

Assistant Superintendent

Competency 1: Ethical and Professional Norms <i>Acts ethically and according to professional norms to promote students' academic success and well-being.</i>				
	Highly Effective	Effective	Partially Effective	Ineffective
1a. Ethical and Professional Conduct. Consistently acts ethically, professionally, and with cultural competence in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership (PSEL 2a 3g).	Consistently models and teaches the school's values and ensures staff explicitly teach values to students; Articulates and communicates appropriate and respectful behavior, and ensures that staff is respectful, to all stakeholders; Demonstrates sound judgment and self-control even in the most difficult and confrontational situations, and is attentive to others' emotional needs.	Models and teaches the school's values to staff and students; Uses appropriate and respectful behavior at all times; Regularly maintains sound judgment and self-control in difficult situations and is attentive to others' emotional needs.	Communicates the school's values to staff and students; Inconsistently uses appropriate and respectful behavior; Does not consistently attend to others' emotional needs.	Sends inconsistent messages about the school's values; Rarely uses appropriate or respectful behavior; Loses temper and / or avoids conversation on difficult topics
1b. Integrity, Fairness, Perseverance. Acts according to and promotes the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement with the expectation that, in turn, staff would demonstrate adherence to those norms. (PSEL 2b, 2d, 7)	Demonstrates fair and equitable leadership practices with all stakeholders and fulfills all professional duties with honesty, transparency and integrity. Holds self and staff accountable for implementation of applicable laws, regulations, and policies; Implements systems and tracks discipline data to ensure equitable application of positive and negative consequences; Supports all staff to protect student, family and staff confidentiality	Fulfills all professional duties with honesty, transparency and integrity. Holds self and staff accountable for implementation of local, state, and federal laws, regulations, and policies; Implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented; Protects student, family, and staff confidentiality appropriately, and holds staff to both as well; School community frequently expresses trust and belief in their school leader's integrity and intentions.	Implements a code of conduct for students and attempts to fairly apply positive and negative consequences; Does not always protect student, family, and staff confidentiality appropriately; School community expresses minimal trust and belief in their school leader's integrity and intentions.	Inconsistently applies positive and negative consequences - tolerates discipline violations and allows positive student and staff behaviors to go unrecognized; Does not adequately protect student, family, and/or staff confidentiality; School community expresses a lack of trust and belief in their school leader's integrity and intentions.

	appropriately; Attentive and conscientious in all of their words and actions in order to foresee and analyze the potential ramifications of important decisions they make; School community consistently expresses complete trust and belief in their school leader's integrity and intentions.			
1c. Moral guidance for school community. Provide Moral direction for the school and promote ethical and professional behavior among faculty and staff (PSEL 2f)	Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; Implements systems to ensure the code of conduct is consistently and fairly implemented; Provides assistance to colleagues on the techniques of emotional intelligence; All members of the instructional leadership team model district and school values and hold others accountable to them.	Promotes ethical and professional behavior among faculty and staff aligned with the school system's code of conduct and professional norms; Translates the school's values into specific expectations for adults and students; Ensures staff explicitly teach expectations to students; All members of the instructional leadership team model district and school values and hold others accountable to them.	Communicates the school's values to staff and students; Some members of the instructional leadership team model district and school values and hold others accountable to them.	Sends inconsistent messages about the school's values and behavioral expectation; Few Members of the instructional leadership team model district and school values or hold others accountable to them..
1d. Holistic Student-Centered Approach. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education, high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement. (PSEL 1c, 2c)	Builds high functioning, sustainable systems of support for students that are multi-faceted; Implements and monitors culture and climate plans based on core values and consistently follows up on status of the plans; Ensures that student voice is represented within the community and school;	Builds effective, sustainable systems of support for students that are multi-faceted; The school's core values reflect a holistic student-centered approach that cultivates a sense of community; Administers culture and climate survey, analyzes data, creates a plan; Most students have a voice	Builds systems of support for students that are multi-faceted; Administers culture and climate surveys but does not analyze and plan for next steps; Resilience during adversity is often spoken of; Interdisciplinary teams meet, but inconsistently follow up on trends/cases and problem	Inconsistently or does not build systems of support for students that are multi-faceted; Unaware of trends occurring in school related to student concerns; Interdisciplinary teams are not established; Marginalized students are not supported.

