



“Leadership Matters!”

Lincoln Public Schools
Principal Appraisal Handbook

Revised January, 2012



Principal Appraisal Acknowledgments

This document was created based on the work of a study and writing committee of principals during the 2008-2009 school year with the support of Dr. Marilyn Moore, Associate Superintendent for Instruction and Dr. Nancy Biggs, Associate Superintendent for Human Resources.

Committee Members:

Nancy Becker	Linda Hix	Terry Neddenriep	Bess Scott-Co Chair	Mike Wortman
DeAnn Currin	Pat Hunter-Pirtle	Kristine Reckewey	Vicki Schulenberg	Ruth Ann Wylie
Deborah Dabbert	Mona Manley	Cynthia Schwaninger	Gene Thompson	
Kathleen Evasco	John Neal-Co Chair	Coni Schwartz	Donna Williams	

Reference Materials

District/State Administrator Appraisal Documents:

Beatrice Public Schools	Nebraska Council of School Administrators Principal Evaluation Form
Bellevue Public Schools	North Carolina School Executive Principal Evaluation Process
Grand Island Public Schools	Omaha Public Schools
Lincoln Public Schools	Papillion La-Vista Public Schools
Millard Public Schools	

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Lincoln Public Schools Principal Appraisal Overview

Statement of Philosophy

The purpose of the principal appraisal process is to improve leadership performance that causes high levels of learning in all students and staff. The principal appraisal process acknowledges the complexity of leadership and the commitment to continuous improvement needed to become an effective leader. The five leadership domains (Instructional, Collaborative, Professional, Human Resources, and Systems) provide clear targets of effective leadership performance. Rubrics for each domain enhance the development of leadership capacity and encourage both personal and professional growth. The active engagement of the principal in the appraisal process facilitates growth through multiple opportunities for self-assessment and descriptive feedback from diverse audiences. An effective principal appraisal process requires a collaborative culture focused on growth and support, built on trust and respect.

Objectives of Appraisal

- To focus principals on the leadership practices that will cause high levels of learning in all students and staff.
- To stimulate continuous growth of principals by encouraging self-reflection, goal-setting, data-driven decision making, collaborative learning processes, openness to change, and an informed view of educational needs at the local, state, and national levels.
- To validate the performance level of principals in the domains of school leadership to fulfill the Board of Education and State of Nebraska administrator evaluation requirements.
- To affirm the principal's service to schools and community.

General Procedures and Explanation

The principal appraisal is based primarily upon the procedures and process defined below. The procedures provide for a consistent and equitable appraisal of important aspects of the principal's role as defined in the domains and represented in the accompanying rubrics. They do not, however specifically include the total range of expectations of the effective principal. As a result, additional data and information related to the administrative role may be utilized to generate a comprehensive appraisal.

Appraisal Cycle

The principal appraisal is normally conducted in a three-year cycle. The first two years of the appraisal process are focused on achieving professional growth goals based on the leadership domains and derived from self-reflection, school and student performance data, and collaborative discussion with the appraiser. Principals in their first and second years as a Lincoln Public School principal will receive a summative rating from their appraiser in addition to the growth goal process. The third year of the cycle is a summative year that ends with a summative appraisal that validates the principal's work for the last three years. The appraisal cycle can be modified to include additional summative appraisals when the appraiser and the appraisee feel that it would be beneficial or when a principal's performance at the end of any year in the cycle earns an "unsatisfactory." The administrator to be evaluated shall be observed for a period of time equal to an instructional period.



Appraisal Process

The appraisal process is the responsibility of the principal and his/her immediate supervisor. The Leadership Domains and their accompanying rubrics serve as the basis for the formal appraisal. Below is a table showing the format of the three year appraisal process.

1 st and 2 nd Years of Appraisal Cycle				3 rd Year of Appraisal Cycle	
1 st /2 nd Year in LPS Principal		4th year + in LPS Principal		Summative Principal	
Complete Summer Self-Assessment using Domain/ Rubric	Complete by July 15	Summer Self-Assessment using Domain/ Rubric	Complete by July 15	Summer Self-Assessment using Domain/ Rubric	Complete by July 15
Identify 2 Goals (District/ SI Domain)	Complete by September 1	Identify 2 Goals (District/ SI Domain)	Complete by September 1	Identify 2 Goals (District/ SI Domain)	Complete by September 1
Write Action Plan to achieve goals		Write Action Plan to achieve goals		Write Action Plan to achieve goals	
Complete Summative Appraisal using Domain/Rubric	Complete by end of Third Quarter*	Complete Winter Self-Assessment using Domain/Rubric	Complete by January 31	Complete Winter Self-Assessment using Domain/Rubric	Complete by January 31
Write reflection statements on goal achievement	Complete by June 15	Write reflection statements on goal achievement	Complete by June 15	Write reflection statements on goal achievement	Complete by June 15
*Final Copy with Appraiser Comments due to Human Resources by April 1 **Final Copy with Appraiser Comments due to Human Resources by August 1				Complete Summative Appraisal	Complete by July 1**
Alterations to this schedule must be approved by the Associate Superintendent of Human Resources.					

***Summative Appraisal**

All summative appraisals are based on school and student performance data as well as other evidence provided by the principal and/or gathered by the appraiser through interactions, observations and surveys.

The Summative Appraisal document for first and second year principals consists of summative ratings on the domain components with narrative comments by the appraiser.

The third year, Summative Appraisal document for all principals will consist of three parts: the principal's identification and explanation of an artifact, the principal's reflection statement on each domain component referencing evidence and the appraiser's statement on each domain with a notation of Met or Not Met.

After the principal and appraiser discuss each part, the report will be signed and turned into Human Resources. If the Summative Appraisal has any Unsatisfactories or Not Mets, the principal in collaboration with the appraiser will meet with Human Resources to determine employment status, and/or will develop and implement an action plan to become proficient, and/or will be placed on summative status for the following year. The administrator to be evaluated shall be observed for a period of time equal to an instructional period.



