources to support parents as teachers.</li> <li>4. Principal rarely engages the community to support school learning goals.</li> <li>5. Principal does not establish external partnerships that support family and community engagement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal sometimes coordinates activities that promote family and community engagement. Most family engagement occurs only on Report Card Pick-up days.</li> <li>2. Principal provides some resources to support parents as teachers.</li> <li>3. Principal inconsistently solicits the input from staff, families, and community to support school learning goals.</li> <li>4. Principal establishes a few external partnerships to support the school's mission, vision and goals.</li> <li>5. Principal selects parent leaders to attend the Parent Leadership Network monthly meetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal plans curriculum based activities that promote and support family engagement in student learning.</li> <li>2. Principal aligns the home-learning environment with school expectations by bridging educators to parents through best practices in child and adolescent development. Principal assists parents to produce an effective family learning environment at home, regardless of culture, socioeconomic status, or beliefs.</li> <li>3. Principal develops and implements a comprehensive plan for families and children to successfully transition to kindergarten.</li> <li>4. Principal collaborates with Family and Community Engagement (F.A.C.E.) to identify and promote resources for students and families (e.g., College and Career workshops, 8<sup>th</sup>-9<sup>th</sup> Grade Transition, Bullying, Financial Awareness, Parent Leadership, Understanding Student Report Cards, Asset Mapping, etc.).</li> <li>5. Principal collaborates with F.A.C.E. to provide teacher Professional Development to promote family engagement (e.g., Teacher Cafes, Partnership Building, Communication with Parents, etc.).</li> <li>6. Principal identifies barriers and creates practical solutions to engage families.</li> <li>7. Principal provides parents with suggestions and tips about how to help children plan, organize, and complete homework. These</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal collaborates with staff and external partners to support student learning and achievement goals.</li> <li>2. Principal actively pursues opportunities to secure resources for student and family engagement.</li> <li>3. Principal collaborates with various CPS departments to meet the learning needs of students and families.</li> <li>4. Principal provides opportunities for learning within the community and beyond.</li> <li>5. Principal conducts parent outreach through school-based programming (e.g. GED program, health and fitness programs, nutrition programs, Parent University).</li> <li>6. Teachers train school leaders and teachers on family and community best practices for applying a collective vision for improving student achievement.</li> <li>7. Principal and teachers explore and implement methods to create sustainable partnerships with families.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
			<p>suggestions/tips are matched to parents' educational, linguistic and cultural backgrounds.</p> <p>8. Principal sees parents as thought-partners and agents of change.</p> <p>9. Principal collects and shares testimonials to recognize excellence and learn best practices.</p>	
<b>Standard D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</b>				
<ul style="list-style-type: none"> <li>Builds On-going Relationships</li> <li>Develops strategic plan to communicate with key community leaders</li> </ul>	<p>Does not develop positive relationships and/or undermines positive relationships that exist.</p> <p>Does not create a communication plan and does not set expectations or share the school vision with the community.</p>	<p>Articulates a belief that building and maintaining relationships are important, but may not be able to successfully establish or enhance relationships.</p> <p>Articulates a communication strategy with key community leaders, but may not successfully implement the strategy.</p>	<p>Enhances and maintains trusting relationships among and between a variety of stakeholder groups.</p> <p>Develops a strategic communication plan and shares the vision with community leaders to set expectations; regularly follows through on implementing a strategic plan.</p>	<p>Develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups (Staff, parents, LSC, PAC, BAC, etc.).</p> <p>Develops and consistently implements a strategic communication plan to proactively set expectations and share the school vision.</p>
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal does not build or maintain relationships with school and/or community stakeholders.</li> <li>Principal rarely provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> <li>Principal does not know what is going on in the neighborhood and does not know its places, events, groups, and people.</li> <li>There is no evidence that the school's programming is supported with community resources.</li> <li>Principal does not have an organized communication plan to disseminate school news and student progress to parents and community stakeholders.</li> </ol>	<ol style="list-style-type: none"> <li>Principal sometimes builds but may not consistently maintain relationships with school and/or community stakeholders.</li> <li>Principal sometimes direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> <li>Principal sometimes knows what is going on in the neighborhood and knows its places, events, groups, and people.</li> <li>School staff, families and community organizations sometimes collaborate to provide families with information about resources.</li> <li>Principal sometimes has an organized communication plan to</li> </ol>	<ol style="list-style-type: none"> <li>Principal consistently builds and maintains relationships with school and community stakeholders.</li> <li>Principal provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> <li>Principal is always on the lookout for what is going on in the neighborhood and knows its places, events, groups, and people.</li> <li>School staff, families and community organizations collaborate to provide students with opportunities to contribute to their school and local community.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal actively builds and maintains relationships with school and community stakeholders, and organizes activities to build relationships between stakeholder groups.</li> <li>Principal has a clear and organized plan for communication and involves community stakeholders in the process of setting expectations.</li> <li>School staff, families and community organizations collaborate to develop solutions to school and local community concerns.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	6. Principal rarely communicates to key stakeholders the goals of ODLSS (e.g. reading and math-15% gain, integrated service delivery model for related services, LRE).	<p>disseminate school news and student progress to parents and community stakeholders, but does not consistently follow this plan and some stakeholders are not aware of the plan.</p> <p>6. Principal sometimes communicates to key stakeholders the goals of ODLSS (e.g. reading and math-15% gain, integrated service delivery model for related services, LRE).</p>	<p>5. Principal nurtures a climate of accountability and sustainability to leverage existing community resources and services by linking school needs to community assets (e.g. local businesses, faith-based institutions, health centers, CBOs, elected officials, and other community stakeholders).</p> <p>6. Principal has established a process for regularly disseminating school news and student progress to parents and community stakeholders (e.g., newsletter, text messages, robocall, flyers, social media, parent meetings, etc.).</p> <p>7. Principal communicates to key stakeholders, including the LSC, the inclusive practices and the goals of ODLSS (e.g. reading and math-15% gain, integrated service delivery model for related services, LRE. Evidence could include presentations, written communication, school-wide expectations, action plans, etc.).</p>	
<b>Standard D3. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies</b>				
<b>Includes Multiple Voices and Perspective</b>	Is disrespectful and/or excludes voices from community forums to discuss school performance.	Asks for feedback on a developed plan, but does not seek input from multiple voices when developing the plan.	Incorporates different perspectives into decisions and creates forums to hear multiple and dissenting viewpoints.	Incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the school's instructional program.
<b>Critical Attributes</b>	<p>1. Principal is disrespectful and/or excludes voices from community forums to discuss school performance.</p> <p>2. Principal does not create opportunities for parent and community voices to be heard on</p>	<p>1. Principal is respectful to school community and sometimes creates opportunities for open dialogue and exchange of ideas.</p> <p>2. Principal asks for feedback on school programs and policies, but does not seek input when</p>	<p>1. Principal incorporates different perspectives into decisions and creates forums to hear multiple and dissenting viewpoints.</p> <p>2. Community partnerships are inclusive in school decision-making.</p>	<p><i>In addition to the characteristics of "proficient,"</i></p> <p>1. Principal incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
	<p>critical issues involving the school and students.</p> <p>3. Principal does not have teachers involved in analyzing, reviewing, or adoption of instructional materials.</p> <p>4. Interpreter/translator services are not available when needed.</p>	<p>developing the programs and policies.</p> <p>3. Principal creates teacher groups to analyze and review instructional materials for adoption but does not use input for decision making.</p> <p>4. Interpreter/translator services are sometimes available when needed.</p>	<p>3. Principal facilitates cross-disciplinary (e.g., parents, healthcare workers, local businessmen, etc.) decision-making by incorporating feedback from community members through forums, focused groups, workshops, etc.</p> <p>4. Principal creates teacher groups to analyze and review instructional materials for decision making and adoption.</p> <p>5. Interpreter/translator services are available when needed.</p>	<p>improve the school's instructional program.</p> <p>2. Community leaders and school system managers are active partners in the principal's decision making process.</p> <p>3. Students and teachers use school-wide communication systems (e.g., newsletter, social media, website, etc.) to voice topics of relevance and gather feedback on school policies, programs and performance.</p>
<b>Standard D4. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively</b>				
<ul style="list-style-type: none"> <li>• <b>Builds Capacity to Manage Change</b></li> <li>• <b>Demonstrates Personal Resolve and Response to Challenges</b></li> <li>• <b>Expands relationships with LSC and External Partnerships to Facilitate Budget Process</b></li> </ul>	<p>Does not recognize the role that the change process will have on the school community; does not support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.</p> <p>Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.</p> <p>Rarely facilitates a budget; seldom extends and expands relationships with LSC and external partnerships to align budget with the school's strategic plan.</p>	<p>Articulates that change will raise emotions and attempts to support staff, but does not effectively manage all needs; struggles to remain focused on school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.</p> <p>Sometimes demonstrates resolve, but may lose staff focus or make concessions on student achievement goals in the face of persistent challenges.</p> <p>At times facilitates a budget; occasionally extends and expands relationships with LSC and external partnerships to align budget with the school's strategic plan.</p>	<p>Directly addresses and helps stakeholders understand that change may raise questions, doubt, and feelings and positively supports staff as they face challenges; balances the need to make change within the school quickly while supporting the staff's ability to learn and develop new skills.</p> <p>Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges.</p> <p>Regularly facilitates a budget; frequently extends and expands relationships with LSC and external partnerships to align budget with the school's strategic plan.</p>	<p>Creates space for staff, students and families to share feelings about change and supports the community while describing the possibilities present in the future; maintains focus on meeting school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.</p> <p>Focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff.</p> <p>Continually facilitates a budget; consistently extends and expands relationships with LSC and external partnerships to align budget with the school's strategic plan.</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal does not address staff who do not share the values, beliefs, and habits of behavior that match the school vision.</li> <li>2. Principal does not ensure a school based Professional Problems Committee (PPC) is established to resolve matters relating to school operations.</li> <li>3. Principal rarely consults with Professional Personnel Leadership Committee (PPLC) on professional development activities, school safety, textbook and supplies.</li> <li>4. Principal does not maintain a sense of purpose and/or lacks decisiveness especially in times of adversity.</li> <li>5. Principal rarely presents the LSC with proposals regarding budgetary amendments throughout the school year.</li> <li>6. Principal rarely provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal inconsistently manages staff needs and inconsistently supports staff who challenge the values, beliefs, and habits of behavior that match the school vision.</li> <li>2. Principal sometimes ensures a school based Professional Problems Committee (PPC) is established and to resolve matters relating to school operations.</li> <li>3. Principal sometimes consults with Professional Personnel Leadership Committee (PPLC) on professional development activities, school safety, textbook and supplies.</li> <li>4. Principal inconsistently maintains a sense of purpose and/or lacks decisiveness especially in times of adversity.</li> <li>5. Principal inconsistently presents the LSC with proposals regarding budgetary amendments throughout the school year.</li> <li>6. Principal occasionally provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal consistently manages staff needs and is thoughtful and supportive to those whom are learning to adhere to the values, beliefs, and habits of behavior that match the school vision.</li> <li>2. Principal ensures a school based Professional Problems Committee (PPC) is established and that it fully represents members of the CTU to resolve matters relating to school operations.</li> <li>3. Principal consults with Professional Personnel Leadership Committee (PPLC) on professional development activities, school safety, textbook and supplies.</li> <li>4. Principal consistently maintains a sense of purpose and remains determined when met with adversity.</li> <li>5. Principal continually and proactively presents the LSC with proposals regarding budgetary amendments throughout the school year.</li> <li>6. Principal provides direct support to teachers and parents on sensitive community issues that directly affect students (e.g., safety, mutual respect, neighborliness, etc.).</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>1. Principal proactively creates a safe space for stakeholders to share their responses to the process of change all while building on their capacity to be open to the future.</li> <li>2. Principal encourages staff to challenge the values, beliefs, and habits of behavior that match the school vision in order to maintain a sense of mutual and sustainable accountability.</li> <li>3. Principal consistently maintains a sense of purpose and uses adversity as an opportunity for professional development.</li> <li>4. Principal builds long term relationships with external partners and community organizations to create a shared vision within and around the school community.</li> </ol>

## COMPETENCY E: RELENTLESSLY PURSUES SELF-DISCIPLINED THINKING AND ACTION

*Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.*

Element	Unsatisfactory	Basic	Proficient	Distinguished
Standard E1. Creates and supports a climate that values, accepts and understands diversity in culture and point of view				
<ul style="list-style-type: none"> <li>• <b>Recognizes the Strengths of a Diverse Population</b></li> <li>• <b>Creates a Culturally Responsiveness Climate</b></li> <li>• <b>Engages in Courageous Conversations about Diversity</b></li> </ul>	<p>Demonstrates limited awareness of the impact of diversity on student learning.</p> <p>Does not address or correct intolerant or culturally incompetent statements and does not create an environment that supports all students.</p> <p>Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors.</p>	<p>Takes the initial steps to understand diversity and its' impact on student learning.</p> <p>Provides whole group, undifferentiated professional development about working in and supporting a diverse community; attempts to address incidents of cultural incompetence.</p> <p>Inconsistently seeks opportunities to engage in courageous conversations about diversity and culture.</p>	<p>Understands diversity and its' impact on student learning; examines and addresses any school structures or school practices that limit the participation of groups of students and families.</p> <p>Provides differentiated professional development to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world; addresses and corrects moments of cultural incompetence.</p> <p>Actively seeks opportunities to engage in courageous conversations about diversity and culture; builds the school's and community's collective capacity by initiating direct conversations about how diversity and culture impact student learning.</p>	<p>Understands diversity and its' impact on student learning; recognizes and integrates the learning opportunities that come from a diverse community.</p> <p>Engages staff in learning and action planning around the treatment of and supports for diverse groups in and outside the school.</p> <p>Develops staff capacity to engage in courageous conversations about how diversity and culture impact student learning.</p>

Element	Unsatisfactory	Basic	Proficient	Distinguished
Critical Attributes	<ol style="list-style-type: none"> <li>Principal does not utilize data to determine the needs of diverse learners.</li> <li>Principal rarely assigns students heterogeneously (e.g., rooms are labeled special educational/instructional, ELL, G.T., etc.).</li> <li>Principal does not or rarely meets with teachers and parent groups to discuss and assess school climate and culture.</li> <li>Principal does not ensure that students with diverse learning needs have equal opportunities to participate in extracurricular activities.</li> <li>Principal does not respond with an open mind to cultural diversity. Response is usually unpredictable and not always effective.</li> <li>Principal does not assess the school structures and practices to ensure the participation of groups of students or families are not limited.</li> <li>Multi-cultural Studies are rarely embedded in Units of Study.</li> </ol>	<ol style="list-style-type: none"> <li>Principal uses limited data and resources to address the needs of diverse learners.</li> <li>Principal sometimes assigns students heterogeneously (e.g., some rooms are labeled special educational/instructional, ELL, G.T., etc.).</li> <li>Principal sometimes meets with teachers and parent groups to design purposeful learning opportunities that address a wide range of culturally diverse programs and activities.</li> <li>Principal tries to make sure that students with diverse learning needs have equal opportunities to participate in extracurricular activities with uneven results.</li> <li>Principal sometimes responds effectively to school climate and culture. When issues arise, response is unpredictable and not always effective.</li> <li>Principal occasionally assesses the school structures and practices to ensure the participation of groups of students or families are not limited.</li> <li>Multi-cultural Studies are sometimes embedded in Units of Study.</li> </ol>	<ol style="list-style-type: none"> <li>Principal analyzes data regularly to make informed decisions around educational disparity and cultural differences.</li> <li>Principal assigns students heterogeneously (e.g., no rooms are labeled special educational/instructional, ELL, G.T., etc.).</li> <li>Principal ensures that staff develops and acts upon a thoughtful, informed strategy to bolster community engagement and celebrate student diversity.</li> <li>Principal ensures that students with diverse learning needs have equal opportunities to participate in extracurricular activities.</li> <li>Principal meets frequently with instructional leadership team, teachers and parent groups to discuss practices, curriculum and school resources to ensure all facets of school related concerns are addressed on cultural diversity.</li> <li>Principal's response is consistent and effective when addressing families and school community about issues related to student diversity and cultural biases.</li> <li>Principal assesses the school structures and practices to ensure the participation of groups of students or families are not limited.</li> <li>Multi-cultural Studies embedded in Units of Study as appropriate.</li> <li>Staff PD demonstrates commitment to building staff understanding of how to work with a diverse population.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal recognizes the limits of their own knowledge and skills and become co-learners with teachers to find ways to create a school culture that is culturally diversified for all learners.</li> <li>Principal consistently monitors teaching and learning to ensure they are inclusive of various cultural groups.</li> <li>Principal allocates funds to create cultural awareness and extends educational opportunities for students outside of school campus to promote diversity.</li> </ol>



Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard E2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession; protects the rights and confidentiality of students and staff</b>				
• <b>Protects Rights and Confidentiality</b>	Does not follow FERPA protocols or policies to maintain and protect student privacy and does not address staff who do not follow FERPA.	Implements most parts of FERPA in a manner consistent with the law; learns from mistakes and uses them as a personal learning opportunity to improve practice.	Follows FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life confidential).	Teaches all staff about FERPA and develops systems to ensure that on-going training and monitoring occur.
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>1. Principal shows no evidence of systems in place to protect confidentiality of student and staff information.</li> <li>2. Principal does not train staff members on requirements and restrictions under FERPA and other relevant federal and state laws (e.g., public health code), and relevant professional standards of practice.</li> <li>3. Principal does not identify a designated staff as records manager to maintain individual student records.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal has limited systems in place to protect confidentiality of student and staff information.</li> <li>2. Principal informs staff members of FERPA but does not entirely provide actionable steps on how to comply with FERPA policy.</li> <li>3. Principal assigns designated staff as records manager to be responsible for keeping individual records.</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal has clear defined systems in place to protect confidentiality of student and staff information.</li> <li>2. Principal informs staff members of FERPA and how to comply with the law. Provides them with the state/district policy and other information that will help them to comply.</li> <li>3. Principal assigns designated staff as records manager to be responsible for keeping individual records safe and intact from accidents, unauthorized access, theft, changes, or unintentional release.</li> <li>4. Principal notifies parents that they can opt out of directory information.</li> <li>5. Principal instructs staff to check students' directory restrictions before releasing any information. Ensures that information students and parents have classified as confidential is not released to third parties.</li> <li>6. Principal provides annual notifications to all parents regarding confidentiality of students' education records.</li> </ol>	<i>In addition to the characteristics of "proficient,"</i> <ol style="list-style-type: none"> <li>1. Principal retrains faculty members with respect to the requirements and prohibitions of FERPA.</li> <li>2. Principal uses multiple systems to notify parents and students of their rights under FERPA through student handbooks, newspaper articles, PTA bulletins, special letters, etc.</li> </ol>

Element	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard E3. Relentlessly pursues reflective behavior</b>				
• <b>Reflective Practitioner</b>	Does not reflect or self-manage to utilize leadership behaviors; does not increase personal leadership capacity by taking action to develop identified areas of growth.	At times reflects and self manages to utilize leadership behaviors; at times increases personal leadership capacity by taking action to develop identified areas of growth.	Regularly reflects and self manages to utilize leadership behaviors; regularly increases personal leadership capacity by taking action to develop identified areas of growth.	Continuously reflects and self manages to utilize leadership behaviors; continuously increases personal leadership capacity by taking action to develop identified areas of growth.
<b>Critical Attributes</b>	<ol style="list-style-type: none"> <li>Principal demonstrates little or no reflection and self-management of practices as evident through conversations with evaluator.</li> <li>Principal cannot articulate ideas about how to strengthen instruction or school culture for positive student outcomes.</li> <li>Principal has no knowledge in UDL, inclusive practices, and changing mindset.</li> <li>Principal rarely attends professional development or the PD is not aligned to PDP goals or school Improvement goals.</li> <li>Principal's Self-Assessment is not completed or finalized in RLS and does not demonstrate thoughtful reflection.</li> </ol>	<ol style="list-style-type: none"> <li>Principal demonstrates some level of reflection and self- management as evident through conversations with evaluator.</li> <li>Principal can describe to some extent how practices impacted or did not impact student learning.</li> <li>Principal is working on gaining knowledge in UDL, inclusive practices, and changing mindset.</li> <li>Principal's professional development somewhat aligns to PDP goals or school Improvement goals.</li> <li>Principal's Self-Assessment is completed but lacks reflection in all competencies.</li> </ol>	<ol style="list-style-type: none"> <li>Principal consistently shows evidence of reflective mindset through conversations with evaluator.</li> <li>Principal can clearly articulate how specific instructional practices, programming, curriculum and school activities have or have not impacted student learning.</li> <li>Principal gains knowledge in UDL, inclusive practices, and changing mindset.</li> <li>Principal identifies and attends professional development opportunities aligned to PDP or school improvement goals.</li> <li>Principal consistently revisits PDP goals throughout the year.</li> <li>Principal consistently completes Self- Assessment in a timely and thoughtful manner. It is evident that principal has internalized feedback through prior ratings to inform development.</li> </ol>	<p><i>In addition to the characteristics of "proficient,"</i></p> <ol style="list-style-type: none"> <li>Principal makes leadership practice adjustments based on observations and regular reflections.</li> <li>Principal monitors progress of PDP with evaluator throughout the year.</li> <li>Principal designs and assists Professional Development at the Network or District levels.</li> </ol>

## 2013 CPS Framework for Teaching *with Critical Attributes*

### Introduction

*The CPS Framework for Teaching* provides a common definition of effective teaching for both administrators and teachers, and is also used to analyze and rate evidence of teaching practice for the purposes of REACH Students. *The Framework* differs from the prior checklist evaluation system in that it is meant to more fully describe aspects of teaching so that teachers can improve their instructional practices, grow professionally, and as a result have clear direction to improve their evaluation outcomes. Administrators should gather evidence from observations and conferences, engage teachers in collegial conversations about their practice, and come to evaluative conclusions based on a cycle of observation, dialogue, and feedback. In using *The Framework* to evaluate teacher practice, evaluators should consider the preponderance of evidence and not expect to see everything described in each component of *The Framework* in every observation or conference.

CPS and CTU worked together to develop these Critical Attributes to help describe teaching at each level of performance in *The Framework for Teaching*. These Critical Attributes are intended to provide further clarity for teachers and administrators. Critical Attributes represent, on a small scale, descriptions of what one might see in a classroom or conference. They are not exhaustive and should neither be used as a checklist themselves nor used to justify ratings.

**When determining a level of performance following a classroom observation and post-conference, the evaluator must use the language of *The Framework*.**

Critical Attributes can be used in several ways to help improve teaching and learning. As Charlotte Danielson writes:

*“Critical Attributes” for each level of performance for each component...provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.”<sup>1</sup>*

First, the Critical Attributes can help teachers reflect on practice, suggesting new ways to think about improving teaching within components. Second, they may be useful during a post-conference to help identify concrete next steps during conversation between teacher and evaluator. Third, the Critical Attributes may help clarify patterns at the different performance levels across the four domains. These Critical Attributes cannot take the place of professional conversations among teachers or of administrators, evaluators, colleagues and other stakeholders providing teachers with concrete suggestions, resources and support. We encourage teachers and administrators to find innovative and appropriate ways to use this tool improve teaching and learning.

We are publishing this draft with the knowledge that much will be learned when it is put to use in schools. Consistent with best practice as new tools are released, we plan to revise these Critical Attributes during the summer of 2014 and to publish an updated version after soliciting teacher and administrator input to ensure these remain an accurate and supportive tool moving forward.

<sup>1</sup> Danielson, Charlotte. Introduction. *The Framework for Teaching: Evaluation Instrument*. Princeton, NJ: Danielson Group, 2013.

# 2013 CPS Framework for Teaching with Critical Attributes

## Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating Knowledge of Content and Pedagogy</b>  <i>Knowledge of:</i> <ul style="list-style-type: none"> <li>Content Standards Within and Across Grade Levels</li> <li>Disciplinary Literacy</li> <li>Prerequisite Relationships</li> <li>Content-Related Pedagogy</li> </ul>	<p>Teacher demonstrates little to no knowledge of relevant content standards within and/or across grade levels. Teacher demonstrates no knowledge of the disciplinary way of reading, writing and/or thinking within the subject area. Teacher demonstrates little understanding of prerequisite knowledge important to student learning of the content/skills. Teacher's plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content/skills being taught.</p>	<p>Teacher demonstrates knowledge of the relevant content standards within the grade level but displays lack of awareness of how these concepts relate to one another and/or build across grade levels. Teacher demonstrates some knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. The teacher demonstrates some understanding of prerequisite learning, although knowledge of relationships among topics may be inaccurate or incomplete. Teacher's plans reflect a limited range of pedagogical approaches suitable to student learning of the content/skills being taught.</p>	<p>Teacher demonstrates knowledge of the relevant content standards, within and across grade levels. Teacher demonstrates knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates accurate understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans reflect a range of effective pedagogical approaches suitable to student learning of the content/skills being taught.</p>	<p>Teacher demonstrates knowledge of the relevant content standards within the grade level and across grade levels, as well as how these standards relate to other disciplines. Teacher's plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and/or thinking within the subject area. Teacher demonstrates deep understanding of prerequisite learning and relationships among topics and concepts. Teacher's plans include a range of effective pedagogical approaches suitable to student learning of the content/skills being taught and anticipate student misconceptions.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Unit and/or lesson plans do not include content standards.</li> <li>Unit and/or lesson plans do not include strategies that require reading, writing or thinking in the content area.</li> <li>Unit and/or lesson plans include content that is not sequenced based on prior lessons or prior student knowledge.</li> <li>Unit and/or lesson plans include instructional strategies that are not appropriate for the content or students' learning styles.</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include content standards but they may not be entirely appropriate for the grade level or properly sequenced.</li> <li>Unit and/or lesson plans include some strategies that require reading, writing or thinking in the content area but they may not be fully described or appropriately selected.</li> <li>Unit and/or lesson plans include some gaps in appropriate content or the sequence of content does not fully build on prior lessons or student knowledge.</li> <li>Unit and/or lesson plans include a limited range of instructional strategies that are somewhat appropriate for the content and students' learning styles.</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include content standards that are grade level appropriate and are properly sequenced.</li> <li>Unit and/or lesson plans include appropriate and articulated strategies requiring reading, writing or thinking in the content area.</li> <li>Unit and/or lesson plans include content that is well sequenced and builds on prior lessons and student knowledge.</li> <li>Unit and/or lesson plans include a diverse range of instructional strategies that are entirely appropriate for the content and students' learning styles.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>Unit and/or lesson plans include connections to content standards from related disciplines.</li> <li>Unit and/or lesson plans include strategies that connect reading, writing or thinking within the content area or to related disciplines.</li> <li>Unit and/or lesson plans include strategies to clarify connections between major concepts in the content.</li> <li>Unit and/or lesson plans include instructional strategies to anticipate student questions and student interest.</li> </ol>

# 2013 CPS Framework for Teaching with *Critical Attributes*

Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<b>1b: Demonstrating Knowledge of Students</b>  <i>Knowledge of:</i> <ul style="list-style-type: none"> <li>• <i>Child and Adolescent Development</i></li> <li>• <i>The Learning Process</i></li> <li>• <i>Students' Skills, Knowledge, and Language Proficiency</i></li> <li>• <i>Students' Interests and Cultural Heritage</i></li> <li>• <i>Students' Special Needs and Appropriate Accommodations/Modifications</i></li> </ul>	<p>The teacher demonstrates little to no understanding of how students learn and does not attain information about levels of development. Teacher does not gather knowledge about students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs and does not indicate that such knowledge informs teacher's practice.</p>	<p>The teacher displays generally accurate knowledge of how students learn and attains information about levels of development for the class as a whole. Teacher gathers some knowledge about some students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.</p>	<p>The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for groups of students. Teacher purposefully gathers information from several sources about most students' backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, interests, and special needs.</p>	<p>The teacher demonstrates an understanding of the active nature of student learning and attains information about levels of development for individual students. Teacher purposefully and continually gathers information from several sources about all students' individual backgrounds, cultures, prior knowledge, skills, language proficiencies, learning styles, multiple intelligences, interests, and special needs.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans are not developmentally appropriate.</li> <li>2. Teacher does not gather information about student learning styles. Unit and/or lesson plans do not reflect knowledge of student learning styles.</li> <li>3. Teacher is not aware of different student achievement, skill or language proficiency levels and/or teacher has unrealistic expectations for students.</li> <li>4. Teacher does not seek information about students' cultures or interests.</li> <li>5. Teacher does not seek or utilize information about the needs of diverse learners.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans are developmentally appropriate for the whole class.</li> <li>2. Teacher gathers some information about student learning styles. Unit and/or lesson plans may not reflect knowledge of student learning styles.</li> <li>3. Teacher is somewhat aware of different student achievement, skill or language proficiency levels. Teacher plans instruction for the whole class.</li> <li>4. Teacher acknowledges student cultures and interests but may not apply this knowledge to instructional plans.</li> <li>5. Teacher is aware of the needs of diverse learners but may not always apply this knowledge appropriately to plan instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plans are developmentally appropriate for the whole class and are also modified for specific groups of students based on teacher knowledge of various student characteristics.</li> <li>2. Teacher gathers information about student learning styles. Unit and/or lesson plans accommodate different student learning styles.</li> <li>3. Teacher is aware of the achievement levels (such as "low," "medium," and "high"), skill levels and language proficiency levels for groups of students. Teacher applies this knowledge to plan instruction to meet the needs of these groups of students.</li> <li>4. Teacher integrates knowledge of student cultures and interests into instructional plans.</li> <li>5. Teacher is aware of the needs of diverse learners and applies this knowledge appropriately to plan differentiated instruction.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>1. Unit and/or lesson plans include developmentally appropriate strategies for individual students.</li> <li>2. Teacher frequently collects new information about learning styles to adjust unit and/or lesson plans.</li> <li>3. Teacher knowledge of student achievement, skill and language proficiency levels is often specific to individual students. Teacher applies this knowledge to plan instruction to meet the needs of individual students</li> <li>4. Teacher regularly seeks information from various sources about student cultures and interests to incorporate into plans.</li> <li>5. Teacher regularly seeks updates and additional information about the needs of diverse learners in order to apply this information to more appropriately plan instruction.</li> </ol>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1c: Selecting Learning Objectives</b> <ul style="list-style-type: none"> <li>Clarity of Objectives</li> <li>Sequence and Alignment of Objectives</li> <li>Balance of Objectives</li> </ul>	<p>Learning objectives are not standards-based, are unclear, or are stated as activities rather than as student learning outcomes, prohibiting a feasible method of assessment. Teacher does not sequence and align learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect only one type of learning and/or only one discipline.</p>	<p>Learning objectives are partially standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and/or are only written for the class as a whole. Teacher demonstrates an attempt to sequence and align some standards-based learning objectives, but does not build toward deep understanding or mastery of the standards. Objectives reflect more than one type of learning, but teacher has made no attempt at coordination of the disciplines.</p>	<p>Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied to account for the needs of groups of students. Teacher sequences and aligns standards-based learning objectives to build toward deep understanding and mastery of the standards. Objectives reflect several different types of learning and invite opportunities for coordination within and across the disciplines.</p>	<p>Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied in whatever way is needed to account for individual students' needs. Teacher sequences and aligns standards-based objectives to build toward deep understanding, mastery of the standards, and meaningful authentic application. Objectives reflect several different types of learning and provide multiple opportunities for coordination and integration within and across the disciplines.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Unit and/or lesson plans do not include learning objectives and/or objectives are not aligned or not appropriate for the content or grade-level.</li> <li>Learning objectives are stated as what students will do in class rather than what content or skills students will learn.</li> <li>Learning objectives cannot be measured for achievement as written.</li> <li>Learning objectives are not sequenced to build toward student mastery in the content.</li> <li>Learning objectives do not include a range of lower- and higher-order thinking skills or allow students to demonstrate learning in different ways (i.e. reading, writing, speaking, collaborating).</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include learning objectives that are somewhat aligned and appropriate for the content and/or grade-level.</li> <li>Learning objectives address the needs of the whole class. Learning objectives are sometimes stated as what students will do in class rather than what content or skills students will learn.</li> <li>Learning objectives can sometimes be measured for achievement as written.</li> <li>Learning objectives are somewhat sequenced to build toward partial student mastery of the content.</li> <li>Learning objectives include a range of lower- and higher-order thinking skills and/ or allow students to demonstrate learning in different ways (i.e. reading, writing, speaking, collaborating).</li> </ol>	<ol style="list-style-type: none"> <li>Unit and/or lesson plans include learning objectives that are aligned and appropriate for the content and grade-level.</li> <li>Learning objectives address the needs of groups of students. Learning objectives represent what content or skills students will learn.</li> <li>Learning objectives are measurable and aligned to content and grade-level appropriate assessments.</li> <li>Learning objectives are appropriately sequenced to build student mastery of the content.</li> <li>Learning objectives include a range of lower- and higher-order thinking skills, ask students to demonstrate learning in purposefully different ways (i.e. reading, writing, speaking, collaborating), and create opportunities for interdisciplinary connections.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>Unit and/or lesson plans include learning objectives that align with prior and future objectives for the content and grade-level.</li> <li>Learning objectives accommodate the learning needs of individual students. Learning objectives may allow students to set their own content or skill-based goals for learning.</li> <li>Learning objectives are varied and connected to authentic assessments in the discipline.</li> <li>Learning objectives build toward real-world application of skills and content.</li> <li>Learning objectives integrate and coordinate a range of thinking skills, ways to demonstrate learning (i.e. reading, writing, speaking, collaborating), and interdisciplinary connections.</li> </ol>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1d: Designing Coherent Instruction</b>  <i>Design Incorporates:</i> <ul style="list-style-type: none"> <li>• Knowledge of Students and Their Needs</li> <li>• Learning Tasks</li> <li>• Materials and Resources</li> <li>• Instructional Grouping</li> <li>• Lesson and Unit Structure</li> </ul>	<p>Teacher does not coordinate knowledge of content, students, and resources to design units and lessons. Learning tasks are not aligned to objectives. Tasks are not cognitively challenging and do not require students to provide evidence of their reasoning. There is no evidence of scaffolding and differentiation for students to access the content/skills. The progression of tasks is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and/or other materials and do not represent a cognitive challenge. The lesson or unit does not have a recognizable structure and makes no use of instructional groupings to support the learning objectives.</p>	<p>Teacher coordinates some knowledge of content, students, and resources to design units and lessons. Learning tasks are partially aligned to objectives. Tasks are cognitively challenging, designed for the class as a whole, and occasionally require students to provide evidence of their reasoning. There is some evidence of scaffolding and differentiation for some students to access the content/skills. The progression of tasks in units and lessons is not always coherent, and some time allocations are unrealistic. Units and lessons include grade-appropriate levels of texts and other materials that represent a moderate cognitive challenge. The lesson or unit has a recognizable structure with some evidence of instructional groupings that partially support the learning objectives.</p>	<p>Teacher coordinates knowledge of content, students, and resources to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging, designed for groups of students, and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for most students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials, representing a cognitive challenge. The lesson or unit has a clear structure with intentional and structured use of instructional groupings that support the learning objectives.</p>	<p>Teacher coordinates in-depth knowledge of content, students, and resources (including technology) to design units and lessons. Learning tasks are aligned to objectives. Tasks are cognitively challenging for individual students and require students to provide evidence of their reasoning. There is evidence of scaffolding and differentiation for all students to access the content/skills. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways of instruction aligned with diverse student needs, and uses instructional groupings intentionally.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plan does not align knowledge of student achievement levels and learning styles to content and resources.</li> <li>2. Classroom activities are not planned to correspond to learning objectives.</li> <li>3. Classroom activities are not planned to account for student interest and only ask students to recall or provide rote responses.</li> <li>4. Classroom activities are not planned based on knowledge of the range of student achievement levels and learning styles.</li> <li>5. Classroom activities are not planned in sequence. Activities either do not provide enough or provide too much time for student completion.</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plan reflects some knowledge of student achievement levels and learning styles but content and resources may not be entirely aligned to that knowledge.</li> <li>2. Classroom activities are planned to sometimes address learning objectives.</li> <li>3. Classroom activities are sometimes planned to interest and engage students and require some higher order thinking skills.</li> <li>4. Classroom activities are planned to meet the needs of a limited range of student achievement levels and learning styles.</li> <li>5. Classroom activities somewhat build on one another and mostly appropriate amounts of time are provided for student completion.</li> <li>6. Classroom texts or other materials are sometimes challenging and/or are</li> </ol>	<ol style="list-style-type: none"> <li>1. Unit and/or lesson plan reflects student achievement levels and learning styles which are aligned to appropriate content and resources.</li> <li>2. Classroom activities are designed and aligned to address various learning objectives.</li> <li>3. Classroom activities are designed to interest and engage students and challenge them to use higher order thinking skills.</li> <li>4. Classroom activities are designed to meet the needs of most student achievement levels and learning styles.</li> <li>5. Classroom activities are planned and paced so the class can achieve the learning objectives.</li> <li>6. Classroom texts or other materials are challenging and relevant in supporting nearly all students' learning.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>1. Unit and/or lesson plan integrates knowledge of individual student needs with specific or unique content and resources.</li> <li>2. Classroom activities are coordinated to address student selected learning objectives or the objectives for individual students.</li> <li>3. Classroom activities incorporate individual student interests and promote student choice and inquiry.</li> <li>4. Classroom activities include ways to meet the needs of individual students' achievement levels and learning styles.</li> <li>5. Classroom activities are planned and paced to be appropriate for individual students.</li> <li>6. Classroom texts or other materials are sometimes selected through a process of</li> </ol>