	Promotes and models resilience during adversity; Clearly identifies designated interdisciplinary teams that consistently review school wide data trends, as well as, individual cases to problem solve in order to support students and teachers; Addresses social justice issues and provides a platform for student discourse.	within the school; Promotes resilience during adversity; Interdisciplinary teams meet regularly to report out findings and sometimes problem solve school wide concerns/trends; Some staff engage students that are marginalized to provide them with support.	solve; Inconsistently engages staff and/or ignores students that appear marginalized.	
1e. Collaborate with principals to develop an individual professional learning plan, informed by data, that identifies leadership strengths and weaknesses and determine actions and supports needed to improve their practices.	Proactively collaborates with all principals to create highly individualized, data-driven professional learning plans that include actionable goals, aligned support systems, and evidence-based strategies for growth. Monitors implementation and provides ongoing feedback that directly results in improved leadership practice.	Collaborates with principals to develop professional learning plans that reflect leadership strengths and areas for growth, aligned to school and district priorities. Provides relevant resources and monitors progress throughout the year.	Collaborates with principals on developing professional learning plans. Plans may be vague, lack full alignment to leadership needs, or show limited follow-through and progress monitoring.	Inconsistently or does not collaborate with principals to develop meaningful professional learning plans or uses a one-size-fits-all approach with little regard for individual growth needs or district goals.
1f. Communicate and model how the evaluation process supports principals' growth as instructional leaders.	Clearly and consistently models how the evaluation process promotes leadership growth by connecting feedback to professional development, sharing resources, and using evidence from observations to coach principals toward instructional excellence.	Communicates and models the purpose of evaluations as a tool for growth, supporting principals in identifying development opportunities and connecting evaluation outcomes to coaching and feedback.	Provides limited communication on the role of evaluations in leadership development. May miss opportunities to coach or connect evaluations to meaningful growth.	Uses the evaluation process primarily as a compliance activity with little focus on growth, coaching, or leadership development.
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

Competency 2: Curriculum, Assessment and Instruction
Effectively uses curriculum and assessment tools to advance State-aligned instruction.

	Highly Effective	Effective	Partially Effective	Ineffective
2a. Promote Standards Mastery. Demonstrates a high-level knowledge of the State Standards, effective pedagogy, and child development practices, and ensures school-wide implementation of the standards. (PSEL 4a,4b, 4c)	Demonstrates a deep understanding of student mastery of State Standards; Fosters a school-wide focus on the mastery of these standards; Nearly all teachers demonstrate knowledge of what it takes to attain mastery of these standards and use effective tools to ensure students meet standards.	Demonstrates an understanding of student mastery of State Standards, fosters a school-wide focus on the mastery of these standards, and ensures effective tools, systems and supports are in place to help students meet these standards.	Demonstrates a limited understanding of student mastery of State Standards with limited attempt to foster a school-wide focus on the mastery of these standards; Some tools, systems and supports are in place to meet those standards, but they are of inconsistent effectiveness.	Does not demonstrate an understanding of student mastery of State Standards or does not attempt to foster a school-wide focus on the mastery of these standards; Limited or no tools, systems and supports are in place to meet those standards.
2b. High-Quality, Grade-Level Materials. Ensures rigorous curricular materials, text and instructional strategies are intellectually challenging, authentic to student experiences, and aligned to state standards. (PSEL 4b, 4c, 4e, 4f)	Ensures effective use of texts, supplemental resources (including technology) and curricular adaptations to support Standards-aligned instruction; Facilitates collaboration with other school teams to ensure rigor and alignment across the district.	Ensures effective use of texts, supplemental resources (including technology), and curricular adaptations to support Standards-aligned instruction.	Inconsistently ensures effective use of texts, supplemental resources, and curricular adaptations; (Does not include technology resources.)	Does not supplement or make adaptations to curriculum or adaptations are not supportive of Standards-aligned instruction; (Does not promote the effective use of technology).
2c. Planning Aligned to Standards Mastery. Implements school-wide coherent systems of curriculum, instruction, and assessment to ensure teachers are creating effective and aligned units of study and lesson plans aligned with academic standards, that are culturally responsive (4a)	Ensures effective processes for Standards-aligned unit and lesson planning are in place and used school- wide; All teachers share plans and systems for unit and lesson planning.	Ensures effective processes for Standards-aligned unit and lesson planning are in place and used school- wide.	Inconsistently ensures processes for Standards-aligned unit and lesson planning are in place; Systems may not be used consistently school-wide or may be of varying effectiveness.	Does not ensure or use processes for Standards-aligned unit and lesson planning or systems are ineffective.