**Principal Appraisal
Glossary**

Term	Category	Definition
Action Plan	Domain and District Goals	An action plan is a specific series of steps based on data and research-based best practices to achieve district and domain-focused goals.
Affirm	Appraiser Responsibility	The appraiser recognizes and celebrates accomplishments and acknowledges failures.
All Students	Domains	The phrase, "All students," describes a responsibility to attend to the achievement of each student, every student, all groups, which requires the analysis of aggregated and disaggregated data.
Artifacts	Appraisal Support Documents	Artifacts are pieces of tangible work (electronic, paper, and/or other media) presented by the principal to illustrate their domain self-assessment and reflection for each domain.
Collaborate	Appraiser/Appraisee Responsibility	A systematic process in which educators work together interdependently to analyze and to impact their professional practice in order to achieve better results for their students, their team, and their school.
Distinguished (ACEs: Analyzes, Creates, Evaluates)	Performance Qualifier	The principal has created an on-going improvement cycle that analyzes, evaluates, and creates better approaches based on available data.
District/School Improvement Goal	Self-Assessments and Summative Appraisal	The principal will establish one goal and an accompanying action plan that focus on one of the three district goals or a building school improvement goal.
Domain Goal	Self-Assessments and Summative Appraisal	The principal will establish one goal and an accompanying action plan that focus on the principal's growth in a targeted area of one of the five leadership domains.
Haphazardly	Performance Qualifier	The principal approaches a situation/behavior without a consistent, organized plan or without basis in research or without the support of clearly defined mission or beliefs.
Leadership Domain	Leadership Domain Rubrics	The thematic groupings of leadership behaviors and attitudes by leadership outcomes: Instructional, Professional, Collaborative, Human Resources, Systems.
Met	Summative Appraisal and Leadership Rubrics	The principal is assessed at proficient and/or distinguished on the Leadership Domain Rubrics.
Not Met	Summative Appraisal and Leadership Rubrics	The principal is assessed at unsatisfactory and/or basic levels on the Leadership Domain Rubrics.



Term	Category	Definition
Performance Ratings	Distinguished (Meets District Expectations)	The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
	Proficient (Meets District Expectations)	The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.
	Basic (Does Not Meet District Expectations)	The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.
	Unsatisfactory (Does Not Meet District Expectations)	The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.
Questions	Appraiser Responsibility	The appraiser probes and inquires into the practices and behaviors of the principal to cause a growth focused dialogue.
Reflection	Self-Assessments and Summative Appraisal	Reflection (in this narrow sense) is a written document produced to summarize progress on goal action plans as well as summative statements on each domain referencing accompanying artifacts.
Systematically	Performance Qualifier	The principal approaches a situation/behavior with a consistent plan, a basis in research, and the support of clearly defined mission and beliefs.
Validate	Appraiser Responsibility	The appraiser shares descriptive feedback to ensure that the principal is aware of the performance level.



Employee ID: _____

Name: _____

School: _____

Date: _____

Self-Assessment

Complete two self-assessments each year. Complete one by July 15, the second by January 31.

Highlight the principal appraisal domain rubrics based on evidence, then indicate performance level.

Domains 1: Instructional Leadership

- 1a: Cultural Competency
- 1b: Focus on Learning
- 1c: School Improvement
- 1d: Learning Environment
- 1e: Change

July 15	January 31

Domain 2: Collaborative Leadership

- 2a: Cultural Competency
- 2b: Mission and Vision
- 2c: Culture and Climate
- 2d: Communication
- 2e: Community Engagement
- 2f: Decision Making
- 2g: Change

July 15	January 31

Domains 3: Professional Leadership

- 3a: Cultural Competency
- 3b: Time/Task/Project Management
- 3c: Integrity and Ethical Conduct
- 3d: Learning and Leading Learning
- 3e: Change

July 15	January 31

Domain 4: Human Resource Leadership

- 4a. Cultural Competency
- 4b. Personnel Management
- 4c. Teacher and Staff Appraisal
- 4d. Professional Development
- 4e: Leadership Development
- 4f: Change

July 15	January 31

Domains 5: Systems Leadership

- 5a: Cultural Competency
- 5b: Systems Thinking
- 5c: Coherence Making
- 5d: Change

July 15	January 31

Coding:

Please use the following code to provide an entry for the blanks under each heading:

- D-Distinguished
- P-Proficient
- B-Basic
- U-Unsatisfactory

Appraiser signature

Date

Appraisee signature

Date of Self Assessment

Appraiser signature

Date

Appraisee signature

Date of Self Assessment

(1) copy – Appraiser

A signature only indicates receipt of this document.
(1) copy - Appraisee



Employee ID:

Name:

School:

Date:

District/Building and Domain Goal Setting Form

(Complete Goal and Action Plan by September 1)

(Complete Reflection by June 15)

Goals Setting:

Identify and write an action plan for both a district/building goal and a goal based on a leadership domain. Please use separate Goal Sheets to outline your action plan for each goal.

DISTRICT/BUILDING GOAL

This goal is based on supporting district and building initiatives and/or goals.

Goal Based on a Domain

This goal is based on your professional goal taken from your focus on one of the five domains.

What do you hope to accomplish? What strategies or resources will be used? How will achievement of this goal be measured? Explain the timeline you have in mind.

Use the form below to organize your action plan. Additional action plan forms are in the Principal Appraisal Resources folder in DocuShare

Steps to Implement Strategy	Person(s) Responsible	Timeline		Resources	Plan for Collecting Artifacts	Plan for Documenting Impact on Student Performance or Leadership Skills
		Start	Complete			
#						
Step Description						
#						
Step Description						
#						
Step Description						
#						
Step Description						

Reflections (Complete by June 15)

Reflect on the goals you have set for this year. Did you meet your goals? Will you continue with them next year? Explain. Describe the impact of your goals. Reflect on the artifacts you have submitted. Describe the impact of your artifacts.



Employee ID:

Name:

School:

Date:

Summative Appraisal First and Second Year Principals

(Complete by last day of third quarter.)