	<ul style="list-style-type: none"><li>6. Classroom texts and other materials are too easy and/or are not content appropriate.</li><li>7. Unit and/or lesson plan does not include anything except full class instruction.</li><li>8. Unit and/or lesson plan is not organized and/or does not have a logical progression.</li></ul>	<p>relevant in supporting some students' learning.</p> <ul style="list-style-type: none"><li>7. Unit and/or lesson plan includes the use of instructional groups, but the use of groups may not be aligned to learning objectives or student learning needs.</li><li>8. Unit and/or lesson plan is somewhat organized and follows a logical progression.</li></ul>	<ul style="list-style-type: none"><li>7. Unit and/or lesson plan incorporates the use of instructional groups when appropriate, based on student learning needs.</li><li>8. Unit and/or lesson plan is organized and follows a progression designed to address the learning objectives and student learning needs.</li></ul>	<p>student-teacher collaboration.</p> <ul style="list-style-type: none"><li>7. Unit and/or lesson plan includes flexible instructional groups that vary based on learning objectives, needs and student input when appropriate.</li><li>8. Unit and/or lesson plan incorporates student input into activities or assessments.</li></ul>
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Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1e: Designing Student Assessment</b> <ul style="list-style-type: none"> <li>• <i>Congruence with Standards-Based Learning Objectives</i></li> <li>• <i>Levels of Performance and Standards</i></li> <li>• <i>Design of Formative Assessments</i></li> <li>• <i>Use for Planning</i></li> </ul>	<p>The plan for student assessment is not aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments contain no criteria or descriptors aligned to student expectations. Teacher does not select or design formative assessments that measure student learning and/or growth. Teacher does not use prior assessment results to design units and lessons.</p>	<p>The plan for student assessment is partially aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessments do not clearly identify and/or describe student expectations. Teacher selects or designs formative assessments that measure only part of student learning or growth. Teacher uses prior assessment results to design units and lessons that target the class as a whole.</p>	<p>The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessment methodologies are designed or adapted for groups of students as needed. Assessments clearly identify and describe student expectations and provide descriptors. Teacher selects and designs formative assessments that accurately measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students.</p>	<p>The plan for student assessment is aligned with the standards-based learning objectives identified for the unit and/or lesson. Assessment methodologies have been designed or adapted for individual students as needed. Assessment criteria are thorough, describe high expectations for students, and provide clear descriptors. Teacher's formative assessments are complex, well designed or selected, and tailored for individual students, when necessary, in order to measure varying degrees of each student's learning and growth effectively. Teacher uses assessment results to design units and lessons that target the diverse needs of every student. In addition to the characteristics of "proficient,"</p>
Critical Attributes	<ol style="list-style-type: none"> <li>1. Teacher does not have planned assessments or assessments do not correspond to the learning objectives for the unit and/or lesson plan.</li> <li>2. Plans for assessment do not include descriptions, criteria or rubrics for student expectations or levels of achievement.</li> <li>3. Unit and/or lesson plans do not include formative assessments and/or formative assessments do not provide feedback about student levels of achievement.</li> <li>4. Teacher does not have a method of using assessment feedback to inform future plans for instruction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher plans include assessments but they may not entirely correspond to the learning objectives for the unit and/or lesson plan.</li> <li>2. Plans for assessment include some descriptions, criteria or rubrics for student expectations or levels of achievement, but they may not be entirely clear or developed.</li> <li>3. Unit and/or lesson plans include formative assessments, but they may not be fully developed or provide complete and appropriate feedback about student levels of achievement.</li> <li>4. Teacher attempts to use assessment feedback to inform future plans for instruction for the whole class.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher plans include appropriate assessments that correspond to the learning objectives for the unit and/or lesson plan, and they may be modified for the learning needs of groups of students.</li> <li>2. Plans for assessment include clear and appropriate descriptions, criteria or rubrics for student expectations and levels of achievement. Teacher may plan to share examples of high quality student work.</li> <li>3. Unit and/or lesson plan includes appropriate formative assessments that measure student levels of achievement for groups of students.</li> <li>4. Teacher uses assessment feedback to inform future instruction for groups of students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher plans for assessment are challenging, authentic to the content area and/or have real-world application or implications when possible. Plans may be modified for the learning needs of individual students.</li> <li>2. Plans for assessment may include student choice or input regarding descriptions, criteria or rubrics for student expectations and levels of achievement. Teacher may plan to align examples of high quality student work to levels of achievement with students.</li> <li>3. Unit and/or lesson plan includes diverse formative assessments that provide feedback about individual student levels of achievement.</li> <li>4. Teacher uses assessment feedback to inform future instruction for individual students.</li> </ol>

## Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creating an Environment of Respect and Rapport</b> <ul style="list-style-type: none"> <li>Teacher Interactions with Students</li> <li>Student Interactions with Other Students</li> </ul>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative and disrespectful. Interactions are insensitive and/or inappropriate to the ages and development of the students, and the context of the class. The net result of interactions has a negative impact on students emotionally and/or academically.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally respectful but may reflect occasional inconsistencies or incidences of disrespect. Some interactions are sensitive and/or appropriate to the ages and development of the students, and the context of the class. The net result of the interactions has a neutral impact on students emotionally and/or academically.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate caring and respect. Interactions among students are generally polite and respectful. Interactions are sensitive and appropriate to the ages and development of the students, and to the context of the class. The net result of the interactions has a positive impact on students emotionally and academically.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility among all members of the class. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Teacher has not made connections with students or groups of students.</li> <li>Teacher uses disrespectful language with students and/or exhibits actions that are insensitive to students' ages and developmental levels.</li> <li>Students regularly use disrespectful and/or insensitive language toward one another and/or the teacher.</li> <li>Many students may criticize peers who volunteer to participate or engage in academic activities.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher attempts to make connections with individuals or groups of students. Connections are partially successful.</li> <li>Teacher interactions with students are inconsistent, with occasional use of disrespectful or insensitive language. Teacher may show favoritism to groups or individuals.</li> <li>Students occasionally use disrespectful and/or insensitive language toward one another and/or the teacher.</li> <li>Some students may criticize peers who volunteer to participate or engage in academic activities.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher successfully makes connections with students. Connections contribute to a caring and respectful tone in the classroom.</li> <li>Teacher and student interactions are uniformly respectful.</li> <li>Students exhibit consistent respect for the teacher and for classmates through words and actions.</li> <li>Students participate willingly in collaborative groups and offer their ideas in front of peers.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>Teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.</li> <li>Students initiate respectful interactions with peers and teacher.</li> <li>Students take an active role in promoting respect and showing care about individual classmates' interests and personalities.</li> <li>Students encourage peers to participate in collaborative groups or offer ideas.</li> </ol>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2b: Establishing a Culture for Learning</b> <ul style="list-style-type: none"> <li>Importance of Learning</li> <li>Expectations for Learning</li> <li>Student Persistence</li> <li>Student Ownership of Learning</li> </ul>	<p>The teacher creates a classroom culture that reflects a lack of teacher and/or student commitment to learning. The teacher fosters a culture in which there is little or no investment of student energy into the task at hand. The teacher does not convey that practice or perseverance is expected or that it results in student success. The teacher's expectations for student learning are medium to low, with high expectations reserved for only a few students. Students do not show interest in task completion or quality.</p> <ol style="list-style-type: none"> <li>Teacher conveys that there is little or no purpose for the work, and/or that it must be done due to external factors.</li> <li>Most students' energy is directed toward off task behavior.</li> <li>Teacher conveys to some students that the work is too challenging for them.</li> <li>Students exhibit little or no pride in their work.</li> </ol>	<p>The teacher creates a classroom culture that reflects some teacher and/or student commitment to learning. The teacher fosters a culture in which there is some investment of student energy into the learning task at hand. The teacher conveys that student success is the result of natural or innate ability rather than practice and perseverance. Teacher conveys high learning expectations for some students. Students indicate that they are interested in completion, rather than quality, of a task.</p> <ol style="list-style-type: none"> <li>Teacher conveys the importance of learning but the purpose for the work is tied to extrinsic rewards or short-term goals.</li> <li>Most students' energy is directed toward on task behavior but regular teacher redirection is necessary.</li> <li>Teacher conveys high expectations for some students.</li> <li>Students exhibit some commitment to complete their work but they may not attempt to reach higher levels of achievement.</li> </ol>	<p>The teacher creates a classroom culture that reflects teacher and student commitment to learning. The teacher fosters a culture in which classroom interactions indicate learning and hard work. The teacher conveys that with practice and perseverance students can reach desired goals. Teacher conveys high learning expectations for all students. Students take some responsibility for their learning by indicating that they want to understand the content or master the skill rather than simply complete a task.</p> <ol style="list-style-type: none"> <li>Teacher conveys the value of the learning for its own end and the purpose for the work at hand, tying it to larger goals.</li> <li>Most students' energy is directed toward academic tasks and minimal teacher redirection is necessary.</li> <li>Teacher conveys a belief in students' abilities and conveys high expectations for levels of student effort and achievement.</li> <li>Students exhibit commitment to complete their work and also attempt to reach higher levels of achievement.</li> </ol>	<p>The teacher creates a classroom culture that reflects a shared belief in the importance of learning and hard work. The teacher conveys high learning expectations for all students and develops structures that enable practice and perseverance for each individual student. Students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.</p> <p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>When asked, students are able to articulate the value and purpose for their learning in terms of larger goals.</li> <li>Students help keep one another's energy focused and engaged on academic tasks.</li> <li>When asked, students convey that they can achieve at high levels.</li> <li>Students help one another to improve their work, deepen their understandings, and reach higher levels of achievement.</li> </ol>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2c: Managing Classroom Procedures</b> <ul style="list-style-type: none"> <li>Management of Instructional Groups</li> <li>Management of Transitions</li> <li>Management of Materials and Supplies</li> <li>Performance of Classroom Routines</li> <li>Direction of Volunteers and Paraprofessionals</li> </ul>	<p>Ineffective classroom routines and procedures lead to loss of much instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not give volunteers and/or paraprofessionals clearly defined duties.</p>	<p>Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher assigns duties to volunteers and/or paraprofessionals during portions of class time.</p>	<p>Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher's management of instructional groupings, transitions, and/or the handling of materials and supplies are consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher engages volunteers and/or paraprofessionals with clearly defined duties that support student learning.</p>	<p>Effective classroom routines and procedures maximize instructional time. The teacher orchestrates the environment so that students contribute to the management of instructional groupings, transitions, and/or the handling of materials and supplies without disruption of learning. Students follow classroom routines without the teacher's prompting. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to student learning and are well integrated into the classroom community.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Teacher does not establish and/or maintain regular classroom policies and procedures. Students require frequent teacher reminders.</li> <li>Teacher does not have a system for distribution and collection of materials causing regular loss of instructional time.</li> <li>Teacher's transitions are disorganized and/or unsafe and delay instruction.</li> <li>When in groups away from teacher or working independently, students are consistently off task and/or disruptive.</li> <li>Volunteers and paraprofessionals do not have set tasks and must await teacher instruction before assisting students.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher has established regular classroom policies and procedures in place but may not fully enforce them. Students require some teacher reminders.</li> <li>Teacher attempts to use system for distribution and collection of materials but sometimes there is a loss of instructional time.</li> <li>Teachers' transitions do not always include clear instructions which sometimes cause a loss of instructional time.</li> <li>When in groups away from teacher or working independently, students are mostly on task but teacher redirection is often necessary.</li> <li>Volunteers and paraprofessionals have some set tasks and sometimes need further teacher instructions to assist students.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher enforces regular classroom policies and procedures. Students require few teacher reminders.</li> <li>Teacher has a largely efficient system for distribution and collection of materials leading to minimal loss of instructional time.</li> <li>Teachers' transitions include clear instructions leading to minimal loss of instructional time.</li> <li>When in groups away from teacher or working independently, students are mostly on task and need minimal teacher redirection.</li> <li>Volunteers and paraprofessionals have regular tasks that are performed throughout class with minimal additional instruction from teacher.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>Students assist teacher in enforcing regular classroom policies and procedures. Students initiate basic classroom functions and/or prompt each other to perform them.</li> <li>Students are included in and help maintain the system for collecting and distributing materials.</li> <li>Students help facilitate transitions.</li> <li>When in groups away from teacher or working independently, students facilitate staying on task.</li> <li>Teacher develops the skills and capacity of volunteers and paraprofessionals. Students may initiate appropriate interaction with volunteers and paraprofessionals for assistance with their learning.</li> </ol>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>2d: Managing Student Behavior</b> <ul style="list-style-type: none"> <li>• <i>Expectations and Norms</i></li> <li>• <i>Monitoring of Student Behavior</i></li> <li>• <i>Fostering Positive Student Behavior</i></li> <li>• <i>Response to Student Behavior</i></li> </ul>	<p>Teacher has not established standards of conduct. Teacher engages in little to no monitoring of student behavior. Teacher does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. Teacher does not respond to students' inappropriate behavior, or the response is negative, repressive, and/or disrespectful.</p>	<p>Teacher has established standards of conduct, but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful.</p>	<p>Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct most of the time. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher's response to students' inappropriate behavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Teacher and students establish and implement standards of conduct. Students follow the standards of conduct and self-monitor their behaviors. Teacher's monitoring of student behavior is subtle and preventive. Teacher uses positive framing to model and reinforce positive behavior for individual students. Teacher's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>1. Teacher does not establish classroom rules for appropriate student behavior or makes no attempt to enforce them.</li> <li>2. Teacher is unaware of student behavior and how it affects the classroom environment.</li> <li>3. Teacher does not highlight or praise appropriate behavior.</li> <li>4. Teacher does not acknowledge student misbehavior or teacher's response to student misbehavior is inappropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher has and refers to some classroom rules for student behavior but they are not consistently enforced.</li> <li>2. Teacher is somewhat aware of student behavior but may not check on all students.</li> <li>3. Teacher sometimes attempts to highlight and praise appropriate behavior.</li> <li>4. When appropriate, teacher sometimes attempts to redirect student misbehavior but responses are not consistent for all students or some are inappropriate in tone.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher consistently refers to and enforces classroom rules for student behavior.</li> <li>2. Teacher is aware of student behavior and frequently checks on all students.</li> <li>3. Teacher regularly highlights and praises appropriate behavior.</li> <li>4. Teacher consistently and respectfully responds to student misbehavior. When appropriate, teacher redirects student misbehavior in the classroom.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>1. Students refer to and help enforce classroom rules for student behavior with one another.</li> <li>2. Students self-monitor behavior requiring minimal checks by the teacher.</li> <li>3. Students help to highlight and praise appropriate behavior among their peers.</li> <li>4. Teacher adjusts her/his response to student misbehavior so that it is appropriate for individual students' needs.</li> </ol>

## Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3a:Communicating with Students</b> <ul style="list-style-type: none"> <li>Standards-Based Learning Objectives</li> <li>Directions for Activities</li> <li>Content Delivery and Clarity</li> <li>Use of Oral and Written Language</li> </ul>	<p>Teacher neither clearly communicates standards-based learning objective(s) to students nor addresses their relevance to learning. Teacher's directions and procedures are confusing to students. Teacher's explanation of content is unclear or inaccurate; explanations do not connect with students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrect, or inappropriate for the students' ages and levels of development, leaving students confused.</p>	<p>Teacher does not communicate the standards-based learning objective(s) to students or does not address their relevance to learning. Teacher clarifies directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors, and/or some portions are clear while other portions are difficult to follow; explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or incorrect. Vocabulary is limited or inappropriate for the students' ages or levels of development.</p>	<p>Teacher clearly communicates standards-based learning objective(s) to students and addresses their relevance to learning. Teacher clearly communicates directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and levels of development.</p>	<p>Teacher clearly communicates standards-based learning objective(s). Teacher guides students to articulate the relevance of the objective(s) to learning. Teacher clearly explains directions and procedures, and anticipates possible student misunderstanding. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience; students contribute to extending the content by explaining concepts to their classmates. Teacher's spoken and written language is expressive, and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' ages and levels of development; students contribute to the correct use of academic vocabulary.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Teacher does not convey to students what they will be learning or why.</li> <li>Students indicate that they do not understand what they should be doing to complete a given task. Teacher does not clarify directions or the clarification is also confusing.</li> <li>Teacher makes major content error(s) that impact(s) student understanding.</li> <li>Teacher does not attempt to connect students' prior knowledge and interests to content.</li> <li>Students indicate that they do not understand the content or they do not participate in class to engage with it.</li> <li>In both oral and written communication, teacher makes pronunciation, word meaning, spelling or grammar errors that impact student understanding.</li> <li>In both oral and written communication, teacher misuses</li> </ol>	<ol style="list-style-type: none"> <li>Teacher may convey to students what they will be learning but may not explain why it is important.</li> <li>Students indicate that they need further clarification or details to complete a given task. Teacher clarifies directions.</li> <li>Teacher may make minor content errors that sometimes impact student understanding.</li> <li>Teacher sometimes attempts to connect students' prior knowledge and interests to content but explanations may not be clear or examples well developed.</li> <li>Students indicate that they partially understand the content and sometimes participate in class to engage with it.</li> <li>In oral and/or written communication, teacher makes minor pronunciation, word meaning, spelling or grammar errors that sometimes impacts student understanding.</li> <li>In oral and/or written communication,</li> </ol>	<ol style="list-style-type: none"> <li>Teacher conveys to students what they will be learning and why. Teacher may reference or reinforce this explanation of what and why during the unit, lesson or activity.</li> <li>Students indicate that they understand teacher directions by engaging in the task with only minor additional details needed from the teacher. When appropriate, teacher may model the task for students.</li> <li>Teacher makes few to no content errors that impact student understanding.</li> <li>Teacher regularly uses appropriate and well developed examples to connect students' prior knowledge and interests to content.</li> <li>Students indicate that they understand the content and regularly participate in class to engage with it.</li> <li>Teacher uses language in oral and</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>When asked, students can explain what they are learning and why they are learning it.</li> <li>Teacher anticipates and shares possibly confusing parts of the task with students and may describe strategies to help students avoid getting stuck. Students may help clarify directions for their peers.</li> <li>Teacher uses specific strategies to enhance students' understanding of big ideas in the content. Teacher may ask students to help explain the content to one another or correct each other's misunderstandings.</li> <li>Teacher asks students to consider how the content connects to their own prior knowledge and interests.</li> <li>Students indicate a desire to learn more about the content and help identify ways to do so.</li> <li>Teacher strategically models challenging or new language in oral and written</li> </ol>

	words, or uses language that is too easy/broad or too challenging/specific for students' age and achievement levels.	teacher sometimes misuses words, or uses language that is too easy/broad or too challenging/specific for students' age and achievement levels.	7. written communication that is nearly error free in terms of pronunciation, word meaning, spelling and grammar. In oral and/or written communication, teacher's word choice is purposeful and precise for students' age and achievement levels.	7. communication to expand students' vocabularies and enhance their understanding of content. In oral and/or written communication, students use purposeful and precise language and/or the language and vocabulary of the content or discipline in class. Students may encourage one another to use this kind of language.
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Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3b: Using Questioning and Discussion Techniques</b> <ul style="list-style-type: none"> <li>• Low- and High-Level Questioning</li> <li>• Discussion Techniques and Explanation of Thinking</li> <li>• Student Participation</li> </ul>	<p>Teacher does not ask questions, or all questions are of low cognitive challenge, requiring only short, specific, right or wrong answers. Questions are not developmentally appropriate. Teacher does not require students to construct viable arguments. Questions are asked in rapid succession with no “wait time” for student processing and response. The discussion is irrelevant to the content under study or predominantly in the form of recitations, with the teacher mediating all questions and answers. Teacher accepts all contributions without asking students to explain or provide evidence for their thinking. Few students are listening and responding to questions and answers from either the teacher or peers.</p> <ol style="list-style-type: none"> <li>1. Teacher does not engage students in questioning or questions asked are low-level, rote, and/or only ask students to recall information. Questions are too easy or too hard for students’ age and achievement levels.</li> <li>2. Teacher does not provide time between questions or between questions and answers.</li> <li>3. Teacher asks questions that are irrelevant to the content and/or does not allow students to ask questions of one another.</li> <li>4. After asking a question, teacher does not ask students to explain their answers or thinking in the content. Teacher may accept inaccurate answers.</li> <li>5. Few students participate in discussion. Teacher does not encourage further participation.</li> </ol>	<p>Teacher’s questions lead students through a single path of inquiry where answers are seemingly pre-determined, with few high-level or open-ended questions. Questions are not always developmentally appropriate. Questions are asked with limited “wait time.” Teacher attempts to create a discussion among students to engage with the content under study, with uneven results. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and comments from their teacher or peers, and/or a few students dominate the discussion.</p> <ol style="list-style-type: none"> <li>1. Teacher attempts to engage students in questioning but questions are mostly low-level, and/or limit students from developing deeper understandings of content. Questions are sometimes too easy or too hard for students’ age and achievement levels.</li> <li>2. Teacher sometimes provides time for students to think and respond to questions.</li> <li>3. Most discussion is teacher-led but sometimes students are asked to share their ideas and questions with one another about the content.</li> <li>4. After asking a question, teacher sometimes asks students to explain their answers or thinking. Teacher may not persist in asking students to explain their thinking and/or may accept incomplete or inaccurate answers.</li> <li>5. Some students volunteer to participate in discussion. Teacher attempts to use some strategies to increase participation.</li> </ol>	<p>Teacher’s questions are low- and high-level, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. Teacher creates a genuine discussion among students, providing adequate “wait time” for students to engage with the content under study and stepping aside when doing so is appropriate. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse.</p> <ol style="list-style-type: none"> <li>1. Teacher engages students in questioning by asking questions that range from low to high-level and have multiple answers. Questions are appropriately challenging for students’ age and achievement levels.</li> <li>2. Teacher provides time for students to purposefully think through and respond to questions.</li> <li>3. When appropriate, students engage in discussion of the content with one another with minimal teacher mediation.</li> <li>4. After asking a question, teacher regularly asks students to defend their answers or thinking. Teacher only accepts answers that are based accurately on content knowledge.</li> <li>5. Teacher uses multiple strategies to encourage most students to participate in discussion beyond students who regularly volunteer.</li> </ol>	<p>Teacher uses a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition. Teacher’s discussion techniques enable students to engage each other in authentic discussions about the content under study. Students formulate questions and challenge one another using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse.</p> <p>In addition to the characteristics of “proficient,”</p> <ol style="list-style-type: none"> <li>1. Teacher invites student inquiry, debate, and encourages students to reference text(s) or their own life experiences. Students may contribute to discussion by asking high-level questions themselves.</li> <li>2. Teacher uses additional strategies to encourage all students to think and respond to questions.</li> <li>3. Students initiate, lead or extend discussion of the content.</li> <li>4. Students ask one another questions, push each other to defend their answers or thinking and/or build on or challenge each other’s ideas.</li> <li>5. Students encourage one another to actively participate in discussion.</li> </ol>



Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3c: Engaging Students in Learning</b> <ul style="list-style-type: none"> <li>Alignment of Learning Objectives</li> <li>Task and Text Complexity</li> <li>Scaffolding and Differentiating Instruction</li> <li>Pacing and Sequencing</li> <li>Grouping</li> </ul>	<p>Tasks do not align with standards-based learning objectives. Tasks and/or text require only rote responses, do not result in active engagement, and do not challenge student thinking. Teacher does not scaffold or differentiate instruction so that all students access complex, grade-level, and/or developmentally appropriate text or tasks. The teacher's pacing of the lesson is too slow or rushed, and tasks are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content/skills.</p>	<p>Tasks partially align with standards-based learning objectives. Tasks and/or text minimally challenge student thinking, and result in active engagement of only some students while allowing others to be passive or merely compliant. Teacher occasionally scaffolds and/or differentiates instruction so that only some students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is partially appropriate, and/or tasks are partially sequenced to build students' depth of understanding. The teacher's grouping of students is intentional but does not lead to student mastery of the content/skills.</p>	<p>Tasks align with standards-based learning objectives. Tasks and text are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds and differentiates instruction so that most students access complex, grade-level and/or developmentally appropriate text and tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced to build students' depth of understanding. The teacher's grouping of students is intentional and leads to student mastery of the content/skills.</p>	<p>Tasks align with standards-based learning objectives and are tailored so virtually all students are intellectually engaged in challenging content. Tasks and text are complex and promote student engagement through inquiry and choice. Students contribute to the exploration of content. Teacher scaffolds and differentiates instruction so that all students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced not only to build students' depth of understanding, but also to require student reflection and synthesis of the learning. Teacher's grouping of students is intentional and students serve as resources for each other to achieve mastery of the content/skills.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Teacher asks students to complete activities and assignments that do not address stated learning objectives.</li> <li>Few students attempt to complete learning tasks. Tasks only require students to apply low level thinking skills.</li> <li>Texts or materials are too easy and do not require students to practice new skills or deepen content understanding.</li> <li>Tasks and/or materials are not modified to address students' learning needs.</li> <li>Teacher delivers instruction and/or transitions to new tasks at an inappropriate pace. The order of tasks does not support students' learning needs or engagement.</li> <li>Teacher does not group students based on the learning objectives or task. Teacher may only use one type of instructional grouping.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher asks students to complete activities and assignments that sometimes address stated learning objectives.</li> <li>Some students attempt to complete learning tasks. Most tasks require students to apply low level thinking skills.</li> <li>Texts or materials are sometimes too easy, but they occasionally require students to practice new skills or deepen content understanding.</li> <li>Tasks and/or materials are sometimes modified to address students' learning needs and support some student engagement.</li> <li>Teacher sometimes delivers instruction or transitions to new tasks at an inappropriate pace. Sometimes the order of tasks does not support students' learning needs or engagement.</li> <li>Teacher sometimes groups students based on the learning objectives or tasks. Grouping may not support students' learning needs or engagement.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher asks students to complete activities and assignments that address stated learning objectives.</li> <li>Most students attempt to complete the learning task. Tasks challenge students to apply an appropriate range of low and high level thinking skills.</li> <li>Texts or materials represent appropriate challenge for students and require them to practice new skills and deepen content understanding.</li> <li>Tasks and materials are appropriately modified to address learning needs of groups of students and support high student engagement.</li> <li>Teacher delivers instruction and transitions to new tasks at a pace and in an order that supports students' learning needs and engagement.</li> <li>Teacher groups students based on the learning objectives and tasks. Grouping supports students' learning needs and engagement.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>Teacher asks students to complete challenging and/or inquiry-based activities and assignments that address stated learning objectives, encourage in-depth study of content, and/or engage individual students.</li> <li>Students have input and/or choice of learning tasks and/or how to complete them.</li> <li>Students have input about choice of texts or materials.</li> <li>Tasks and materials are modified to address individual student learning needs. Students have input about how modify them.</li> <li>Teacher adjusts pacing of instruction and transitions based on student needs or input. Teacher provides time and strategies for students to review or discuss the tasks, skills or content.</li> <li>Students have input about grouping and/or initiate groups that support the needs of their peers.</li> </ol>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3d: Using Assessment in Instruction</b> <ul style="list-style-type: none"> <li>Monitoring of Student Learning with Checks for Understanding</li> <li>Assessment Performance Levels</li> <li>Student Self-Assessment</li> <li>Feedback to Students</li> </ul>	<p>Teacher does not use formative assessment, neither to check for completion of work nor to monitor progress and check for student understanding. Students cannot explain the criteria by which their work will be assessed and do not engage in self- or peer-assessment. Teacher's feedback is absent or of poor quality.</p>	<p>Teacher sometimes uses formative assessment to monitor progress toward student understanding of the learning objectives and/or teacher checks for completion of work rather than student understanding of the learning objectives. Students can explain some of the criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback is general and/or doesn't advance specific learning.</p>	<p>Teacher uses formative assessment during instruction to monitor progress and to check for student understanding of the learning objectives. Students can explain the criteria by which their work will be assessed; some of them engage in self- or peer-assessment. Teacher provides accurate and specific feedback to individuals and groups of students to advance learning.</p>	<p>Teacher fully integrates formative assessment into instruction, and uses it to monitor progress, and to check for understanding for individual students. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self- and peer-assess to monitor their progress. Teacher and students provide individualized feedback that is accurate, specific, and advances learning.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Teacher does not have a system of assessment to check student progress on learning objectives during class.</li> <li>Teacher does not make clear the expectations for student work. When asked, students say they do not know how their work will be evaluated.</li> <li>Teacher does not ask students to evaluate and/or reflect upon their own work or the work of their peers. When asked, students are unable to do so.</li> <li>Teacher does not provide students with feedback on their work. Feedback may not be aligned to the expectations and/or is inaccurate.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher sometimes uses an assessment method during class to check student progress on learning objectives. Assessments are mostly checked for completion and not understanding.</li> <li>Teacher attempts to make clear the expectations for student work. When asked, students say they partially understand how their work will be evaluated.</li> <li>Teacher sometimes asks students to evaluate and/or reflect upon their own work or the work of their peers. Some students are able to do so.</li> <li>Teacher attempts to provide students with feedback on their work. Feedback may be vague, unaligned to the expectations, or may not suggest future improvements.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher regularly uses assessments during class to check student progress on learning objectives. Assessments check for understanding as well as completion.</li> <li>Teacher makes clear the expectations for student work and may share examples of high quality student work. When asked, students say they know how their work will be evaluated.</li> <li>Teacher regularly asks students to evaluate and reflect upon their own work or the work of their peers. Most students are able to do so.</li> <li>Teacher regularly provides individual and groups of students with feedback on their work. Feedback is aligned to expectations and suggests future improvements.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>Teacher uses a variety of formal and informal means to frequently check individual student progress. Teacher provides strategies for students to check their own progress on learning objectives. When asked, students can describe their own progress toward learning objectives.</li> <li>Teacher may align examples of high quality student work to levels of achievement with students. Students may have input on how their work will be evaluated.</li> <li>Students can accurately reflect on and evaluate their work or the work of their peers.</li> <li>Students provide one another with feedback that is aligned to expectations and suggests future improvements.</li> </ol>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>3e: Demonstrating Flexibility and Responsiveness</b> <ul style="list-style-type: none"> <li>• <i>Response to Student Needs</i></li> <li>• <i>Teacher's Persistence</i></li> <li>• <i>Lesson Adjustment</i></li> </ul>	<p>The teacher ignores students' questions, needs, learning styles and interests; when students have difficulty learning, the teacher blames them or their home or the external environment for their lack of success. The teacher makes no attempt to adjust instruction during the lesson to meet student needs, even when students don't understand the content or have not mastered the skill.</p> <ol style="list-style-type: none"> <li>1. Teacher does not respond when students ask questions or express interest.</li> <li>2. In practice or in reflection on practice, teacher does not convey a desire to help students who experience difficulties in the learning process or need further challenge.</li> <li>3. When necessary, teacher does not recognize the need to adjust strategies based on student behavior, feedback, assessment data, needs and learning styles.</li> </ol>	<p>The teacher attempts to accommodate students' questions, needs, learning styles and interests during instruction and accepts responsibility for the success of all students. When formative assessments show a need for intervention or enrichment, teacher attempts to adjust instruction during the lesson, but impromptu adjustments are ineffective.</p> <ol style="list-style-type: none"> <li>1. Teacher sometimes responds when students ask questions or express interest. Responses may be inappropriate or may not advance learning.</li> <li>2. In practice or in reflection on practice, teacher conveys a desire to help most students who experience difficulties in the learning process or need further challenge. Teacher does not know or may not seek strategies to help those students.</li> <li>3. When necessary, teacher sometimes recognizes need to adjust strategies based on student behavior, feedback, assessment data, needs and learning styles. Teacher may not know how to adjust strategies or adjustments made are not appropriate to advance learning.</li> </ol>	<p>Teacher accommodates students' questions, needs, learning styles and interests during instruction. The teacher accepts responsibility for student learning and persists in seeking approaches for all students. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments to instruction.</p> <ol style="list-style-type: none"> <li>1. When possible, teacher incorporates appropriate responses to student questions and interests into instruction. Responses advance learning.</li> <li>2. In practice or in reflection on practice, teacher conveys a desire to help all students who experience difficulties in the learning process or need further challenge. Teacher knows, or seeks out, and implements strategies to help those students.</li> <li>3. When necessary, teacher appropriately adjusts strategies during instruction based on student behavior, feedback, assessment data, needs and learning styles.</li> </ol>	<p>Teacher seizes opportunities to enhance learning, building on a spontaneous world or local event and/or student interests. Teacher persists in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. When formative assessments show a need for intervention or enrichment, teacher makes effective impromptu adjustments that individualize instruction for students. In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>1. When possible, teacher identifies an appropriate "teachable moment" and uses it to further engage students in the content or learning.</li> <li>2. Teacher frequently adjusts instruction. Teacher implements strategies to help individual students experiencing difficulties in the learning process or to further challenge students.</li> <li>3. When necessary, teacher draws from a range of strategies to adjust instruction to meet individual student needs or challenge individual students.</li> </ol>

## Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on Teaching and Learning</b> <ul style="list-style-type: none"> <li>Effectiveness</li> <li>Use in Future Teaching</li> </ul>	<p>Teacher does not describe whether or not a lesson or unit was effective or achieved its objective, or teacher misjudges the success of a lesson or unit and its impact on student learning. Teacher is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes no suggestions about how practice could have been altered to improve the lesson or future similar lessons.</p>	<p>Teacher accurately describes whether or not a lesson or unit was effective but does not describe the extent to which it achieved its objective or its impact on student learning. Teacher is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes general suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.</p>	<p>Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and impact on student learning and can provide evidence to support the judgment. Teacher analyzes aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.</p>	<p>Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and its impact on student learning, citing many specific examples and evidence. Teacher is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher offers specific alternative practices, complete with the probable success of each aspect of practice could have improved the lesson or future similar lessons.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Teacher cannot describe what went well or needs improvement in a lesson. Teacher draws incorrect conclusions about what students did or did not learn from a lesson.</li> <li>Teacher cannot describe how her/his instructional strategies impacted what students did or did not learn from a lesson.</li> <li>Teacher does not have ideas about how to strengthen a lesson or improve instruction in the future.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher can describe some of what went well or needs improvement in a lesson. Teacher may not be able to describe what students did or did not learn from a lesson.</li> <li>Teacher can describe, to some extent, how her/his instructional strategies impacted what students did or did not learn from a lesson.</li> <li>Teacher has some general ideas about how to strengthen a lesson or improve instruction in the future.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher can describe what went well or needs improvement in a lesson. Teacher can use specific examples from class to identify what students did or did not learn from a lesson.</li> <li>Teacher can describe how her/his instructional strategies impacted what students did or did not learn from a lesson.</li> <li>Teacher has specific ideas about how to strengthen a lesson or improve instruction in the future.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>Teacher can describe in detail what went well or needs improvement. Teacher cites multiple, specific examples of what individual students did or did not learn.</li> <li>Teacher uses multiple examples from class to assess the impact of instructional strategies on individual students' learning needs.</li> <li>Teacher has specific ideas about how well various possible lesson adjustments might work for specific students' learning needs in the future. Teacher may have ideas to increase student input, choice or inquiry in instruction.</li> </ol>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4b: Maintaining Accurate Records</b> <ul style="list-style-type: none"> <li>• <i>Student Completion of Assignments</i></li> <li>• <i>Student Progress in Learning</i></li> <li>• <i>Non-Instructional Records</i></li> </ul>	<p>Teacher has a disorganized system or no system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, resulting in errors and confusion.</p> <p>Teacher does not have a system to:</p> <ol style="list-style-type: none"> <li>1. Track completion of or record grades for student work.</li> <li>2. Monitor and support student progress on skills and content knowledge.</li> <li>3. File, record or track non-instructional records and information.</li> </ol> <p>And/or, the teacher's system allows many errors.</p>	<p>Teacher has a rudimentary system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring frequent monitoring to avoid errors.</p> <p>Teacher has a system to:</p> <ol style="list-style-type: none"> <li>1. Track completion of or record grades for student work.</li> <li>2. Monitor and support student progress on skills and content knowledge.</li> <li>3. File, record or track non-instructional records and information.</li> </ol> <p>But, the teacher's system allows some errors, requires too much time to maintain, and/or is sometimes regularly updated.</p>	<p>Teacher has an organized system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring little monitoring to avoid errors.</p> <p>Teacher regularly uses a system to:</p> <ol style="list-style-type: none"> <li>1. Track completion of or record grades for student work.</li> <li>2. Monitor, support and share with students their progress on skills and content knowledge.</li> <li>3. File, record or track non-instructional records and information.</li> </ol> <p>And, the teacher's system minimizes errors and time required to maintain and/or the system is regularly updated. When appropriate, the system is accessible to students.</p>	<p>Teacher has a detailed system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, requiring no monitoring for errors. Students contribute information and participate in maintaining the records.</p> <p>In addition to the characteristics of "proficient," teacher uses a system in which students help to:</p> <ol style="list-style-type: none"> <li>1. Track completion of or record grades for their work.</li> <li>2. Monitor and support their own progress on skills and content knowledge.</li> <li>3. File, record or track non-instructional records and information.</li> </ol>
Critical Attributes				

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4c:Communicating with Families</b> <ul style="list-style-type: none"> <li>Information and Updates about Grade Level Expectations and Student Progress</li> <li>Engagement of Families as Partners in the Instructional Program</li> <li>Response to Families</li> <li>Cultural Appropriateness</li> </ul>	<p>Teacher does not communicate with families to inform them of class activities, to convey an individual student's progress, nor to solicit the family's support in relationship to grade level expectations. Teacher does not engage families in the instructional program. Teacher does not respond to families' concerns, neither professionally nor in a timely manner. Teacher's communication with families is not conveyed in a culturally appropriate manner. Teacher's communication is one-way, not interactive. Teacher only communicates with families for behavioral concerns or about academic failure.</p>	<p>Teacher rarely communicates with families to inform them of class activities, to convey information about an individual student's progress, and/or to solicit the family's support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events. Teacher sometimes responds to families' concerns in a professional and/or timely manner. Teacher's communication with families is not always appropriate to the cultural norms of students' families. Teacher's communication is interactive only when a family member initiates communication.</p>	<p>Teacher regularly communicates with families in a two-way interactive manner to discuss class activities, individual student's progress, and to solicit the family's support in relationship to grade level expectations. Teacher meaningfully engages families as partners in the instructional program (e.g. through classroom volunteering, working at home with their child, and involvement in class projects in and out of school). Teacher responds to families' concerns professionally and in a timely manner. Teacher's communication with families is appropriate to the cultural norms and needs of the students' families.</p>	<p>Teacher frequently communicates with families to convey information about class and individual activities, individual student's progress and to solicit and utilize the family's support in student learning. Teacher meaningfully and successfully engages families as partners in the instructional program (e.g. through class and home volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training). Teacher responds to families' concerns professionally and in a timely manner, providing resources and solutions to address the concerns. Teacher's communication with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.</p> <p>In addition to the characteristics of "proficient,"</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Teacher does not communicate with families about what students are learning, what they are doing in class, and why they are doing so.</li> <li>Teacher does not attempt to inform families of or involve families in classroom activities, events or assignments.</li> <li>Teacher does not respond to families' questions or concerns. Teacher responses may be inappropriate or too late to be of use.</li> <li>Teacher communications with families are insensitive to cultural norms and needs.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher sometimes communicates with families about what students are learning, what they are doing in class, and why they are doing so.</li> <li>Teacher sometimes attempts to inform families of or involve families in classroom activities or events.</li> <li>Teacher sometimes responds to families' questions or concerns. Teacher responses are sometimes inappropriate or too late to be of use.</li> <li>Teacher communications with families are sometimes insensitive to cultural norms and needs.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher regularly communicates with families about what students are learning, what they are doing in class, and why they are doing so. Teacher asks for and is responsive to families' input.</li> <li>Teacher regularly informs families of and involves families in classroom activities, events and assignments both at school and at home.</li> <li>Teacher responds promptly and appropriately to families' questions or concerns.</li> <li>Teacher communications with families are sensitive to cultural norms and needs.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher regularly communicates individual student activities with families. Teacher uses strategies to include student contributions to communication with families.</li> <li>Students help involve families in or inform families of classroom activities, events and assignments. Teacher may provide families with additional opportunities relevant to students' or parents' needs and interests.</li> <li>Teacher connects families to specific information and resources to support their students' individual needs.</li> <li>Students help make teacher communications with families sensitive to cultural norms and needs.</li> </ol>

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4d: Growing and Developing Professionally</b> <ul style="list-style-type: none"> <li>Enhancement of Content Knowledge and Pedagogical Skill</li> <li>Collaboration and Professional Inquiry to Advance Student Learning</li> <li>Participation in School Leadership Team and/or Teacher Teams</li> <li>Incorporation of Feedback</li> </ul>	<p>Teacher rarely, if at all, engages in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Teacher rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues. Teacher rarely, if ever, makes an effort to participate in team-based professional inquiry to advance student learning. Teacher does not volunteer to participate in a leadership and/or teaching team. Teacher resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning</p>	<p>Teacher participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them. Teacher participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.</p>	<p>Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides/receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/content/department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.</p>	<p>Teacher initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher invites meetings and initiates collaborations with colleagues. Teacher provides and accepts collegial support and feedback to/from colleagues. Teacher participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher welcomes and uses feedback from a variety of stakeholders (e.g. colleagues, administrators, students, parents, external education partners) to improve practice and advance student learning.</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Teacher does not seek out or participate in professional development to increase content knowledge or pedagogical skills.</li> <li>Teacher does not meet with relevant coworkers to meet students' needs.</li> <li>Teacher does not participate in school or team efforts to gather information about student progress or learning needs, test new strategies or improve instruction.</li> <li>Teacher does not attempt to take on leadership positions or support those who do.</li> <li>Teacher does not accept or respond to relevant feedback from coworkers or administrators about their instructional practice.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher sometimes participates in professional development to increase content knowledge or pedagogical skills. Teacher participation may be limited to mandatory activities. Teacher may not attempt to incorporate new strategies into their instructional practice.</li> <li>Teacher sometimes meets with relevant coworkers to meet students' needs.</li> <li>When asked, teacher sometimes participates in school or team efforts to gather about student progress or learning needs, test new strategies or improve instruction.</li> <li>Teacher sometimes attempts to take on leadership positions or helps when asked.</li> <li>Teacher sometimes accepts or responds to relevant feedback from coworkers or administrators about their instructional practice. Teacher may not be able to identify how best to incorporate feedback into their instructional practice.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher both seeks out and participates in professional development to increase content knowledge or pedagogical skills. Teacher attempts to incorporate relevant new strategies into their instructional practice.</li> <li>Teacher regularly meets with and seeks input from relevant coworkers to meet students' needs.</li> <li>Teacher regularly volunteers to participate in school or team efforts to gather information about student progress or learning needs, test new strategies and/or improve instruction.</li> <li>Teacher takes on leadership positions when possible or regularly supports those who can.</li> <li>Teacher regularly accepts and responds to relevant feedback from coworkers or administrators to improve and adjust their instructional practice.</li> </ol>	<p>In addition to the characteristics of "proficient,"</p> <ol style="list-style-type: none"> <li>Teacher regularly seeks out, shares knowledge from and/or leads professional development to increase their content knowledge and pedagogical skills and those of their peers.</li> <li>Teacher initiates new opportunities for collaboration with relevant coworkers to meet students' needs.</li> <li>Teacher initiates or leads school or team efforts to gather information about student progress or learning needs, test new strategies and/or improve instruction.</li> <li>Teacher regularly takes on diverse leadership and support positions.</li> <li>Teacher regularly seeks out and applies feedback from any relevant partners in student learning. Teacher may also provide relevant feedback to those partners.</li> </ol>



Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>4e: Demonstrating Professionalism</b> <ul style="list-style-type: none"> <li>Integrity and Ethical Conduct</li> <li>Advocacy</li> <li>Decision-Making</li> <li>Compliance with School and District Regulations</li> <li>Attendance</li> </ul>	<p>Teacher does not hold student or required school information confidential, and is dishonest in professional and student/family interactions. The teacher is not alert to students' needs, contributes to practices that result in some students being ill-served, and does not ensure that students are prepared to succeed in school, college, career, and life. Teacher makes decisions and recommendations that are based on self-serving interests. Teacher does not comply with school and district regulations. Teacher does not have a responsible or professional attendance record.</p>	<p>Teacher holds student and required school information confidential, and is honest in professional and student/family interactions most of the time. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill-served. Teacher sometimes ensures students are prepared to succeed in school, college, career, and life. The teacher's decisions and recommendations are based on limited, though genuinely professional, considerations. Teacher complies minimally with school and district regulations, doing just enough to get by. Teacher has a minimally responsible or professional attendance record.</p>	<p>Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students and works to ensure that all students receive a fair opportunity to succeed in school, college, career, and life. The teacher maintains an open mind in decision-making and helps ensure that such decisions are based on professional considerations. Teacher complies fully with school and district regulations. Teacher has a responsible and professional attendance record.</p>	<p>Teacher has the highest standards of integrity, always holds student and required school information confidential, and is honest in professional and student/family interactions. The teacher is proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices so that all students, particularly those traditionally underserved, are honored in the school and prepared for success in school, college, career, and life. Teacher takes a leadership role in decision-making for the school and helps ensure that such decisions are based on the highest professional considerations. Teacher complies fully and takes a leadership role with school and district regulations. Teacher has a responsible and professional attendance record. In addition to the characteristics of "proficient,"</p>
Critical Attributes	<ol style="list-style-type: none"> <li>Teacher does not maintain confidentiality. Teacher does not communicate honestly with coworkers or families.</li> <li>Teacher is not aware or does not seek to be aware of student needs or opportunities that will support student success in the future. Teacher does not advocate for students' well-being.</li> <li>Teacher decision making is not based on student or school needs.</li> <li>Teacher does not follow school or district rules.</li> <li>Teacher does not follow school policies and procedures to report tardiness or absence and/or has inappropriate patterns of absence.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher sometimes inappropriately shares confidential information. Teacher sometimes communicates honestly with coworkers or families.</li> <li>Teacher sometimes seeks to be aware of student needs and opportunities that will support student success in the future. Teacher sometimes advocates for students' well-being.</li> <li>Teacher decision making is sometimes based on student or school needs.</li> <li>Teacher follows most school or district rules most of the time.</li> <li>Teacher sometimes follows school policies and procedures to report tardiness or absence and/or sometimes has inappropriate patterns of absence.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher maintains confidentiality. Teacher communicates honestly with coworkers and families.</li> <li>Teacher is aware of and regularly responds to student needs and seeks out opportunities that will support groups of students to be successful in the future. Teacher advocates for the well-being of groups of students.</li> <li>Teacher decision making is appropriate and based on student and school needs.</li> <li>Teacher follows school or district rules.</li> <li>Teacher follows school policies and procedures to report tardiness or absence and does not have inappropriate patterns of absence.</li> </ol>	<ol style="list-style-type: none"> <li>Teacher is considered an honest and reliable leader by coworkers and families.</li> <li>Teacher regularly seeks out or provides additional resources to support individual students to be successful in the future. Teacher advocates for the well-being of individual students.</li> <li>Teacher takes a leadership role in helping to support team and department decision making based on student and school needs.</li> <li>Teacher provides input or leadership on school or district rules.</li> <li>Teacher uses strategies to minimize disruptions to learning in the event of their own absence and/or when possible, the absence of their colleagues.</li> </ol>





# Principal Eligibility Process

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## STEP 1

ONLINE APPLICATION  
WITH STRUCTURED  
RESUME AND TWO  
LEADERSHIP ESSAYS

ISBE CREDENTIAL  
REVIEW

BACKGROUND,  
DISCIPLINE AND  
EMPLOYMENT CHECK

## Instructions

### A. The application questions include candidate contact information and employment status.

**The structured resume** is an overview of the candidate's career progression. Candidate lists their work experiences in reverse chronological order, beginning with current position. If a candidate has held multiple positions at the same school or organization, each position and the related responsibilities should be listed separately.

**The two leadership experience essays** are demonstrations of work that has occurred within the last three years, and are embedded in the application. Each essay is no more than 500-words and must be written using the STAR format: 1) **Situation/Task** – Describe the situation or the task you needed to accomplish, provide context to the issue, 2) **Actions** – Logically and concisely explain the steps you took to address the situation or accomplish the task, and 3) **Results** – Explain the quantifiable results of your actions. How did the situation end? What did you learn from the experience? Each essay is evaluated on leadership impact, grammar and conventions. The following are the essay topics:

- ☐ **Essay #1:** Demonstration of impact on improving student achievement

*The leadership experience provided will be verified by the candidate's supervisor at the time of the experience. A supervisor is someone who is accountable for the outcomes of the candidate's work. Candidates must provide the name and email address of their supervisor(s). The candidate should ensure that the supervisor provides the requested verification within 7 calendar days of their application submission.*

- ☐ **Essay #2:** Demonstration of impact in one of three areas (candidate will choose one): 1) teacher practice, 2) school culture and climate, or 3) engagement multiple stakeholders towards positive school change

### B. Illinois State Board of Education (ISBE) educator credentials will be verified by CPS. The candidate must have an active Professional Educator License (PEL) Teaching Endorsement and General Administrator (K-12) /Principal Endorsement to apply for Eligibility.\*

*\*Current Chicago Leadership Collaborative (CLC) Resident Principals may apply pending the ISBE Principal endorsement, however their Eligibility status will remain "pending" until endorsement is verified, which must occur by September 30th following the completion of the Residency year.*

### C. The background, discipline and employment check.

- ☐ All candidates must complete a background check with fingerprinting. Candidates will receive more information about completing the background check/fingerprinting after submitting an application. Fingerprinting is administered by Accurate Biometrics, and locations can be found on their website at: [http://www.accuratebiometrics.com/fingerprint\\_Region\\_Map.php](http://www.accuratebiometrics.com/fingerprint_Region_Map.php)
- ☐ For non-CPS employees, employment verification will be conducted.
- ☐ For current and former employees, CPS will request and verify candidate discipline information.