2d. Measures for Standards Mastery. Develops and ensures use of valid, high quality, effective assessment tools, consistent with knowledge of child learning and development. Develops technically appropriate systems of data collection, management, and analysis to assess and monitor student progress in order to improve instruction. (PSEL 4f, 4g)	Consistently engages teacher teams in data cycles of assessment that result in adjustments to instruction; Tracks progress to student mastery through analysis of assessment data; Employs a variety of tools, clear protocols and systems to assess and monitor student progress and mastery.	Frequently engages teacher teams in data cycles of assessment that result in adjustments to instruction; Tracks progress to student mastery through analysis of assessment data.	Sometimes engages teacher teams in data cycles of assessment; Does not always ensure adjustments are made in response to data; Irregularly tracks progress to student mastery through analysis of assessment data.	Does not engage teacher teams in data cycles of assessment; Does not or inconsistently tracks progress to student mastery through analysis of assessment data. Adjustments are not made in response to data.
2e. Academic Interventions and Enrichment. Designs and implements differentiated academic interventions and enrichment that recognize students' strengths and are differentiated and personalized. (PSEL 4d, 4f, 4g)	Uses data to identify and support interventions and enrichment strategies for all students, whether or not they are making progress; Consistently employs strengths-based interventions and enrichment strategies.	Uses data to identify and support interventions and enrichment strategies for most students, whether or not they are making progress; Frequently employs strengths-based interventions and enrichment strategies.	Uses data to identify and support interventions for some students, whether or not they are making progress; Sometimes employs strengths-based interventions.	Uses data to identify and support interventions for few or no students; Rarely employs strengths-based interventions.
2f. Literacy Centered. Implements literacy driven instruction in every classroom to ensure all students are reading, writing, thinking and speaking at high levels.	Implements a school-wide literacy strategy that integrates reading and writing instruction into nearly all lessons across all content areas; All teachers incorporate reading and writing that improves student literacy skills.	Implements a school-wide literacy strategy that integrates reading and writing instruction into most lessons across most content areas; Most teachers incorporate reading and writing that improves student literacy skills.	Implements a school-wide literacy strategy that integrates reading and writing instruction into some lessons across some content areas; Some teachers incorporate reading and writing that improves student literacy skills.	Does not implement a school-wide literacy strategy or implements one that integrates reading and writing instruction into few lessons across few content areas; Few teachers incorporate reading and writing that improves student literacy skills.
2g. Communicate effectively both verbally and in writing.	Consistently communicates with clarity, precision, and professionalism in both verbal and written formats. Tailors messages to audience needs and fosters two-way communication that builds shared understanding and collaboration.	Communicates clearly and appropriately in most situations, using professional tone and structure. Responds to inquiries and shares relevant information with staff and stakeholders.	Communication is occasionally unclear, incomplete, or lacks professional tone. May struggle with responding in a timely or coherent manner.	Communication is inconsistent, vague, or unprofessional. Frequently miscommunicates or fails to share essential information with stakeholders.
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