The administrator to be evaluated shall be observed for a period of time equal to an instructional period.)

Using the Principal Appraisal Domain Rubrics, both the Appraisee and Appraiser rate each component as Unsatisfactory, Basic, Proficient, or Distinguished.

Domains 1: Instructional Leadership

- 1a: Cultural Competency
- 1b: Focus on Learning
- 1c: School Improvement
- 1d: Learning Environment
- 1e: Change

	Appraisee	Appraiser

Domain 2: Collaborative Leadership

- 2a: Cultural Competency
- 2b: Mission and Vision
- 2c: Culture and Climate
- 2d: Communication
- 2e: Community Engagement
- 2f: Decision Making
- 2g: Change

	Appraisee	Appraiser

Domains 3: Professional Leadership

- 3a: Cultural Competency
- 3b: Time/Task/Project Management
- 3c: Integrity and Ethical Conduct
- 3d: Learning and Leading Learning
- 3e: Change

	Appraisee	Appraiser

Domain 4: Human Resource Leadership

- 4a: Cultural Competency
- 4b: Personnel Management
- 4c: Teacher and Staff Appraisal
- 4d: Professional Development
- 4e: Leadership Development
- 4f: Change

	Appraisee	Appraiser

Domains 5: Systems Leadership

- 5a: Cultural Competency
- 5b: Systems Thinking
- 5c: Coherence Making
- 5d: Change

	Appraisee	Appraiser

Coding:

Please use the following code to provide an entry for the blanks under each heading:

- D-Distinguished**
- P-Proficient**
- B-Basic**
- U-Unsatisfactory**

End of Year One End of Year Two

Appraiser Comments:

Appraisee signature

Date

Appraiser signature

Date

A signature only indicates receipt of this document. Appraisee may attach written statement.

Reviewed by: Associate Superintendent – Human Resources

Date

Original to Human Resources • Copies to: Appraisee, Appraiser



Employee ID: Name: School: Date:

**Summative Appraisal
(Complete by July 1)**

The administrator to be evaluated shall be observed for a period of time equal to an instructional period.

Domains 1: Instructional Leadership

An instructional leader promotes high levels of achievement for all students.

Appraiser marks Met or Not Met

Artifact:

This section is completed by the Appraisee. It consists of 3 parts: 1) the name of one or more artifacts that exemplify Instructional Leadership as defined by the Instructional Leadership Domain Rubric; 2) a description of each named artifact; and 3) an explanation of how that artifact provides evidence of Instructional Leadership as articulated by the Instructional Leadership Domain Rubric.

Appraisee Comments:

This section is completed by the Appraisee. The appraisee provides a narrative self-assessment of Instructional Leadership based on the Instructional Leadership Domain Rubric, citing evidence from the last three years.

Appraiser Comments:

Domains 2: Collaborative Leadership

A collaborative leader engages diverse stakeholders to develop and sustain a positive climate and culture focused on high levels of achievement for all students.

Appraiser marks Met or Not Met

Artifact:

This section is completed by the Appraisee. It consists of 3 parts: 1) the name of one or more artifacts that exemplify Collaborative Leadership as defined by the Collaborative Leadership Domain Rubric; 2) a description of each named artifact; and 3) an explanation of how that artifact provides evidence of Collaborative Leadership as articulated by the Collaborative Domain Rubric.

Appraisee Comments:

This section is completed by the Appraisee. The appraisee provides a narrative self-assessment of Collaborative Leadership based on the Collaborative Leadership Domain Rubric, citing evidence from the last three years.

Appraiser Comments:



Domains 3: Professional Leadership

A professional leader models self-awareness, responsibility, reflective practices, ethical behavior, and continuous learning.

Appraiser marks Met or Not Met

Artifact:

This section is completed by the Appraisee. It consists of 3 parts: 1) the name of one or more artifacts that exemplify Professional Leadership as defined by the Professional Leadership Domain Rubric; 2) a description of each named artifact; and 3) an explanation of how that artifact provides evidence of Professional Leadership as articulated by the Professional Domain Rubric.

Appraisee Comments:

This section is completed by the Appraisee. The appraisee provides a narrative self-assessment of Professional Leadership based on the Professional Leadership Domain Rubric, citing evidence from the last three years.

Appraiser Comments:

Domains 4: Human Resources Leadership

A human resource leader selects, develops, and supports staff to ensure high levels of achievement for all students.

Appraiser marks Met or Not Met

Artifact:

This section is completed by the Appraisee. It consists of 3 parts: 1) the name of one or more artifacts that exemplify Human Resources Leadership as defined by the Human Resources Leadership Domain Rubric; 2) a description of each named artifact; and 3) an explanation of how that artifact provides evidence of Human Resources Leadership as articulated by the Human Resources Domain Rubric.

Appraisee Comments:

This section is completed by the Appraisee. The appraisee provides a narrative self-assessment of Human Resources Leadership based on the Human Resources Leadership Domain Rubric, citing evidence from the last three years.

Appraiser Comments:



Domain 5: Systems Leadership

A systems leader connects the school's and district's mission and goals to the school's daily practices by maximizing the interactions of the interconnected systems of instruction, support, and operations.

Appraiser marks Met or Not Met

Artifact:

This section is completed by the Appraiser. It consists of 3 parts: 1) the name of one or more artifacts that exemplify Systems Leadership as defined by the Systems Leadership Domain Rubric; 2) a description of each named artifact; and 3) an explanation of how that artifact provides evidence of Systems Leadership as articulated by the Systems Domain Rubric.

Appraisee Comments:

This section is completed by the Appraisee. The appraisee provides a narrative self-assessment of Systems Leadership based on the Systems Leadership Domain Rubric, citing evidence from the last three years.

Appraiser Comments:

Appraiser signature Date Appraisee signature Date

A signature only indicates receipt of this document. Appraisee may attach written statement

Reviewed by: Associate Superintendent – Human Resources Date

Original to Human Resources • Copies to: Appraisee, Appraiser



Domain 1: Instructional Leadership: An instructional leader promotes high levels of achievement for all students.