### If all of the following requirements are met, the candidate will advance to Step 2.

- ☐ Leadership experience essays meet proficiency, have demonstrated impact and are verified within the timeline
- ☐ Required ISBE credentials are verified and active
- ☐ Fingerprinting, background check and discipline review submitted
- ☐ Employment verified

If all of the above requirements are not met, the candidate fails this attempt at the CPS Principal Eligibility process and may re-attempt within the limits outlined below.

If a candidate is unsuccessful after two attempts within a 12 month period, the candidate must wait at least one-year from the date of the second attempt before reapplying. There is no appeal process.

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STEP 2	Instructions <span>p. 110</span>
<p><b>ON-SITE ASSESSMENT INCLUDING:</b></p> <ul style="list-style-type: none"> <li>CASE STUDY</li> <li>LESSON OBSERVATION</li> <li>WRITING ASSIGNMENT</li> <li>INTERVIEW</li> </ul>	<p><b>Step 2 candidates will participate in a three and a half hour on-site assessment comprised of the following activities:</b></p> <p><b>Case Study and Lesson Observation (75 min).</b></p> <ul style="list-style-type: none"> <li>✓ Candidates receive a school data set including school background information (student, teacher and community context), school demographics and performance data. Candidates analyze the school information to identify trends, areas of success and growth, and recommendations for improvement. Candidates should be prepared to discuss the data, their analysis, and recommendations during the interview. Paper and pen are provided for notes. The notes will not be scored.</li> <li>✓ Candidates watch a brief video of a teacher's instructional lesson. Candidates may take notes on the lesson. Candidates create a plan of action to professionally develop the teacher in the video. Candidates should be prepared to discuss the plan during the interview. Paper and pen are provided for notes. The notes will not be scored.</li> </ul> <p><b>Writing Assignment (45 min).</b> Candidates write a principal self-introduction letter to an identified school community stakeholder audience. The letter has a maximum 500 word count. It is evaluated on grammar and conventions. The letter is not part of the interview.</p> <p><b>Interview (60 min).</b> Candidates participate in an interview conducted by two District leaders. The interview is comprised of the following components:</p> <ul style="list-style-type: none"> <li>✓ The Candidate's Student Achievement Leadership Essay from the application</li> <li>✓ The Case Study</li> <li>✓ The Lesson Observation</li> <li>✓ A series of behavioral/situational questions</li> </ul> <p>Candidates will be provided a copy of their Student Achievement Leadership Essay at the interview. Candidates may bring any notes from the Case Study and the Lesson Observation to the interview. Paper and pen are provided for candidates to organize their thoughts during the interview.</p> <p><b>Eligibility Status</b></p> <p><b>If all of the following requirements are met, the candidate will be granted Eligibility status.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pass Step 2 assessments</li> <li><input type="checkbox"/> Valid and active ISBE credentials* <ul style="list-style-type: none"> <li>(*Chicago Leadership Collaborative candidates that pass Step 2 must have their ISBE credentials verified by September 30<sup>th</sup> following the Residency year to be granted Eligibility status.)</li> </ul> </li> <li><input type="checkbox"/> Cleared fingerprinting, background check and discipline review</li> </ul> <p><b>If any of the following requirements are not met, the candidate will not be granted Eligibility status. Candidates may re-attempt within the limits outlined below.</b></p> <p><b>If a candidate is unsuccessful after two attempts within a 12 month period, the candidate must wait at least one-year from the date of the second attempt before reapplying. There is no appeal process.</b></p>

# Frequently Asked Questions: Table of Contents

111

<b>General Process</b>	<b>p. 112-114</b>
<b>Out Of State Applicants</b>	<b>p. 115</b>
<b>Background/Discipline Information</b>	<b>p. 116</b>
<b>Eligibility Status</b>	<b>p. 117</b>
<b>Principal Pipeline Programs</b>	<b>p. 118</b>
<b>Contact Info</b>	<b>p. 119</b>

# Frequently Asked Questions: **General Process**

112

**1. Q: What is the Chicago Public Schools (CPS) Principal Eligibility Process (Eligibility Process)?**

**A:** The Eligibility Process is a rigorous, experience-based and situation-based process designed to identify a pool of highly qualified leaders for all CPS schools. Anyone interested in seeking a CPS principal position must successfully complete the Eligibility Process and meet the requirements of [Eligibility Policy # 14-0723-PO1](#) prior to accepting a new principal contract or assignment.

**2. Q: How can I learn more specifics about the Eligibility Process?**

**A:** We encourage all interested parties to attend a Principal Eligibility Process Information Session. See our website at [cpsleaders.com](http://cpsleaders.com) for more details.

**3. Q: What are the minimum qualifications required to apply to the Eligibility Process?**

**A:** Applicants to the Eligibility Process must hold a Master's degree or higher, a valid Illinois State Board of Education (ISBE) Professional Educator License (PEL) teaching endorsement, an ISBE General Administrator (K-12)/Principal Endorsement, and have accrued at least 4 years of teaching experience.

**4. Q: Does my Master's degree need to be in Education?**

**A:** No, but you need all required coursework to hold the ISBE PEL and ISBE General Administrator (K-12)/Principal Endorsement.

**5. Q: If I already meet the minimum qualifications required, do I still need to apply to the CPS Principal Eligibility Process?**

**A:** Yes. Per CPS policy, the Eligibility Process is an additional requirement beyond the minimum qualifications set by the State of Illinois.

**6. Q: How many cycles of the Eligibility Process are offered each year?**

**A:** There are typically four cycles of the Eligibility Process per year. Dependent on the need of the District, the number of cycles may vary. Please check [cpsleaders.com](http://cpsleaders.com) for application deadline information.

**7. Q: How many times can I attempt the Eligibility process?**

**A:** Twice within a 12 month period. If a candidate is unsuccessful after two attempts within a 12 month period, the candidate must wait at least one-year from the date of the second attempt before reapplying.

# Frequently Asked Questions: **General Process**

113

**8. Q: I previously applied to a former Eligibility Process and was not successful. If I reapply to the new Eligibility Process, at which step do I start?**

**A:** All applicants must begin at Step 1. Your attempts to a previous Eligibility Process do not count towards your current attempt limit.

**9. Q: How do I apply to the Eligibility Process?**

**A:** Please complete the online application for the Eligibility Process located on our website at [cpsleaders.com](https://cpsleaders.com) on or before the next posted deadline. You will receive a confirmation email upon submission with next steps.

**10. Q: How will I know if my application has been received?**

**A:** Upon submitting your application, you will receive an automated email confirming receipt and describing next steps.

**11. Q: Will I be allowed to save parts of my application and return at a later time ?**

**A:** No. There is no save and continue feature. You are encouraged to write your essays in a separate document before entering them into the application.

**12. Q: What do I do if I am having technical difficulties with my application?**

**A:** Most answers to technical problems can be found online with a Google search. Please try this method first, and, if necessary, contact the Principal Quality Office at 773-553-1515.

**13. Q: What if my references don't submit their verifications of my leadership experiences on time during Step 1 of the Eligibility Process?**

**A:** If we do not receive verification within 7 days of your application submission, the application will be considered incomplete and you will have to apply again in a future cycle. This application will not count as a formal attempt in the Eligibility Process.

# Frequently Asked Questions: **General Process**

114

**14. Q: If I need to withdraw from the current cycle, how much time do I have to complete before I am required to start the Eligibility**

**A:** You have six months from the date of your withdrawal to reapply and start at the step from which you withdrew. If you reapply later than six months from date of your withdrawal, you must start at the beginning. Your withdrawal attempt does not count towards the two attempt limit.

**15. Q: What happens if I arrive late or cannot attend my scheduled Step 2 assessment?**

**A:** You must inform the PQI Office in advance of your withdrawal from the Step 2 assessment. You may do so by calling 773-553-1515 or emailing [principaltalentoffice@cps.edu](mailto:principaltalentoffice@cps.edu). When you want to complete the Eligibility Process, you must reapply during a future application cycle. If you do not inform the PQI Office of your withdrawal, it will be considered a failed attempt.

**16. Q: What happens if I begin the Step 2 assessment and decide not to complete it?**

**A:** If you begin and do not complete Step 2 of the Eligibility Process, your attempt will be counted as a failed attempt.

**17. Q: If I am unsuccessful at Step 2 in the current process, will I start at Step 2 when I reattempt?**

**A:** Yes. You will start at Step 2 if you reapply within 12 months of the date of your initial application. If you reapply later than 12 months of your initial application you will have to start over.

**18. Q: Who are the assessors and interviewers for the Eligibility Process?**

**A:** The assessors and interviewers are CPS Principals, Deputies, and Chiefs who have been identified and trained on the Eligibility Process.

**19. Q: If I am unsuccessful in the Eligibility Process, can I appeal that decision?**

**A:** No. There is no appeal process. However, a candidate may reapply within the two-attempt limit within a 12-month period.

**20. Q: When will I know my Eligibility Status?**

**A:** The Eligibility Process may take up to six weeks from the date of the application to complete notification of your Eligibility status

# Frequently Asked Questions: **Pipeline**

115

**21. Q: I am an out-of-state applicant. How do I obtain an Illinois Principal Endorsement?**

**A:** Please visit the ISBE website for details at <http://www.isbe.net/licensure/requirements/oos-pel-admin-end.pdf>

In addition, please see the document titled "PEL Principal Endorsement Out-of-State Checklist" under "Helpful Documents" on our website.

**22. Q: I do not live in the Chicago area; can I complete the Step 2 assessments remotely?**

**A:** No, the Step 2 assessments must be completed in-person. It is the candidate's responsibility to provide their own transportation and lodging.



**23. Q: What is the Discipline Screen?**

**A:** All CPS employees applying to the Eligibility Process will have their CPS discipline/misconduct history reviewed to determine whether they meet the high standard of conduct and professionalism expected of CPS principals. The discipline screen will consider the type, frequency and circumstances of any history of misconduct, violation or discipline.

**24. Q: What is the Background Check?**

**A:** All applicants must satisfy a background screening to determine whether they meet the high standard of conduct and professionalism expected of CPS principals. The background screening will consider an applicant's criminal history, discipline/misconduct history and other background checks. This screening will consider the type, frequency and circumstances of any history of misconduct, violation or discipline.

**25. Q: How is the Background Check initiated?**

**A:** The background check is initiated through applicant fingerprinting. All applicants must undergo the background check in order to gain admission into the CPS Principal Candidate Pool. Fingerprinting is administered by *Accurate Biometrics*, and locations can be found on their website at: [http://www.accuratebiometrics.com/fingerprint\\_Region\\_Map.php](http://www.accuratebiometrics.com/fingerprint_Region_Map.php). Candidates will receive more information about how to complete the fingerprinting upon submitting Step 1 of their application.

**26. Q: What are the Enumerated Crimes that will automatically disqualify me for employment consideration?**

**A:** Please visit our [Helpful Documents](#) section to review the full list of Enumerated Crimes.

**27. Q: I am already a CPS employee. Do I need to complete a Background Check for the Eligibility Process?**

**A:** Yes; the background check is required for all candidates seeking Eligibility membership in the CPS Principal Candidate Pool.

**28. Q: What if I do not complete the fingerprinting within 3 business days of submitting my application?**

**A:** If we do not receive notification from Accurate Biometrics that you have completed the fingerprinting process, your application will be considered incomplete and you will have to apply again in a future cycle. This application will not count as a formal attempt in the Eligibility Process.

**29. Q: I am currently a CPS Principal. Do I need to be Eligible?**

**A:** If you are an incumbent CPS Principal who is not seeking to change schools, you are not required to be Eligible. If you are seeking to change schools, you must be Eligible.\*

\*Current CPS Principals may be granted Eligibility status if they have received at least a “proficient” rating on their two most recent CPS performance evaluations. Otherwise, CPS Principal must successfully meet the screening assessments of the Eligibility Process to earn Eligibility status.

Please refer to the [Principal Eligibility Board Policy #14-0723-PO1](#) for more information. You can download the Eligibility Policy on the [Helpful Documents](#) section of the website.

**30. Q: If I am already Eligible, is my status affected with this new Eligibility Process?**

**A:** No. If you are already a member of the CPS Principal Candidate pool under Eligibility Policy 08-1217-PO2 or 14-0723-PO1, you do not need to reapply.

**31. Q: How long will my eligibility status be valid once I successfully complete the Eligibility Process?**

**A:** Per Board policy, if you are a member of the CPS Principal Candidate pool as of March 1, 2013 or obtain membership in the pool after March 1, 2013, your membership will not expire if you meet the following criteria:

1. You are currently employed in an educational leadership position or have been employed in such position for at least 3 of the last 5 years. Educational leadership positions include Principal, Assistant Principal, Instructional Support Leader, Chief of Schools, Deputy Chief of Schools
2. You maintain valid and current licenses, certifications and qualifications as required by CPS and any relevant school code, law or statute
3. You have received at least a “proficient” rating on your two most recent evaluations
4. You do not otherwise qualify for removal from the pool

For more details, please see the [Principal Eligibility Board Policy #14-0723-PO1](#).

**32. Q: What is the Chicago Leadership Collaborative (CLC) Residency program?**

**A:** The CLC is the District's principal pipeline program. In collaboration with CLC partner programs, Residents are selected and admitted into a principal residency program. Please visit our [Chicago Leadership Collaborative](#) page to learn more.

**33. Q: What is the CPS Aspiring Principals Institute?**

**A:** The Aspiring principals Institute is another CPS initiative that offers courses targeting the competencies required to be a successful principal. The mission of the Aspiring Principals Institute is to build the leadership capacity of Assistant Principals to prepare them for a principal role.

**34. Q: If I participate in the CLC Residency program or the CPS Aspiring Principals Institute, am I considered Eligible upon completion?**

**A:** No. You must successfully pass the Eligibility Process to become Eligible.

**35. Q: Do I have to go through the CPS Principal Pipeline Program (CLC or Aspiring Principals Institute) to become a principal?**

**A:** No. Participation in a CLC Residency program or the Aspiring Principals Institute is not a requirement to be a CPS principal.

## Frequently Asked Questions: **Contact Information**

119

**Q: Whom can I contact if I have further questions about the Eligibility Process?**

**A:** Please contact the Office of Principal Quality Initiatives at 773-553-1515 or by email at [principaltalentoffice@cps.edu](mailto:principaltalentoffice@cps.edu).

**Please note that applicants who are already excluded from applying under Policy #8-1217-PO2 may not reapply until the end of their established three-year exclusion period**

## Overview of Entry Inquiry Process

### Introduction

During the first three years in the Ed.D. program at UIC, students can expect to enter two, and often three, new leadership positions: the residency in year one, the first post-residency principal or assistant principal or network-level position in year two, and often a new position in year three. We know from experience that entry into these new positions can happen very quickly and can easily end up being more reactive than planful. It is the program's job to help you enter every new leadership role as strategically as possible to ensure your success in that new role.

An important characteristic of UIC's approach to entry is that we think of entry "planning" as just one element of a broader inquiry process that informs later planning and action. Done well, entry inquiry will inform the more robust cycles of inquiry that you and others will lead as your primary mechanism for supporting ongoing school improvement.

Entry inquiry is a critical first iteration of cycle of inquiry leadership for school improvement. It also offers unique opportunities to engage in operational leadership and organizational culture building during your earliest days on the job. Done well, entry inquiry allows you to build your leadership credibility, demonstrate trustworthiness, and develop many internal and external relationships. It also helps you establish a rhythm of personal reflection about things you still need to learn in order to be successful in your new role.

Not surprisingly, the entry process becomes more expansive as you move through the roles of resident principal, assistant principal, and principal. Although the entry process begins with you alone, you quickly begin to engage others in leading this work with you (particularly teacher leaders and/or one or more school-level leadership teams). This process unfolds at a pace that is appropriate for your unique school setting.

## **What elements of your learning need to have occurred prior to EDPS 586A?**

By the end of the yearlong residency experience, UIC expects you to have developed a sound foundation in instructional leadership (diagnosis and development), organizational leadership (diagnosis/development), and the use of cycles of inquiry to lead continuous improvement (think the UIC Logic Model—L-O-I-S). At the conclusion of the residency year, you should also have a well-developed, clearly articulated personal theory of action for building organizational capacity that supports continuous improvement of instruction and school effectiveness.

**What are the goals of the entry process from the time that you are hired until roughly the end of October?**

### **Goal 1: Intra-personal leadership learning**

- Establish yourself as a self-regulated learner
- Engage in frequent and systematic reflection about your own leadership effectiveness
- Actively seek feedback and coaching from others

### **Goal 2: Inter-personal and relational leadership**

- Build internal (within-school) and external (community, network, district) relationships
- Establish credibility and trustworthiness as a school and community leader
- Diagnose external community strengths, weaknesses, and opportunities and begin strategic engagement with and in the external community
- Pay particular attention to assets and resources that can support/promote/enhance equity, and social justice within the school.