Competency 3: Student and Family Support <i>Supports students' academic, social and emotional growth.</i>				
	Highly Effective	Effective	Partially Effective	Ineffective
3a. Safe and Strengths-Based Culture. Creates a safe, caring and healthy positive learning environment that meets the academic, social, emotional, and physical needs of each student. Policies, interventions, and conflict resolution are positive, fair, culturally appropriate, proactive, and strengths-based. (PSEL 3a – e, 3g, 3h, 4c, 4d, 5a – c)	Staff implements positive behavior interventions, based on an understanding of child and adolescent development; Learning theories promote accountability and restorative justice; Staff promotes a student culture based on shared norms for social behavior that ensures rigorous learning.	Regularly engages staff to implement positive behavior interventions, based on an understanding of child and adolescent development and learning theories that promote accountability and restorative justice.	Sometimes engages staff to implement positive behavior interventions; Interventions are sometimes based on an understanding of child and adolescent development and learning theories or inconsistently promote accountability and restorative justice.	Rarely engages staff to implement positive behavior interventions; Interventions are rarely based on an understanding of child and adolescent development and learning theories or do not promote accountability and restorative justice.
3b. Family Engagement Around Supporting Growth. Engages regularly with families about student growth and progress. Develops strong, collaborative family partnerships to benefit students. (PSEL 8a, 8b, 8c, 8e, 8f)	Routinely partners and ensures staff partners with families to engage in dialogue about student progress; Builds and leverages family-based knowledge, skills and resources to support student growth; Is consistently approachable, accessible, and welcoming to families and members of the community.	Often partners and ensures staff partners with families to engage in dialogue about student progress; Builds and leverages family-based knowledge, skills and resources to support student growth; Is often approachable, accessible, and welcoming to families and members of the community..	Sometimes partners and ensures staff partners with families to engage in dialogue about student progress; Sometimes builds and leverages family-based knowledge, skills and resources to support student growth; Is sometimes approachable, accessible, and welcoming to families and members of the community.	Rarely partners or does not ensure staff partners with families to engage in dialogue about student progress; Partnerships do not reach all families or result in low levels of engagement from families; Is rarely approachable, accessible, and welcoming to families and members of the community.

<p>3c. Student Efficacy. Promotes student ownership of learning, a healthy sense of self, and the ability to develop social and emotional goals. Facilitates student leadership and development of self. (PSEL 3b, 3f, 4b, 4d, 5d)</p>	<p>Consistently promotes student ownership of learning. With student input, creates opportunities for student leadership and development. Supports clear social and emotional learning goals and implements a plan to support students in achieving mastery.</p>	<p>Frequently promotes student ownership of learning, creates opportunities for student leadership and development, supports clear social and emotional learning goals, and implements a plan to support students in achieving mastery; Create and sustain a school environment in which each student is known, accepted, and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.</p>	<p>Sometimes promotes student ownership of learning. Creates limited opportunities for student leadership and development; Creates a plan to support students in achieving mastery, but implements that plan inconsistently.</p>	<p>Rarely promotes student ownership of learning. Rarely or does not create opportunities for student leadership and development; Rarely supports social and emotional learning goals; Does not create a plan to support students in achieving mastery.</p>
<p>3d. Equitable Access and Student Interests. Ensures that each student has equitable access to comprehensive, balanced opportunities and resources necessary for success and to programming that appeals to students' academic and non-academic interests. (PSEL 3c, 3e, 3g, 3h 4a, 4d, 5b, 5c, 5e, 5f)</p>	<p>Consistently ensures relentless support of all students, with a focus on strengths-based, non-punitive practices and opportunities for accelerated learning. Ensures access to activities that appeal to diverse, individual student interests. Ensures programming is comprehensive and balanced and aligned to both academic and non-academic interests; Students take an active role in identifying and supporting activities.</p>	<p>Ensures relentless support of most students, with a focus on strengths-based, non-punitive practices, and opportunities for accelerated learning. Ensures access to activities that appeal to diverse, individual student interests; Ensures programming is comprehensive and balanced, aligned to both academic and non-academic interests.</p>	<p>Ensures support of some students, with a limited focus on strengths-based, non-punitive practices. Provides limited access to activities, or activities may not appeal to diverse student interests; Not all activities may be aligned with students' academic or non-academic interests.</p>	<p>Rarely ensures support of students, lacking a focus on strengths-based, non-punitive practices. Does not provide access to activities that appeal to student interests, or does not ensure access to activities that meet students' academic and non-academic interests.</p>
<p>Overall Rating based on preponderance of evidence</p>	<p>Highly Effective 4</p>	<p>Effective 3</p>	<p>Partially Effective 2</p>	<p>Ineffective 1</p>

Competency 4: Management and Coaching of Instructional Staff
Effectively develops and manages talent to improve instruction.