Component	Unsatisfactory	Basic	Proficient	Distinguished (A.C.E.s – Analyze, Create, Evaluate)
<p>Cultural Competency The principal...</p>	<p>The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.</p>	<p>The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.</p>	<p>The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.</p>	<p>The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.</p>
<p>Cultural Competency The principal...</p>	<p>limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p>	<p>haphazardly acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction and assessment that reflect and respect the diversity of students and staff.</p>	<p>systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction and assessment that reflect and respect the diversity of students and staff.</p>	<p>A.C.E.s – systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction and assessment that reflect and respect the diversity of students and staff.</p>
<p>Focus on Learning The principal...</p>	<p>does not know and/or is unaware of the LPS guaranteed and viable curriculum.</p> <p>does not provide adequate time, resources, and support to teachers to deliver a guaranteed and viable curriculum to all students.</p>	<p>haphazardly monitors and intervenes to assure a guaranteed and viable curriculum for all students.</p> <p>haphazardly problem solves to provide adequate time, resources, and support to teachers to deliver a guaranteed and viable curriculum to all students.</p>	<p>systematically monitors and intervenes when necessary to assure a guaranteed and viable curriculum for all students.</p> <p>systematically problem solves skillfully to provide adequate time, resources, and support to teachers to deliver a guaranteed and viable curriculum to all students.</p>	<p>A.C.E.s- systematically monitors and intervenes when necessary to assure a guaranteed and viable curriculum for all students.</p> <p>A.C.E.s - systematically problem-solves skillfully to provide adequate time, resources, and support to teachers to deliver a guaranteed and viable curriculum to all students.</p>
<p>Instruction The principal...</p>	<p>does not know and/or chooses not to interact with staff about teaching with research-based instructional strategies to increase achievement to high levels for all students.</p> <p>does not monitor or support effective instruction.</p> <p>does not seek new knowledge about instruction.</p>	<p>haphazardly monitors and supports staff to effectively use research-based instruction to meet the learning needs of all students resulting in high levels of achievement for all students.</p> <p>haphazardly seeks new knowledge about instruction.</p>	<p>systematically causes, monitors and supports all staff to effectively use research-based instruction to meet the learning needs of all students resulting in high levels of achievement for all students.</p> <p>systematically seeks new knowledge to increase knowledge of and involvement in instruction.</p>	<p>A.C.E.s- systematically causes, monitors, and supports all staff to effectively use research-based instruction to meet the learning needs of all students resulting in high levels of achievement for all students.</p> <p>A.C.E.s- systematically seeks new knowledge to increase knowledge of and involvement in instruction.</p>



Domain 1: Instructional Leadership: An instructional leader promotes high levels of achievement for all students.

Component		Unsatisfactory	Basic	Proficient	Distinguished (A.C.E.s – Analyze, Create, Evaluate)
Focus on Learning (continued)	Assessment The principal...	The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain. has little knowledge and/or skills of assessment literacy and data analysis. has little or no interaction with staff concerning assessments.	The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain. haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis. haphazardly interacts with staff concerning assessments.	The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain. Systematically seeks, synthesizes and applies knowledge and skills of assessment literacy and data analysis systematically shares knowledge with staff to increase all student achievement.	The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change. A.C.E.s – systematically leads the staff in seeking, synthesizing and applying new knowledge and implementing new skills of assessment literacy and data analysis, which result in increased achievement of all students.
	Student Achievement The principal...	is indifferent to data and does not use data to change schedule, instruction, curriculum or leadership. Student achievement remains unchanged or declines. Does not use assessment data from state, district, school and classroom.	haphazardly responds to assessment data to change schedule, instruction, curriculum or leadership. Student achievement remains unchanged or declines. haphazardly uses assessment data from state, district, school and classroom.	systematically uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for all students.	A.C.E.s – systematically uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for all students.
School Improvement	Professional Learning Communities The principal...	uses allotted PLC time for non-PLC related activities and/or allows staff to work individually during this time. does not lead, support, or monitor school PLCs.	haphazardly implements school practices that are aligned with essential PLC characteristics (collaboration, essential outcomes, on-going formative assessment, interventions and extensions). haphazardly leads, monitors and supports school PLCs.	systematically implements school practices that are aligned with essential PLC characteristics (collaboration, essential outcomes, on-going formative assessment, interventions and extensions). systematically leads, monitors and supports school PLCs.	A.C.E.s – systematically implements school practices that are aligned with essential PLC characteristics (collaboration, essential outcomes, on-going formative assessment, interventions and extensions). A.C.E.s – systematically leads, monitors and supports school PLCs.



Domain 1: Instructional Leadership: An instructional leader promotes high levels of achievement for all students.

Component	Unsatisfactory The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.	Basic The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.	Proficient The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.	Distinguished (A.C.E.s – Analyze, Create, Evaluate) The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
<p>Learning Environment The principal...</p>	<p>does not see the connection between the learning environment and student achievement.</p> <p>does not implement Tier 1, 2, and 3 of positive behavior supports.</p> <p>Does not manage the organization, operations and resources to support a safe, efficient and effective learning environment.</p>	<p>sees connection between the learning environment and student achievement.</p> <p>haphazardly protects learning time by effectively implementing Tier 1, 2, and 3 of positive behavior supports.</p> <p>haphazardly manages the organization, operations, and resources to create and support a safe, efficient, effective learning environment.</p>	<p>systematically makes visible to staff the connection between the learning environment and student achievement.</p> <p>systematically protects learning time by effectively implementing Tier 1, 2, and 3 of positive behavior supports.</p> <p>systematically creates and sustains a safe, efficient and effective learning environment by ensuring management of the organization, operations, and resources.</p>	<p>A.C.E.s - systematically makes visible to staff the connection between the learning environment and student achievement.</p> <p>A.C.E.s - systematically protects learning time by effectively implementing Tier 1, 2, and 3 of positive behavior supports.</p> <p>A.C.E.s -systematically creates and sustains a safe, efficient and effective learning environment by ensuring management of the organization, operations, and resources.</p>
<p>Change The principal...</p>	<p>is indifferent to the need for change.</p> <p>exhibits few behaviors to initiate changes that will result in increased achievement for all students.</p> <p>does not know how the change process applies to instructional leadership.</p>	<p>haphazardly applies the tenets of any change processes to increase the achievement of all students to high levels.</p> <p>haphazardly uses any change process to challenge the status quo</p>	<p>systematically applies effectively the tenets of change processes to increase the achievement of all students to high levels.</p> <p>systematically uses a change process to challenge the status quo to improve achievement for all students</p>	<p>A.C.E.s – systematically applies effectively the tenets of change processes to increase the achievement of all students to high levels.</p> <p>A.C.E.s – systematically uses a change process to challenge the status quo to improve achievement for all students</p>