### **Goal 3: Cultural leadership**

- Begin to diagnose the presence or absence of norms, beliefs, leadership and organizational capacities that are critical for continuous school improvement and ambitious learning for all students
- Help others make sense of information developed and problems found
- Begin to shape organizational culture by setting expectations and modeling behaviors that foster equity, social justice, and continuous improvement
- Be especially attentive to patterns of organization and instruction that:
  - limit opportunities for meaningful analysis, higher-order sense-making and collaborative learning by both students and adults
  - deemphasize issues of racial, social, cultural and instructional equity
  - undervalue the power and importance of a teacher learning organization (instructional inquiry, collegial and administrative trust, making practice public, and teacher collaboration)

### **Goal 4: Strategic leadership**

- Use entry inquiry to produce quick wins that also build stakeholder familiarity with the inquiry and strategy-selection process

- Use entry inquiry to identify student learning and engagement problems that seem to originate in instructional practices **AND** would benefit from deeper diagnostic problem-finding. Be especially attentive to inequitable access to challenging learning.
- Use entry inquiry to identify edges of growth and promising points of entry for growing leadership and organizational capacity that can actively support improvements in instructional effectiveness and student outcomes

#### **Goal 5: Operational leadership**

- Quickly assess the safety, efficiency and user-friendliness of day-to-day operations and the overall appearance of the physical plant
- Demonstrate effective operations management by ensuring a smooth opening to the school year

#### **Why is it important to achieve these goals?**

An effective entry process builds the foundation for a new leader to learn the environment and to become identified as a thoughtful, self-regulated learner who cares deeply about the interests and aspirations of the entire school community. Strong entry helps a leader use various forms of inquiry and collaboration to build acceptance and trust, and to generate both shared understanding and broad support for work that is intended to produce substantial improvements in student outcomes over time.

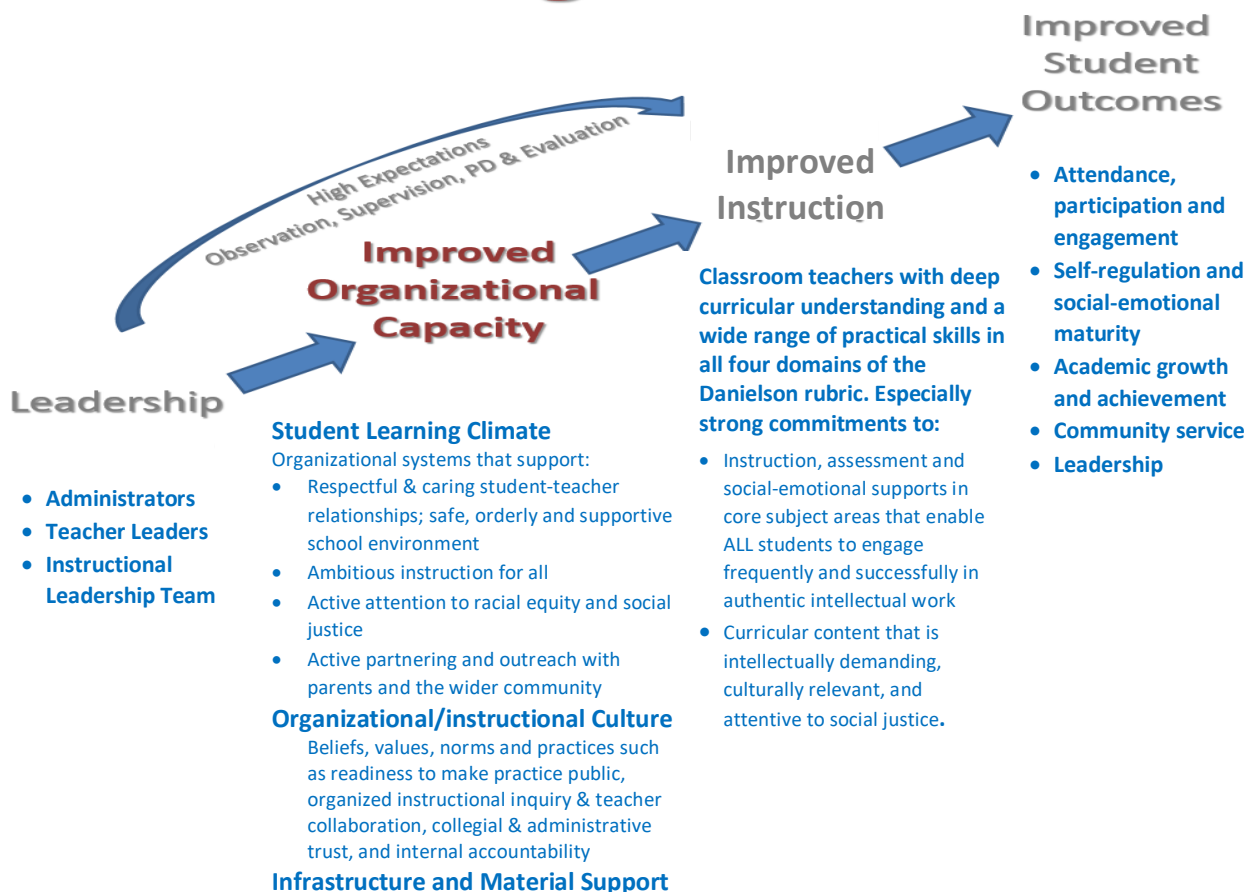
#### **How will entry goals be achieved?**

Successful entry requires a range of capacities that include:

- strong communications and relationship building
- collection and analysis of key information and data about the school and its setting
- engagement of faculty, staff and students in shared diagnosis of the school's needs
- creation of systems and processes for the collaborative problem-solving necessary to meet those needs.

Your initial diagnoses will also need to be informed by a logic model (we recommend UIC's L-O-I-S model, pictured on the next page). The job of the logic model is to help you identify issues, elements and cause/effect relationships in each of the "boxes" that should receive diagnostic attention.

# UIC Logic Model



Disciplined inquiry is the best tool available for integrating personal theories of action with the specific requirements of an individual school. The core challenge of the entry process is to build relationships and gather information that allow you to *situate* your personal theory of action inside the particular needs and opportunities that exist at your new school. This helps you identify

promising entry points for further inquiry and initiates the process of mobilizing community energy to support the continuous improvement process.

Clinical experience and the courses you have taken have helped you to learn what to look for (diagnostic criteria) as you assess the strength and quality of elements in each of the logic-model boxes. For example, during your residency year, you experienced three instructional leadership courses that helped you build on your prior knowledge and experience as a teacher. Combined with your residency experience, this helped you broaden and deepen your understanding of what strong instruction looks like. Successful entry helps you draw on this knowledge and expertise so you can apply it appropriately in your new setting.



## **Entry Inquiry Framework**

Two key goals of UIC's Ed.D. program are to help you:

- deepen your personal theory of action (PTOA) for building a powerful learning organization in any school you lead
- become increasingly skilled at situating your PTOA in the particular circumstances of the schools you are invited to lead

We know (and expect) that your PTOA will continue to evolve during your course of study and throughout your leadership career. Entry into a new position offers practical opportunities to reflect on that evolution in ways that will bring greater intentionality to your leadership work.

### **FORMALIZING AND MAPPING THE ENTRY INQUIRY PROCESS**

#### **Goal 1**

##### **Summarize your personal theory of action in writing**

- Describe the personal and professional experiences that had the biggest influence on your PTOA prior to entering the Urban Education Leadership Program
- Describe how your PTOA evolved during your last three semesters of coursework and residency at UIC.
- Describe how your PTOA “fits” with UIC's L-O-I-S logic model for continuous school improvement

#### **Goals 2-5**

##### **Begin to situate your personal theory of action in the history, culture and current circumstances of your school.**

**Leaders do not enter with a situated theory. Situated theory develops during the first big cycle of inquiry and moves progressively over time toward a shared theory of action.**

#### **Goal 1: INTRA-PERSONAL LEADERSHIP LEARNING**

**Engage in frequent, systematic critical reflection on your own effectiveness as a leader**

**From Donaldson (2008) *How Leaders Learn*, Chapter 6**

“Self-awareness and self-management [are] the two great outcomes of intra-personal learning . . . Moving from ‘unconscious’ to ‘conscious’ describes aptly what intra-personal learning is all about, stimulating the greater self-awareness that is essential to self-management; moving from self-ascribed effectiveness to authenticated efficacy.”

**From Bereiter and Scardamalia (1993) *Surpassing Ourselves*, Chapter 7**

“Everyone learns, which is to say that everyone continually encounters new information and assimilates it into what they already know. Most of the time learning goes on effortlessly, without the need for thought, but occasionally it is problematic. [When new learning is problematic] the non-expert learner, tends to minimize new learning by immediately making a best-fit match between new information and whatever is already known. By contrast, the expert-like learner carries on a program of progressive problem solving. Inconsistencies between existing beliefs and new knowledge are not resolved by problem-reducing changes but by efforts to construct new knowledge structures that can deal with newly recognized complexities.

**From Donaldson (2008) *How Leaders Learn*, Chapter 4**

“Just like a pebble in your shoe, working on my leadership development plan wasn’t comfortable. I had to look hard at myself and say, ‘Hey, you really need to work on this if you want to be a great principal.’

“Two qualities seem to make a pebble particularly conducive to learning:

1. It is sufficiently irritating. That is, it is important to success and won’t go away. It causes worry. The leader takes it home with him or her. It becomes a source of self-doubt
2. It sufficiently promises significant personal growth. The challenge falls enough within the leader’s control to give him or her the sense that ‘I can make a change here”

**Tasks and Artifacts for Intra-personal Leadership at Entry**

**In consultation with your coach:**

- **Briefly reflect on how these and/or other professional literature have impacted your PTOA**
- **Identify and monitoring strategies** for your most important intra-personal learning priorities during your first 90 days.
- **Ground your priorities in an updated self-assessments** of the following:
  - CPS leadership competencies
  - UIC’s 3 Dispositional Domains of leadership competence

Priority Type	Top 3-5 Areas of Concentration, Monitoring and Coaching During Entry
CPS Leadership Competencies	•
UIC Dispositional Domains	•

- Complete the diagnostic work outlined below for Goals 2-5

- Create appendices that include key artifacts from the evidence trail you developed to support your initial diagnostic conclusions

## Goal 2: INTER-PERSONAL and RELATIONAL LEADERSHIP

**Establish positive, personal connections with faculty, staff, students, parents and community members to demonstrate interest in who those individuals are and to deepen your understanding of how stakeholders currently experience the school**

### From Tschannen-Moran (2014) *Trust Matters 2<sup>nd</sup> Ed.* Chapter 3

*“As trust develops in newly forming relationships, an initial period of impression making is followed by a period of more intense exploration. Trust between two parties is established through a commitment period during which each partner has the opportunity to signal to the other a willingness to accept personal risk and not to exploit the vulnerability of the other for personal gain. A kind of courtship takes place in which each party is careful not to violate the other’s developing trust. This commitment period begins at the moment of initial contact and extends until participants know each other well enough to predict the other’s values and behavior. As participants begin to feel more comfortable with one another, there may be a tacit testing of the limits of trust and influence and attempts to arrive at a mutual set of expectations.” Tschannen-Moran and her colleagues identify five areas for discerning leader trustworthiness: a) honesty, b) reliability, c) competency, d) benevolence, and e) openness.*

### Tasks and Artifacts for Inter-personal and Relational Leadership at Entry:

**In consultation with your coach:**

- **Identify and create monitoring strategies** for your most important relational leadership priorities during your first 90 days. **Reference the “collaborative orientation” portion of UIC’s Professional Practices Domains** as you complete this work
- **Create preliminary calendar of stakeholder interactions** for your first 90 days that builds a strong foundation for relational leadership at your school. A sample calendar is shown below.

### Sample Entry Inquiry Calendar for Interpersonal/Relational Leadership

Priority	Action(s) for accomplishing priority	Timeline
<b>Priority #1</b> Establish positive relationships with faculty & staff	Meet with principal & chief to hear about prior expectations	Week 1-2
	Introductory meeting with ILT & Grade Level Teams	Week 1-6
	Send email to respective staff to introduce yourself	Week 1
	Arrange meetings with staff members (individual or group)	Weeks 1-7
	Arrange meeting with counselors, clerical and custodial staff	Weeks 1-7
	Schedule and conduct regular walk-throughs of classrooms	Weeks 8-13
<b>Priority #2</b> Establish positive relationships with student body	Schedule and conduct introductory walk-through and morning announcement appearances.	Week 9 (week 1 of school)
	Conduct lunchroom conversations.	Week 9-10
	Meet with student leaders.	Week 9-10
	Attend after-school and sports events.	Weeks 9-13
	Establish visible presence throughout the school day.	Week 9-13
	Build office-supported systems for birthday cards and other forms of individual recognition throughout the school year	Week 1-4
<b>Priority #3</b> Establish positive relationships	Send out letter of introduction to parents and post on school website.	Week 1
	Attend meetings of LSC, PAC and other parent led groups.	Week 1-13

with parents, families & community stakeholders	Attend all after school parent events.	Week 9-13
	Compile a list and meet with all current community partners.	Week 1-6

### Goal 3: CULTURAL LEADERSHIP

Cultural leadership addresses an element of organizational capacity that is separate from strategic leadership (which also entails diagnosing and developing organizational capacities). We extract cultural leadership from strategic leadership, and accord it special urgency, because it involves diagnosing and shaping the collective beliefs, values, and norms that make all other aspects of school improvement possible.

Two categories of organizational capacity that require immediate cultural leadership as you enter a new school are **student learning climate** and **organizational/instructional culture**.

**Positive student learning climate** includes:

- Respectful and caring teacher-student relationships
- Safe and orderly environment
- Frequent student collaboration
- Frequent opportunities for ALL students to engage in authentic intellectual work
- Active attention to instructional equity and teaching that is culturally and racially just
- Active outreach and partnering with parents and caretakers

**Positive organizational/instructional culture** includes beliefs, values, norms and practices that encourage:

- Readiness to make practice public
- Organized instructional inquiry and teacher collaboration
- Collegial and administrative trust
- Commitment to affording all students frequent opportunities to engage rigorous analysis and higher-order sense-making
- Commitment to equity, social justice and continuous improvement
- Internal accountability for supporting all of the elements described above

**Early diagnostic priorities** include:

- locating sources of information that will tell you about each of the elements described above
- collecting and organizing the information you collect
- developing an accounting of evidence-based trends as well as questions raised that will require additional inquiry

**Tasks and Artifacts for Cultural Leadership at Entry:**

- **Work closely with your coach to:**
  - identify data sources that will support entry inquiry about the look-fors outlined above
  - develop a clear plan and calendar to guide the first 8-12 weeks of cultural leadership
  - develop a system for organizing and analyzing data collected and begin data collection

### Goal 4: STRATEGIC LEADERSHIP

Strategic leadership at entry starts by assessing existing plans and strategies for school improvement and enacting quick-wins that address urgent or less complex issues during the first year. It also involves initiating a cycle of inquiry for:

- finding and addressing the root causes of broader more complex problems that affect teaching and learning
- diagnosing and developing leadership and organizational capacities that will be needed to support cycles of inquiry and other forms of continuous improvement work

You will be using UIC's L-O-I-S logic model as your diagnostic framework.