	Highly Effective	Effective	Partially Effective	Ineffective
4a. Evaluation Aligned to the district's Evaluation Frameworks. Synthesizes evidence to provide an accurate assessment of employee's performance towards student mastery.	Accurately assesses all staff's performance; Consistently describes performance over time in a concise, evidence-based narrative tied to student mastery.	Accurately assesses most staff's performance; Frequently describes performance over time in a concise, evidence-based narrative tied to student mastery.	Assesses some staff's performance accurately; Uses evidence to describe performance over time but evidence is uneven in precision and capture of ties to student mastery.	Rarely assesses staff's performance accurately or rarely describes performance over time in an evidence-based narrative; Few evaluations are tied to student mastery.
4b. Tailored Feedback and Coaching Aligned to the District's Evaluation Framework. Gathers data and provides timely, actionable feedback and coaching aligned to the district's expectations for effective professional practice. (PSEL 6c, 6e)	Consistently provides timely, tailored, iterative, and concise feedback and coaching on quality of instruction that is aligned with expectations in the district's frameworks, is informed by multiple data sources (e.g. IPDP, CAP, etc.) and ensures teacher growth; Communicates feedback in a way that builds from teacher strengths and elicits teacher thinking and ownership over his/her development.	Frequently provides timely, tailored, iterative, and concise feedback and coaching on quality of instruction that is aligned with expectations in the district's frameworks, is informed by multiple data sources (e.g. IPDP, CAP, etc.), and ensures teacher growth.	Frequency of feedback and coaching is inconsistent or extensive time passes between observation and reception of feedback; Feedback is sometimes aligned with expectations in the district's frameworks; Coaching occasionally ensures teacher growth.	Rarely provides timely, tailored, iterative, or bite-sized feedback and coaching on the quality of instruction or feedback is not aligned with expectations in the district's frameworks; Does not use data from multiple sources; Coaching does not result in teacher growth.
4c. Coaching and Development. Invests in the on-going growth and development of adults guided by understanding of how adults learn and develop in order to improve student learning, which includes providing job-embedded opportunities for effective induction and coaching of new personnel. (PSEL 6b, 6c, 6d, 7a, 7e)	Employs effective and differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning; Individual and group professional development results in the growth of all staff as a group and as individuals.	Employs effective and differentiated strategies in individual and group professional development that demonstrate knowledge of adult learning.	Inconsistently employs effective strategies in individual or group professional development. Strategies are not consistently differentiated or do not reflect knowledge of adult learning.	Ineffectively employs strategies for individual or group professional development. Strategies are not differentiated or do not reflect knowledge of adult learning.