Domain 2: Collaborative Leadership: A collaborative leader engages diverse stakeholders to develop and sustain a positive climate and culture focused on high levels of achievement for all students.

Component	Unsatisfactory	Basic	Proficient	Distinguished (A.C.E.s – Analyze, Create, Evaluate)
Cultural Competency The principal...	<p>The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.</p> <p>does not hold high expectations or respect for diverse students, staff, parents and community.</p> <p>does not engage diverse stakeholders in activities and decisions that affect achievement.</p> <p>is unaware of or does not support nor participate in the positive, culturally responsive traditions of the school community.</p>	<p>The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.</p> <p>haphazardly has high expectations and respect for diverse students, staff, parents, and the community.</p> <p>haphazardly engages all stakeholders in activities and decisions that affect achievement.</p> <p>haphazardly supports and participates in the positive, culturally responsive traditions of the school community.</p>	<p>The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.</p> <p>systematically models high expectations and respect for diverse students, staff, parents, and the community by engaging all stakeholders in activities and decisions that affect achievement.</p> <p>systematically supports and participates in the positive, culturally responsive traditions of the school community.</p>	<p>The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.</p> <p>A.C.E.s – systematically models high expectations and respect for diverse students, staff, parents, and community by effectively engaging all stakeholders in activities and decisions that affect achievement.</p> <p>A.C.E.s - systematically supports and participates in the positive, culturally responsive traditions of the school community.</p>
Mission and Vision The principal...	<p>does not promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school and diverse stakeholders.</p> <p>does not have, did not facilitate the creation of, and/or cannot turn the vision into a mission acted on by the diverse stakeholders of the school to increase student achievement.</p> <p>does not build a sense of efficacy and empowerment among staff and students.</p> <p>does not involve students, staff, parents and community in creating a positive and safe learning environment focused on high achievement for all students.</p> <p>does not use the knowledge of the social, cultural and political dynamics of the school to cultivate a positive learning environment focused on high achievement for all.</p>	<p>haphazardly engages the diverse community in the creation of a succinct, inspiring, results oriented mission statement that becomes known by all.</p> <p>haphazardly creates and implements processes to ensure the school's vision and mission drive decisions and nurture the collaborative, diverse culture focused on high achievement for all students.</p>	<p>systematically engages the diverse community in the creation of a succinct, inspiring, results oriented mission statement that becomes known by all.</p> <p>systematically creates and implements processes to ensure the school's vision and mission drive decisions and nurture the collaborative, diverse culture focused on high achievement for all students.</p>	<p>A.C.E.s - systematically engages the diverse community into the creation of a succinct, inspiring, results oriented mission statement that becomes known by all.</p> <p>A.C.E.s - systematically creates and implements processes to ensure the school's vision and mission drive decisions and nurture the collaborative, diverse culture focused on high achievement for all students.</p>
Culture and Climate The principal...	<p>does not build a sense of efficacy and empowerment among staff and students.</p> <p>does not involve students, staff, parents and community in creating a positive and safe learning environment focused on high achievement for all students.</p> <p>does not use the knowledge of the social, cultural and political dynamics of the school to cultivate a positive learning environment focused on high achievement for all.</p>	<p>haphazardly builds a sense of efficacy and empowerment among staff and students resulting in positive persistence when faced with challenges.</p> <p>haphazardly involves students, staff, parents and community in creating a positive and safe learning environment focused on high achievement for all students.</p> <p>haphazardly uses the knowledge of the social, cultural and political dynamics of the school to cultivate a positive learning environment focused on high achievement for all.</p>	<p>systematically builds a sense of efficacy and empowerment among staff and students resulting in positive persistence when faced with challenges.</p> <p>systematically involves students, staff, parents and community in creating a positive and safe learning environment focused on high achievement for all students.</p> <p>systematically uses the knowledge of the social, cultural and political dynamics of the school to cultivate a positive learning environment focused on high achievement for all.</p>	<p>A.C.E.s - systematically builds a sense of efficacy and empowerment among staff resulting in positive persistence when faced with challenges.</p> <p>A.C.E.s - systematically involves students, staff, parents and community in creating a positive and safe learning environment focused on high achievement for all students.</p> <p>A.C.E.s - systematically uses the knowledge of the social, cultural and political dynamics of the school to cultivate a positive learning environment focused on high achievement for all.</p>



Domain 2: Collaborative Leadership: A collaborative leader engages diverse stakeholders to develop and sustain a positive climate and culture focused on high levels of achievement for all students.