### Tasks and Artifacts for Strategic Leadership at Entry:

#### Continuous Improvement Work Plan (or its equivalent)

- **Diagnose** the strength/quality of the existing CIWP
- **Determine** which strategy work should/will be actively implemented this year from the existing CIWP
- **Clarify** expected impact, outcomes and monitoring strategies for the work you select
- **Clarify** the teacher learning that will be required for successful enactment

#### Quick-wins

- **Identify, enact and monitor** a small set of high-profile “quick wins” for summer and the opening weeks of school that build confidence in your leadership and illustrate how inquiry-based interventions work
- **Develop/carry-out** a set of culture-building activities for the week that all teachers return for the new school year; identify the specific attributes of the culture you are trying to shape and how you plan to shape them
- **Report progress** on “quick-wins” publicly during weeks 8-13 and engage teacher-leaders in structured reflection leading to next-step strategy enactment

#### Cycles of Inquiry based on L-O-I-S diagnostic problem-finding

- **Use diagnostic strategies** that you learned in EDPS 557 to conduct L-box and O-box diagnostics that will inform ongoing leadership and organizational capacity development
- **Conduct** I-box and S-box diagnostics that unearth problems with student learning, equity, engagement, and instructional quality that will benefit from deeper inquiry
- **Prepare a written summary of** growth edges and promising points of entry for growing leadership (**L**) and organizational capacity (**O**) that will actively support improvements in instructional effectiveness (**I**) and student outcomes (**S**)

## Goal 5: OPERATIONAL LEADERSHIP

**Preliminary diagnosis of systems, procedural efficiencies, budget priorities, appearance of physical plant and surroundings and day-to-day practices to ensure a successful opening day and first quarter**

### Tasks and Artifacts for Operational Leadership at Entry

Working closely with your coach, create a 6-week calendar of diagnostic activities during your first two weeks on the job that will help you:

- deepen your understanding of operational assets and problems
- identify and implement operational quick-wins with high visibility for faculty, staff, students and parents

## Policy and Procedures

Operational Domain	Action(s) for accomplishing objectives	Timeline
<b>Staff Handbook</b> (listing school-specific procedures not otherwise mentioned in contractual agreement)	Staffing Handbook might include: <ul style="list-style-type: none"> <li><input type="checkbox"/> *Lesson plan expectations &amp; procedures</li> <li><input type="checkbox"/> Emergency Lesson Plan requirements (including location and school policy)</li> <li><input type="checkbox"/> Grading Policy (if school-specific), expectations, and procedures</li> <li><input type="checkbox"/> School-Wide Homework Policy</li> <li><input type="checkbox"/> *School-specific Uniform Policy and/or Dress code</li> <li><input type="checkbox"/> *Employee Discipline</li> <li><input type="checkbox"/> *Health Examinations/Fit for Duty Examinations</li> <li><input type="checkbox"/> *Employee Smoking Policy</li> <li><input type="checkbox"/> School-specific Cell Phone Policy Statement</li> <li><input type="checkbox"/> Hallway and other common areas bulletin board expectations and schedule.</li> <li><input type="checkbox"/> Email Usage</li> <li><input type="checkbox"/> Cell Phone Telephone Usage during the instructional day</li> <li><input type="checkbox"/> Fax Requests</li> <li><input type="checkbox"/> Copy Requests</li> <li><input type="checkbox"/> Access to Scanner/Laminator/Color Printing</li> <li><input type="checkbox"/> Staff communication procedures for P.A. announcements and/or daily updates.</li> <li><input type="checkbox"/> *Procedures for reporting teacher and ESP absences (Note: It is highly recommended to be very specific in your language and expectations. i.e. admin requires call and/or email 24 hours in advance)</li> <li><input type="checkbox"/> Office Referral procedures and forms for behavior referrals</li> <li><input type="checkbox"/> Instructional Leadership Team (ILT) Information               <ul style="list-style-type: none"> <li>○ ILT Members</li> <li>○ ILT Vision and/or Theory of Action</li> <li>○ ILT meeting dates and times</li> </ul> </li> <li><input type="checkbox"/> Grade Level Teams (GLTs) or Common Planning Time expectations and information               <ul style="list-style-type: none"> <li>○ Grade Level Team Leads</li> <li>○ GLT agenda recommendations and/or requirements</li> <li>○ Admin GLT schedule</li> </ul> </li> <li><input type="checkbox"/> "Look and Feel" Classroom expectations               <ul style="list-style-type: none"> <li>○ Posting student work requirements</li> <li>○ Bulletin Board expectations</li> <li>○ Anchor charts</li> <li>○ Student Learning Objectives</li> <li>○ Agenda</li> <li>○ Student Rules of Behavior (CHAMPS, PBIS)</li> </ul> </li> </ul>	

	(*Please make sure to refer to the contractual agreement before determining school specific policies.)	
<b>Parent/Student Handbook</b> (This should include any and all school-wide policies for students and parents)	<p>Parent/Student Handbook might include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Principal's welcome message</li> <li><input type="checkbox"/> Attendance Procedures (i.e. Phone number to call when absent, school-specific absentee form, )</li> <li><input type="checkbox"/> School-specific behavioral policy and procedures</li> <li><input type="checkbox"/> Arrival &amp; Dismissal Times and Pick-up Policy</li> <li><input type="checkbox"/> Cafeteria</li> <li><input type="checkbox"/> Breakfast hours and school-specific policy</li> <li><input type="checkbox"/> Halls/stairwells procedures</li> <li><input type="checkbox"/> Restroom School-specific policy</li> <li><input type="checkbox"/> Recess/Playground (include inclement weather school-specific policy)</li> <li><input type="checkbox"/> Indoor/outdoor lineup</li> <li><input type="checkbox"/> Fieldtrip Policy and Expectations</li> <li><input type="checkbox"/> School-specific teacher and/or admin meeting/conference request</li> <li><input type="checkbox"/> Volunteers policy and procedure</li> </ul>	
<b>Contractual Agreement Review</b>	<p>The contractual agreement can be found online at <a href="https://www.ctunet.com/for-members/text/CTU_Contract_2015-2019_FINAL.pdf">https://www.ctunet.com/for-members/text/CTU_Contract_2015-2019_FINAL.pdf</a></p> <p>Key sections and page numbers:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Grievance and Arbitration Procedure ..... 21</li> <li><input type="checkbox"/> Elementary School.....31</li> <li><input type="checkbox"/> Middle School..... 35</li> <li><input type="checkbox"/> High School..... 38</li> <li><input type="checkbox"/> Texts and Supplies..... 42</li> <li><input type="checkbox"/> Professional Development Teachers and Teacher Leaders..... 45</li> <li><input type="checkbox"/> Paraprofessional and School-Related Personnel (PSRPs)..... 47</li> <li><input type="checkbox"/> Extracurricular Personnel ..... 58</li> <li><input type="checkbox"/> Safe and Healthy Work Environment..... 60</li> <li><input type="checkbox"/> Librarians: Elementary and High School..... 62</li> <li><input type="checkbox"/> Physical Education Teachers ..... 65</li> <li><input type="checkbox"/> Playground Teachers ..... 67</li> <li><input type="checkbox"/> Career and Technical Education Teachers ..... 67</li> <li><input type="checkbox"/> Academic Calendar..... 74</li> <li><input type="checkbox"/> Clinicians ..... 76</li> <li><input type="checkbox"/> Special Education Teachers ..... 88</li> <li><input type="checkbox"/> Itinerant Teachers ..... 93</li> <li><input type="checkbox"/> Classifications of Teachers..... 93</li> <li><input type="checkbox"/> Summer School.....100</li> <li><input type="checkbox"/> Holidays.....102</li> <li><input type="checkbox"/> Personal Days.....103</li> <li><input type="checkbox"/> Class Coverage.....104</li> <li><input type="checkbox"/> Class Size.....109</li> </ul>	

Human Resources/Staffing		
<b>Ensure access to programs</b>	<p>Make sure to have access to the following programs linked to your school:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Taleo (formerly DS2)</li> <li><input type="checkbox"/> Oracle</li> <li><input type="checkbox"/> ODA (including giving rights &amp; lunch form)</li> <li><input type="checkbox"/> Aspen</li> <li><input type="checkbox"/> Aspen SSM</li> <li><input type="checkbox"/> Aspen CIM</li> <li><input type="checkbox"/> Aspen Dashboard</li> <li><input type="checkbox"/> Aspen Focus (formerly Verify)</li> <li><input type="checkbox"/> Timekeeper</li> <li><input type="checkbox"/> HR4U</li> </ul>	
<b>Organization Chart</b>	<p>Create and/or review organizational chart. You might include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher/Admin/Staff name</li> <li><input type="checkbox"/> Classroom/Office Location</li> <li><input type="checkbox"/> Position Funding Source</li> <li><input type="checkbox"/> Position (i.e. DL teacher, PE teacher, PARA)</li> <li><input type="checkbox"/> Phone number</li> <li><input type="checkbox"/> Tenure status (for teachers only. i.e. PAT, TAT,) and hired date</li> </ul> <p>(Note: It is highly recommended, because of the sensitivity of the content, that you do not share your org chart with anyone outside your organization.)</p>	
<b>Interview Protocol/Process</b>	<p>Develop interview process and protocol. Consider the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Resume review team/committee</li> <li><input type="checkbox"/> Three-tiered interview process</li> <li><input type="checkbox"/> Interview team</li> <li><input type="checkbox"/> Example Lesson-Plan submission</li> <li><input type="checkbox"/> Video of candidate teaching lesson</li> <li><input type="checkbox"/> Reference submission and review</li> </ul>	
<b>New Staff Induction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan and Develop a new teacher induction process</li> <li><input type="checkbox"/> Peer-to-Peer coach</li> <li><input type="checkbox"/> ICI goal development</li> </ul>	
Environment and Building Operations		
<b>Engineer</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction</li> <li><input type="checkbox"/> Meet with Engineer supervisor</li> <li><input type="checkbox"/> Ask for maintenance request protocols</li> <li><input type="checkbox"/> Review Non-negotiables and expectations</li> <li><input type="checkbox"/> Ask for a list of existing contracts with vendors</li> <li><input type="checkbox"/> Schedule a building walk with Engineer and Supervisor</li> <li><input type="checkbox"/> Ask for Health Inspection report</li> <li><input type="checkbox"/> Review all Exceptions on report</li> <li><input type="checkbox"/> Review safety and evacuation protocols</li> </ul>	
<b>Lunchroom Manager and Staff</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet one-on-one with lunchroom manager</li> <li><input type="checkbox"/> Meet lunchroom staff</li> <li><input type="checkbox"/> Review Roles and Responsibilities with Lunchroom Manager and Lunchroom staff</li> <li><input type="checkbox"/> Walk through kitchen and review last Health Inspection               <ul style="list-style-type: none"> <li>○ Check for all service areas for cleanliness</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"> <li>○ Check under appliances and throughout lunchroom floor areas for rodent or insect droppings</li> <li>○ Check all neighboring classrooms, restrooms or storage closets for rodent or insect droppings as well</li> <li>○ Check for proper sink drainage</li> <li>○ Make sure every sink in and around the lunchroom area has hot water (greater than 135° )</li> </ul> <input type="checkbox"/> Go over lunch/recess schedules and student lunchroom entry for breakfast and lunch	
<b>Building and Grounds Walk</b>	<input type="checkbox"/> Look at every classroom <input type="checkbox"/> Create to-do list for engineering staff <input type="checkbox"/> Ensure there are evacuation plans posted in every classroom <input type="checkbox"/> Meet all custodians <input type="checkbox"/> Review grounds expectations <input type="checkbox"/> Make sure there is no visible sunlight underneath all outside doors (ensures no rodent entry)	
<b>Other Operational Programs</b>	<input type="checkbox"/> MESA (Used to enter jobs for engineers) <input type="checkbox"/> FIMS Emergency Management Plan and Fire Drills <input type="checkbox"/> ISBE IWAS website – Apply for Recognition of School	
<b>School Communications</b>		
<b>School Communications</b>	<input type="checkbox"/> Blackboard Connect <ul style="list-style-type: none"> <li>○ Set up Robo-call access</li> <li>○ Create back-to-school message</li> <li>○ If training is needed, contact the Communications Department</li> </ul> <input type="checkbox"/> Distribute teacher and staff PD week schedule and agenda (Please make sure to reference the contractual agreement to schedule self-directed time for teachers) <input type="checkbox"/> Prepare for mandatory Principal-directed Evaluation Meeting (The Law Department usually gives principals a script to follow. Make sure that all teachers present sign in for this meeting) <input type="checkbox"/> School Website <ul style="list-style-type: none"> <li>○ Get access to school website passwords</li> <li>○ Check School Website for Information errors</li> <li>○ Change/Create Principal's Message on website</li> <li>○ Add parent/student hyperlink</li> <li>○ Hyperlink any instructional tools – i.e. Khan Academy, Achieve 3000, ST Math, Reading Plus and RazKids</li> </ul> <input type="checkbox"/> New Students <ul style="list-style-type: none"> <li>○ Create and distribute flyers to explain student enrollment or matriculation dates, procedures, and protocols</li> <li>○ Set up testing areas for any ELL students entering school system for the first time (out of district, kindergarteners, and/or Pre-K) who have answered</li> </ul>	

	<p>yes to any of the two questions on the home language survey</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare BOY parent/student packets for distribution on students' first day of class</li> <li><input type="checkbox"/> Prepare for Principal's State of the School Address</li> </ul> <p>(This meeting should be scheduled between the 20<sup>th</sup> and 40<sup>th</sup> day of school.)</p>	
<b>Other Best-Practices Communications</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal LSC/ALSC one-on-one meeting</li> <li><input type="checkbox"/> Principal Meet and Greet Meeting</li> <li><input type="checkbox"/> Schedule individual one-on-one Teacher Meetings</li> <li><input type="checkbox"/> Teacher/Parent Meet and Greet (can be held during one of the PD days during the teachers' and staffs' first week)</li> </ul>	
<b>Technology</b>		
<b>Technology Usage/Procedures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a Technology School Vision to share with all Stakeholders (i.e. One-on-One school, technology used to create not just word processing, etc.)</li> <li><input type="checkbox"/> Meet one-on-one with technology coordinator</li> <li><input type="checkbox"/> Assign and give Oracle access to technology coordinator or staff member for active inventory for all classroom equipment and furniture over \$250.</li> <li><input type="checkbox"/> Check MSD room for Internet connectivity, temperature (between 55° and 68° )</li> <li><input type="checkbox"/> A/V Equipment functionality</li> <li><input type="checkbox"/> Create list of admin and techco passwords for all computers and instructional programs in</li> </ul>	
<b>Student Rosters and Schedules</b>		
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and Confirm all classes are assigned a teacher in Aspen SIM</li> <li><input type="checkbox"/> Review and Confirm all students are properly scheduled in Aspen SIM</li> <li><input type="checkbox"/> Consult with your school scheduler and monitor CPS Dashboard DQI to determine status of scheduling in Aspen SIM</li> <li><input type="checkbox"/> Confirm promotion &amp; retention of students</li> <li><input type="checkbox"/> Review and update all school schedules: <ul style="list-style-type: none"> <li>○ Common planning time is formally included in schedules, including special education teachers with their grade-level general education colleagues</li> <li>○ Review schedules for teachers and ESP personnel assigned under special education funding to ensure all mandated services are delivered, including bilingual special education.</li> <li>○ Ensure the early childhood classroom assistant is NOT scheduled for duties outside the early childhood classroom</li> </ul> </li> <li><input type="checkbox"/> Review class rosters:</li> <li><input type="checkbox"/> Ensure no general education class has &gt; 30% students with disabilities</li> </ul>	

	<p><input type="checkbox"/> Review EL rosters and ACCESS preliminary report to guarantee ELs are placed in the correct program and receive appropriate instruction according to their language and academic needs.</p> <p>(Please note: If you are unsure of any of the abovementioned procedures make sure to contact 3-EXCL for assistance with IMPACT SIM.)</p>	
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## **UIC Resident Entry Plan**

### **Introduction**

#### **Overview**

1. Learn and establish leadership credibility
2. Build support & identify priorities
3. Observe/Report results & empower teacher leaders

### **CPS PRINCIPAL COMPETENCIES**

#### **A) CHAMPIONS TEACHER AND STAFF EXCELLENCE THROUGH A FOCUS ON CONTINUOUS IMPROVEMENT TO DEVELOP AND ACHIEVE THE VISION OF HIGH EXPECTATIONS FOR ALL STUDENTS**

Principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities. Principal works with staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results

#### **B) CREATES POWERFUL PROFESSIONAL LEARNING SYSTEMS THAT GUARANTEE LEARNING FOR STUDENTS**

Principal works with the school staff and community to utilize the district's framework for effective teaching and learning to improve instruction for all students.

#### **C) BUILDS A CULTURE FOCUSED ON COLLEGE AND CAREER READINESS**

Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.

#### **D) EMPOWERS AND MOTIVATES FAMILIES AND THE COMMUNITY TO BECOME ENGAGED**

Principal creates a collaborative school community where the school staff, families and community interact regularly and share ownership for the success of the school.

#### **E) RELENTLESSLY PURSUES SELF-DISCIPLINED THINKING AND ACTION**

Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

#### **Goal 1:**

**Establish and nurture positive and productive relationships with members of the school in order to better understand the history, norms, values and traditions of the school community.**

*Interpersonal Reflection Questions for Consideration (Donaldson, 2008):*

##### *Forming Relationships*

- *How do I cultivate robust working relationships with and among others?*
- *How do I form working relationships with individuals and groups?*

##### *Mobilizing Others*

- *How do I mobilize others to act in ways that improve the learning of children?*
- *How do I generate in others the will and ability to change?*

Objective	Action(s) for accomplishing objectives	Timeline
Objective # 1 Establish positive and productive relationships with staff		
Objective # 2 Establish positive and productive relationships with student body		
Objective # 3 Establish positive and productive relationships with parents, families & community stakeholders		
<b>Goal 2:</b> <b>Collaborate to establish a foundation for continuous school improvement to increase student achievement for all students by identifying strengths and opportunities for growth.</b>  <i>Cognitive Reflection Questions for Consideration (Donaldson, 2008):</i> <i>Instructional Literacy</i> <ul style="list-style-type: none"> <li>• What is effective learning?</li> <li>• Models and theories of teaching, learning, curriculum, and assessment for children and adults</li> </ul> <i>Organizational Literacy</i> <ul style="list-style-type: none"> <li>• What makes a school effective as an organization?</li> <li>• Models and theories of school organization, effectiveness, and leadership</li> </ul> <i>Adult Learning</i> <ul style="list-style-type: none"> <li>• What promotes professional reflection and learning?</li> <li>• Protocols and structured activities for professional learning</li> </ul>		
Objective	Action(s) for accomplishing objectives	Timeline
Objective #1 Analyze patterns of student achievement data		
Objective # 2 Identify staff's strengths and areas of growth		
Objective #3 Begin to use the data identified and self-		

assessment tools to identify ambitions leadership goals		

*Intrapersonal Reflection Questions for Consideration:*

*Philosophical Platform*

- *What beliefs and values guide my work as a leader?*

*Self-Awareness and Self-Management*

- *Do I understand myself well enough to choose wisely how I will act as a leader?*
- *How do my thoughts and feelings shape my actions with others?*

*Self-Assessment and Career Choices*

- *Do I understand the assets and liabilities I bring to leadership work?*
- *Have I found a fitting role that will make my leadership productive and sustainable for both me and the school/team/group?*