<p>4d. Differentiated Management. Strategically retains effective staff and forms them into an educationally effective community, anticipates openings and implements a rigorous selection and hiring process. (PSEL 6a, 6g)</p>	<p>Leverages systems to select, hire, and support effective teachers; Maximizes staff strengths and skills by strategically placing them in roles that will best support student learning; Develops or manages out ineffective staff. Develops strategies to retain high performing staff.</p>	<p>Leverages systems to select, hire, and support effective teachers; Maximizes staff strengths and skills by strategically placing them in roles that will best support student learning; Develops or manages out ineffective staff.</p>	<p>Leverages systems to select, hire, and support teachers, but does not differentiate to focus on effective teachers; Sometimes develops or manages out ineffective staff.</p>	<p>Leverages ineffective or no systems to select, hire, support or retain staff; Develops or manages out few staff or inappropriately uses the budget process to move out ineffective teachers; Does not recognize effective staff.</p>
<p>4e. Lead processes to select and induct principals ready to serve as successful instructional leaders.</p>	<p>Consistently demonstrates timely, clear, and proactive communication with all stakeholders. Anticipates needs and follows through with urgency and professionalism. Builds a culture of transparency and trust across the district through consistent, two-way communication.</p>	<p>Maintains timely and clear communication with stakeholders. Responds to inquiries and concerns in a timely manner and demonstrates professionalism. Communicates important updates and guidance as needed to ensure alignment.</p>	<p>Demonstrates inconsistent communication practices, occasionally responding late or without full clarity. Stakeholders may feel uncertain about next steps or expectations due to gaps in information or follow-up.</p>	<p>Fails to maintain consistent or professional communication. Frequently unresponsive or unclear, resulting in confusion, delays, or breakdowns in stakeholder trust and collaboration.</p>
<p>4f. Assist with the development of a strong pipeline of future school leaders.</p>	<p>Builds and maintains productive, strategic relationships with central office leaders and peers. Proactively shares data, successes, and challenges in service of district-wide improvement. Acts as a thought partner and trusted advisor, often influencing district-level initiatives.</p>	<p>Collaborates with central office leaders and peers to meet goals and share information. Maintains professionalism in upward communication and represents the ward/schools effectively at the district level.</p>	<p>Engages inconsistently with district leaders and peers. Communication is occasionally misaligned or reactive rather than strategic. Opportunities to contribute to district initiatives or problem-solving are missed.</p>	<p>Rarely engages with district leaders or colleagues. May withhold information, misrepresent progress, or create silos, negatively affecting district coordination and strategic planning.</p>

Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1
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Competency 5: Organizational Leadership <i>Implements systems and processes to effectively manage operations</i>				
	Highly Effective	Effective	Partially Effective	Ineffective
5a. Quality and Management of Teams. Manages a cabinet or teams to meet student mastery goals. (PSEL 7a, 7b)	Ensures the right people are in Cabinet or team positions, and that they are empowered to lead in their assigned area; Creates mechanisms for collaboration towards shared goals.	Ensures that the right people are in Cabinet or team positions, and that they are empowered to lead in their assigned area or position.	Ensures that the right people are in Cabinet or team positions, but systems do not always encourage collaboration; Cabinet or team members are sometimes empowered to lead, with mixed results.	Cabinet or team members make minimal contributions to the school's goals; Systems limit collaboration or systems do not exist; Feedback is rarely shared.
5b. Organizational Systems. Employs organizational systems, supported by technology, to implement plans towards achievement goals. (PSEL 6g, 9a, 9c, 9e, 9f, 10d, 10h)	Develops systems to monitor goals and manage staff, time and operational priorities; Systems support forecasting of challenges; Employs technology to improve the quality and efficiency of operations and management.	Develops systems to monitor goals and manage staff, time and operational priorities; Employs technology to improve the quality and efficiency of operations and management.	Develops some systems to monitor some goals and manage staff, time and operational priorities; The systems are sometimes effective; Occasionally employs technology to improve the quality and efficiency of operations and management.	Develops no systems or ineffective systems to monitor goals and manage staff, time and operational priorities; Does not employ technology to improve the quality and efficiency of operations and management.
5c. Communication and Interpersonal Skills. Listens and communicates effectively and strategically based on the situation, and an understanding of all students' and staff members' backgrounds, cultures, and needs. (PSEL 2e, 8c, 9k, 9l, 10c, 10d, 10g, 10i)	Builds rapport with stakeholders and staff by listening, tailoring all messages, and ensuring ideas are understood; Manages nearly all conflicts to positive resolution; Works to transform disagreement and dissent into	Builds rapport with stakeholders and staff by listening, tailoring most messages, and ensuring ideas are understood; Manages most conflicts to positive resolution and	Builds rapport with stakeholders and staff by listening, tailoring some messages, and ensuring ideas are understood; Manages some conflicts to positive resolution but sometimes avoids difficult conversations.	Infrequently builds rapport with stakeholders and staff by listening, tailoring messages, and ensuring ideas are understood; Unsuccessfully manages conflicts or avoids difficult conversations; Messages are not