Component	Unsatisfactory	Basic	Proficient	Distinguished (A.C.E.s – Analyze, Create, Evaluate)
Communication The principal...	<p>The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.</p> <p>does not communicate with students, parents, staff and community using multiple methods to seek input/feedback and inform.</p> <p>does not communicate with stakeholders about high achievement for all students</p>	<p>The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.</p> <p>haphazardly communicates with students, parents, staff, and community using some methods to seek input/feedback and to inform.</p> <p>haphazardly communicates with stakeholders about high achievement for all students</p>	<p>The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.</p> <p>systematically and reciprocally, communicates with students, parents, staff, and community using multiple methods to seek input/feedback and to inform.</p> <p>systematically communicates with diverse stakeholders about high achievement for all students</p>	<p>The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.</p> <p>A.C.E.s- systematically communicates reciprocally with students, parents, staff, and community using multiple methods to seek input/feedback and to inform.</p> <p>A.C.E.s- systematically communicates with diverse stakeholders about high achievement for all students</p>
Community Engagement The principal...	<p>does not know how to or chooses not to involve and engage students, staff, parents and community to create and sustain a positive and safe learning environment focused on high achievement for all students.</p> <p>does not network with individuals and groups in other organizations to build collaborative partnerships for pursuing shared goals that focus on high achievement for all students.</p>	<p>haphazardly involves students, staff, parents, and the community to create and sustain a positive and safe learning environment focused on high achievement for all students</p> <p>haphazardly networks with individuals and groups in other organizations to build collaborative partnerships for pursuing shared goals that focus on high achievement for all students.</p>	<p>systematically involves students, staff, parents, and the community to create and sustain a positive and safe learning environment focused on high achievement for all students.</p> <p>systematically networks with individuals and groups in other organizations to build collaborative partnerships for pursuing shared goals that focus on high achievement for all students.</p>	<p>A.C.E.s - systematically involves students, staff, parents, and the community to create and sustain a positive and safe learning environment focused on high achievement for all students.</p> <p>A.C.E.s - systematically networks with individuals and groups in other organizations to build collaborative partnerships for pursuing shared goals that focus on high achievement for all students.</p>
Decision Making The principal...	<p>does not base decisions on data and input/feedback from diverse stakeholders and has no visible decision making processes or procedures.</p> <p>is unaware of or disconnected from the school and districts' vision, mission and priority goals when making decisions.</p>	<p>haphazardly bases decisions on data and input/feedback from diverse stakeholders using decision-making processes and procedures.</p> <p>haphazardly uses the school and district's vision, mission and strategic priorities as reference points for decisions.</p>	<p>systematically bases decisions on data and input/feedback from diverse stakeholders using decision-making processes and procedures.</p> <p>systematically uses the school and district's vision, mission and strategic priorities as reference points for decisions.</p>	<p>A.C.E.s – systematically bases decisions on data and input/feedback from diverse stakeholders using decision-making processes and procedures.</p> <p>A.C.E.s – systematically uses the school and district's vision, mission and strategic priorities as reference points for decisions.</p>
Change The principal...	<p>Does not initiate changes to vision, mission and goals based on data and collaboration with diverse stakeholders to improve school culture and focus on high achievement for all students.</p>	<p>haphazardly initiates changes to vision, mission and goals based on some data and collaboration with diverse stakeholders to improve school culture and focus on high achievement for all students.</p>	<p>systematically initiates changes to vision, mission and goals based on data and collaboration with diverse stakeholders to improve school culture and focus on high achievement for all students.</p>	<p>A.C.E.s - initiates changes to vision, mission and goals based on data and collaboration with diverse stakeholders to improve school culture and focus on high achievement for all students.</p>



Domain 3: Professional leadership: A professional leader models self-awareness, responsibility, reflective practices, ethical behavior, and continuous learning

Component	Unsatisfactory The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.	Basic The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.	Proficient The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.	Dististinguished (A.C.E.s – Analyze, Create, Evaluate) The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
Cultural Competency The principal...	does not assess personal knowledge, skills, and attitudes about culture, ethnicity, race and diversity. does not seek knowledge or experiences that will increase personal, cultural competency. sees no connection between cultural competency and student achievement.	haphazardly assesses personal knowledge, skills and attitudes about culture, ethnicity, race, and diversity. haphazardly seeks new knowledge and experiences that will increase personal, cultural competency. haphazardly models how cultural competency and increased student achievement are linked.	systematically assesses personal knowledge, skills and attitudes about culture, ethnicity, race, and diversity. systematically seeks new knowledge and experiences that will increase personal, cultural competency. systematically models how cultural competency and increased student achievement are linked.	A.C.E.s - systematically assesses personal knowledge, skills and attitudes about culture, ethnicity, race, and diversity. A.C.E.s - systematically seeks new knowledge and experiences that will increase personal, cultural competency. A.C.E.s - systematically models how competency proficiency and increased student achievement are linked.
Time/Task/Project Management The principal...	shows no evidence of organization that facilitates completion by a deadline of personal, school and district tasks and projects. does not align resources and time to priority goals of the school and district.	haphazardly organizes and completes personal, school, and district tasks and projects in a way that prioritizes use of resources and time in alignment with school and district goals.	systematically organizes and completes personal, school, and district tasks and projects in a way that prioritizes use of resources and time in alignment with school and district goals.	A.C.E.s - systematically organizes and completes personal, school, and district tasks and projects in a way that prioritizes use of resources and time in alignment with school and district goals.



Domain 3: Professional leadership: A professional leader models self-awareness, responsibility, reflective practices, ethical behavior, and continuous learning

Component	Unsatisfactory The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.	Basic The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.	Proficient The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.	Distinguished (A.C.E.s – Analyze, Create, Evaluate) The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
Integrity and Ethical Conduct The principal...	does not model honesty, commitment, follow-through, and equitable treatment of all with students, parents, staff and the community. does not model school/district core values when interacting with students, parents, staff and the community.	haphazardly models honesty, commitment, follow-through, and equitable treatment of all with students, parents, staff and the community. haphazardly models school/district core values when interacting with students, parents, staff and the community.	systematically models honesty, commitment, follow-through, and equitable treatment of all with students, parents, staff and the community. systematically models school/district core values when interacting with students, parents, staff and the community.	A.C.E.s - systematically models honesty, commitment, follow-through, and equitable treatment of all with students, parents, staff and the community. A.C.E.s - systematically models school/district core values when interacting with students, parents, staff and the community.
Learning and Leading Learning The principal...	does not read, process, and apply educational research that positively impacts high levels of student achievement. does not develop and follow a personal learning plan in instructional and leadership professional development. does not use student needs and staff skills to determine the school professional development as well as individualized staff professional development.	haphazardly reads, processes, and applies some educational research that positively impacts high levels of student achievement. haphazardly develops and follows a personal learning plan in instructional and leadership professional development. haphazardly uses student needs and staff skills to determine the school professional development as well as individualized staff professional development.	systematically reads, processes, and applies educational research that positively impacts high levels of student achievement. systematically models learning by making own personal learning plan visible through participation in instructional and leadership professional development. systematically uses student needs and staff skills to determine the school professional development as well as individualized staff professional development.	A.C.E.s - systematically reads, processes, and applies educational research that positively impacts high levels of student achievement. A.C.E.s - systematically models learning by making own personal learning plan visible through participation in instructional and leadership professional development. A.C.E.s - systematically uses student needs and staff skills to determine the school professional development as well as individualized staff professional development.