	opportunities for mutual gain.	does not avoid difficult conversations.		differentiated or do not reach the intended audience.
5d. Data Transparency. Uses and shares data to deliver actionable information for classroom and school improvement. (PSEL 4g, 9g, 10g)	Consistently collects and uses qualitative and quantitative data to support student academic and social emotional growth; Works with staff to translate and share data in a format that ensures student and family access and understanding; Facilitates school-wide review and reflection of data to evaluate effectiveness of strategies.	Frequently collects and uses qualitative and quantitative data to support student academic and social emotional growth; Works with staff to translate and share the data in a format that ensures student and family access and understanding.	Sometimes collects and uses qualitative and quantitative data to support student academic and personal growth; Infrequently works with staff to translate and share the data; Data is not consistently shared in a format that ensures student and family access and understanding.	Rarely collects and uses qualitative and quantitative data to support student academic and social emotional growth; Inconsistently works with staff to translate and share the data; Data does not ensure student and family access and understanding.
5e. Operational Functioning. Seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment, engages in effective and ethical budgeting and accounting practices. (PSEL 9c, 9d)	Is always a responsible, ethical, and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.	Is a responsible, ethical, and accountable steward of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.	Is an ethical steward of the school's monetary and nonmonetary resources, engaging in legal budgeting and accounting practices.	Is not a responsible, ethical, or accountable steward of the school's monetary and nonmonetary resources, engaging in poor budgeting and accounting practices.
5f. Protect students' equitable access to social capital within the school and to high-quality instructional practices.	Implements proactive strategies to retain high-performing staff and support their growth. Uses data to identify attrition risks and takes action to build a culture of recognition and development. Demonstrates deep	Monitors retention and supports principals in developing staff through regular check-ins and professional learning opportunities. Implements strategies that contribute to staff satisfaction and stability.	Inconsistently monitors or supports talent retention. May be reactive rather than proactive in addressing staff attrition. Strategies for staff growth are underdeveloped or not effectively implemented.	Fails to address staff retention challenges. Does not provide adequate support or resources for talent development. Attrition patterns are unmonitored or unchecked, negatively affecting school stability.

	knowledge of school talent needs and responds accordingly.			
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

Competency 6: Transformational Leadership <i>Maintains relentless focus on improving student outcomes through planning, relationships, and personal responsibility.</i>				
	Highly Effective	Effective	Partially Effective	Ineffective
6a. Personal Responsibility and Relentless Drive for Achievement. Demonstrates resilience in the face of obstacles and openly communicates the need for and outcomes of improvement efforts. (PSEL 9a, 10e, 10i)	Demonstrates on-going persistence and relentless focus to improve student outcomes; Continuously calibrates and adjusts approach to reach goals; Achieves majority of school goals.	Treats most challenges as opportunities and takes responsibility for student outcomes; Innovates and adjusts when plans have not proved successful.	Responds constructively to some disappointing moments, but has inconsistent persistence for on-going challenges; Sometimes loses focus on student outcomes or does not adjust plans regularly.	Demonstrates defeatist reactions to challenges; Allows disappointments or failures to take focus away from student outcomes; Does not adjust plans when unsuccessful.
6b. Strategic Thinking. Creates a plan and develops systems to track priorities with measurable targets. Makes strategic decisions to advance goals and adjusts to changing expectations, opportunities and needs. (PSEL 1d 1e, 4b, 4d, 9c, 10b, 10d, 10e, 10h)	Effectively breaks annual goals into milestones and maps action plans to milestones; Consistently adapts strategy and thinking based on progress toward weekly and monthly milestones; Uses multiple sources of data to align, manage, and modify goals and resources.	Effectively breaks annual goals into milestones and maps action plans to milestones; Adapts strategy and thinking based on progress toward weekly and monthly milestones.	Breaks annual goals into milestones and maps action plans to milestones; Sometimes adapts strategy and thinking based on progress toward weekly and monthly milestones.	Does not or ineffectively breaks annual goals into milestones and maps action plans to milestones; Rarely adapts strategy and thinking based on progress toward weekly and monthly milestones.