Domain 3: Professional leadership: A professional leader models self-awareness, responsibility, reflective practices, ethical behavior, and continuous learning

Component	Unsatisfactory The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.	Basic The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.	Proficient The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.	Distinguished (A.C.E.s – Analyze, Create, Evaluate) The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
Change The principal...	<p>does not implement or embrace change that positively impacts achievement.</p> <p>does not model appropriate behaviors in response to change initiated by students, staff, district office or the community or when responding to the reactions of staff, students, and/or the community to his or her initiated change.</p>	<p>haphazardly implements change to increase the achievement of all students.</p> <p>haphazardly models appropriate behaviors in response to change initiated by students, staff, district office or the community or when responding to the reactions of staff, students, and/or the community to his or her initiated change.</p>	<p>systematically models how to implement and embrace the change to increase the achievement of all students.</p> <p>systematically models appropriate behaviors in response to change initiated by students, staff, district office or the community or when responding to the reactions of staff, students, and/or the community to his or her initiated change.</p>	<p>A.C.E.s - systematically models how to implement and embrace change to increase the achievement of all students.</p> <p>A.C.E.s - systematically models appropriate behaviors in response to change initiated by students, staff, district office or the community or when responding to the reactions of staff, students, and/or the community to his or her initiated change.</p>



Domain 4: Human Resource Leadership: A human resource leader selects, develops, supports and retains staff to ensure high levels of achievement for all students.

Component The principal...	Unsatisfactory The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.	Basic The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.	Proficient The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.	Distinguished (A.C.E.s – Analyze, Create, Evaluate) The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
Cultural Competency The principal...	does not seek to hire diverse staff. is unaware of and/or does not honor the cultural diversity of staff. does not develop cultural competency in staff.	haphazardly seeks to hire culturally diverse staff. haphazardly honors the cultural diversity of staff. haphazardly develops cultural competency in staff.	systematically seeks to hire culturally diverse staff who demonstrate cultural competence. systematically honors the cultural diversity of each staff member. systematically develops cultural competency in staff.	A.C.E.s - systematically hires culturally diverse staff who demonstrate cultural competence. A.C.E.s - systematically honors the cultural diversity of each staff member. A.C.E.s - systematically develops cultural competency in staff.
Personnel Management The principal...	uses improper hiring criteria or criteria unrelated to the job to select personnel. disregards and/or does not seek to know the candidate's demonstrated effect on student achievement. does not supervise and/or develop staff. has no strategy to retain high quality staff. does not know and/or is unaware of district personnel policies and research-based best practice for personnel management.	haphazardly uses research-based interviewing practices to select capable and committed teachers and support staff. haphazardly seeks to know the effect of staff candidates' teaching skill on student achievement. has some processes that are haphazardly implemented for hiring, inducting and mentoring new teachers and other staff to the school. haphazardly uses district personnel policies and research-based best practice to develop, supervise, and retain high quality staff.	systematically selects capable and committed teachers and support staff by using research-based interviewing practices that reveal the candidates effect on student achievement. systematically creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school. systematically implements district personnel policies and research-based best practice to develop, supervise, and retain high quality staff.	A.C.E.s - systematically uses research-based interviewing practices that reveal the candidates effect on student achievement to select the highest quality staff. A.C.E.s - systematically creates and monitors processes for hiring, inducting and mentoring new teachers and other staff to the school. A.C.E.s - systematically implements district personnel policies and research-based best practice to develop, supervise and retain high quality staff.



Domain 4: Human Resource Leadership: A human resource leader selects, develops, supports and retains staff to ensure high levels of achievement for all students.

Component	Unsatisfactory The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.	Basic The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.	Proficient The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.	Distinguished (A.C.E.s – Analyze, Create, Evaluate) The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
Teacher and Staff Appraisal The principal...	does not follow the district appraisal process for all staff. is not visible in classrooms throughout the school. does not or rarely has conversations with staff and students about learning.	haphazardly implements the district appraisal process for all staff. haphazardly visits classrooms in the school. haphazardly converses with staff and students about learning.	systematically implements the district appraisal process for all staff. systematically is in classrooms throughout the school fostering conversations with staff and students about learning.	A.C.E.s - systematically implements the district appraisal process for all staff. A.C.E.s - systematically in classrooms throughout the school fostering conversations with staff and students about learning.
Professional Development The principal...	does not use data to facilitate creation of individual learning goals by staff or to determine school-wide professional development. fails to provide engaging, meaningful, research-based professional development based on the learning needs of staff. does not connect professional development to school improvement. does not seek staff input or involvement in the identification or creation of professional development.	haphazardly uses data to facilitate the creation of individual learning goals by staff members. haphazardly aligns some engaging, meaningful, research-based, professional development with curricular, instructional, and assessment needs. haphazardly connects professional development to school improvement. haphazardly involves some staff in the identification, creation, and implementation of professional development.	systematically uses hiring data, student achievement data, and staff self-assessment to facilitate creation of individual learning goals by each staff member. systematically provides engaging, meaningful, research-based, professional development that is aligned with curricular, instructional, and assessment needs, is connected to school improvement goals, and is differentiated based on staff needs, input and involvement.	A.C.E.s - systematically uses hiring data, student achievement data, and staff self-assessment to facilitate creation of individual learning goals by each staff member. A.C.E.s - systematically provides engaging, meaningful, research-based, professional development that is aligned with curricular, instructional, and assessment needs, is connected to school improvement goals, and is differentiated based on staff needs, input and involvement.



Lincoln Public Schools
Principal Appraisal

Domain 4: Human Resource Leadership: A human resource leader selects, develops, supports and retains staff to ensure high levels of achievement for all students.

Component	Unsatisfactory The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.	Basic The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.	Proficient The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.	Distinguished (A.C.E.s – Analyze, Create, Evaluate) The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
Leadership Development The principal...	does not share and/or distribute leadership. does not tap into the expertise of teachers. does not develop administrative team and/or teacher into leaders.	haphazardly develops and counts on the expertise of the administrative team and teacher leaders to improve school effectiveness and raise student achievement. haphazardly implements some processes for administrative team members and teachers to assume leadership and decision making roles.	systematically develops and counts on the expertise of the administrative team and teacher leaders to improve school effectiveness and raise student achievement. systematically implements processes for administrative team members and teachers to assume leadership and decision making roles within the school and district that foster their career development.	A.C.E.s - systematically develops and counts on the expertise of the administrative team and teacher leaders to improve school effectiveness and raise student achievement. A.C.E.s - systematically implements processes for administrative team members and teachers to assume leadership and decision making roles within the school and district that foster their career development.
Change The principal...	makes no attempt to address culture, communication, order, and input with changes that affect staff. is unaware of different change processes and their effect on selecting, developing, supporting and retaining high-quality staff.	haphazardly addresses communication, culture, order, input when initiating changes in selecting, developing, supporting and retaining high-quality staff. haphazardly teaches, models, and distributes leadership of effective change.	systematically addresses communication, culture, order, input when initiating changes in selecting, developing, supporting and retaining high-quality staff. systematically teaches, models, and distributes leadership of effective change.	A.C.E.s - systematically addresses communication, culture, order, and input when initiating changes in selecting, developing, supporting and retaining high-quality staff. A.C.E.s - systematically teaches, models, and distributes leadership of effective change.



Domain 5: Systems leadership: A systems leader connects the school's and district's mission and goals to the school's daily practices by maximizing the interactions of the interconnected systems of instruction, support and operations

Component	Unsatisfactory The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.	Basic The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.	Proficient The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.	Distinguished (A.C.E.s – Analyze, Create, Evaluate) The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
Cultural Competency The principal...	<p>does not apply the process of inquiry and/or develop processes that generate greater understanding of cultures and their impact on the current systems.</p> <p>does not build cultural competence in systems members.</p>	<p>haphazardly applies the process of inquiry to develop within, between and among systems methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems.</p> <p>haphazardly develops within, between, and among systems practices, protocols and procedures that develop and support an embracing school climate that builds cultural competence in its members.</p>	<p>systematically applies the process of inquiry to develop within, between and among systems methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems.</p> <p>systematically develops within, between, and among systems practices, protocols and procedures that develop and support an embracing school climate that builds cultural competence in its members.</p>	<p>A.C.E.s - systematically applies the process of inquiry to develop within, between and among systems methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems.</p> <p>A.C.E.s - systematically develops within, between, and among systems practices, protocols and procedures that develop and support an embracing school climate that builds cultural competence in its members.</p>
Systems Thinking The principal...	<p>does not understand and/or does not interpret systems data.</p> <p>does not reinforce or balance the elements of the systems to bring about high levels of student achievement and effectively utilize school and district resources.</p>	<p>haphazardly interprets systems data and responds by either reinforcing or balancing elements of the interrelated systems to bring about high levels of student achievement and support, and effectively utilize school and district resources.</p>	<p>systematically interprets systems data and responds by either reinforcing or balancing elements of the interrelated systems to bring about high levels of student achievement and support, and effectively utilize school and district resources.</p>	<p>A.C.E.s - systematically interprets systems data and responds by either reinforcing or balancing elements of the interrelated systems to bring about high levels of student achievement and support, and effectively utilize school and district resources.</p>
Coherence Making The principal...	<p>does not attempt to and does not see the need to align the interconnected systems of instruction, support and operations to the schools and district's mission and goals.</p>	<p>haphazardly aligns the interconnected systems of instruction, support and operations to the schools and district's mission and goals.</p>	<p>systematically aligns the interconnected systems of instruction, support and operations to the school and district's mission and goals in a way that encourages learning and the evolution of new ways of doing things.</p>	<p>A.C.E.s - systematically aligns the interconnected systems of instruction, support and operations to the school and district's mission and goals in a way that encourages learning and the evolution of new ways of doing things.</p>



Domain 5: Systems leadership: A systems leader connects the school's and district's mission and goals to the school's daily practices by maximizing the interactions of the interconnected systems of instruction, support and operations

Component	Unsatisfactory The principal does not attempt or does not experience success in accomplishing the behavior and meeting the outcomes of a desired domain.	Basic The principal has limited or sporadic success in accomplishing the behavior and meeting the outcomes of a desired component or domain.	Proficient The principal has developed a system to regularly and predictably accomplish the behavior or meet the outcomes of a desired domain.	Distinguished (A.C.E.s – Analyze, Create, Evaluate) The principal has created a self-regulating system based on data that guarantees regular and predictable success even if conditions change.
Change The principal...	<p>does not attend to communication, culture, order and input when attempting to implement change.</p> <p>does not consider and/or understand the systemic impact of change.</p>	<p>haphazardly attends to communication, culture, order, and input to manage personal transitions and to increase the successful implementation of change, which impacts the interconnected systems.</p>	<p>systematically attends to communication, culture, order, and input to manage personal transitions and to increase the successful implementation of change, which impacts the interconnected systems.</p>	<p>A.C.E.s - systemically attends to communication, culture, order, and input to manage personal transitions and to increase the successful implementation of change, which impacts the interconnected systems.</p>