6c. Adult Alignment. Models and pursues the school's mission/vision and ensures all adults take collective responsibility for advancing the shared school goals and core values. (PSEL 1[a,b,,f, g], 7[b,c,d,f,g], 10c, 10d)	Creates a clear mission and collaborative school culture of shared responsibility for school goals, with all / nearly all staff aligned to goals and core values; Develops strategic partnerships with high-quality community partners to support the school's vision for student mastery.	Creates a clear mission and collaborative school culture of shared responsibility for school goals, with most staff aligned to goals and core values; Develops strategic partnerships with high-quality community partners to support the school's vision for student mastery.	School mission is not clear and only some staff are aligned to a collaborative school culture of shared responsibility for school goals and core values; Sometimes develops strategic partnerships with high-quality community partners to support the school's vision for student mastery.	School mission is not clear and does not create a collaborative school culture of shared responsibility for school goals or core values; Staff are not aligned to goals; Rarely develops strategic partnerships with high-quality community partners to support the school's vision for student mastery or invests in partnerships that do not further the school's vision.
6d. Change Management. Demonstrates an understanding of change processes and manages change effectively. (PSEL 1d, 1e, 1f, 9g, 10b, 10e)	Implements and prioritizes changes to improve student mastery; Routinely tailors approach to address multiple reactions and to support staff through change; Is successful at leading nearly all staff and students through change initiatives; Strategically makes tough decisions to manage the change process.	Implements and prioritizes changes to improve student mastery; Often tailors approach to address multiple reactions and to support staff through change; Is successful at leading most staff through change initiatives.	Implements and prioritizes changes to improve student mastery; Sometimes tailors approach to address multiple reactions, with mixed results; Sometimes makes tough decisions to manage the change process.	Makes minimal effort to implement changes to improve student mastery; Rarely tailors approach to address multiple reactions or to support staff through change; Does not make tough decisions to manage the change process.
6e. Equity. Confronts and alters institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. (3e)	Anticipates institutional biases and patterns of over classification or disparate treatment related to students' demographics; Coaches staff to be aware of implicit biases and disparate treatment; Implements strategies that counteract and prevent the pattern or cycle to ensure that staff have high expectations and	Tracks and reviews data to identify patterns of over classification or disparate treatment related to students' demographics; Implements strategies that counteract and prevent the pattern or cycle to ensure that staff have high expectations and provide the support and opportunities for students to meet them.	Inconsistently tracks or reviews data; Strategies implemented do not alter the pattern; There is evidence of deficit-based schooling and conflicting levels of expectations among staff; There are limited opportunities for students to meet high expectations.	Is not aware of institutional bias or disparate treatment of students; Does not take steps to address bias or alter patterns; Low expectations are evident school-wide; There are few, if any, opportunities for students to meet higher expectations.

	provide the support and opportunities for students to meet them.			
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

Competency 7				
	Highly Effective	Effective	Partially Effective	Ineffective
7a. Use evidence from a variety of data sources to identify areas that need improvement in each school as well as across schools to inform district responses.	Demonstrates exceptional leadership in translating district and board priorities into actionable school plans. Provides clear expectations, resources, and accountability systems that result in effective and sustained implementation across all assigned schools.	Ensures schools are aligned with district and board priorities. Regularly monitors implementation and provides support to school leaders to maintain alignment.	Inconsistently monitors or supports the execution of district priorities. Implementation efforts may be uneven across schools or lack sustainability.	Does not implement district or board initiatives, leading to misalignment, confusion, or lack of progress within schools.
7b. Determine situationally-appropriate strategies for improvement, including transformational and incremental approaches, in response to identified principal and school performance needs.	Collaboratively supports school leaders in developing comprehensive school improvement plans that are directly aligned to district priorities, ensuring coherence across instructional, operational, and cultural domains.	Reviews and approves school improvement plans to ensure alignment with district priorities. Provides feedback and guidance as needed.	Reviews school plans but offers limited feedback or misses opportunities to ensure alignment with district initiatives.	Does not ensure alignment between school improvement plans and district-wide priorities. Plans may be disjointed or misaligned.

7c. Employ innovative thinking and strategic planning to create change in response to identified school performance needs.	Strategically leads alignment efforts by guiding schools to implement cohesive and standards-aligned curriculum, instructional practices, and assessments. Supports through professional development and ongoing feedback.	Ensures schools implement curriculum, instruction, and assessment practices that meet district expectations. Monitors for alignment and offers support when gaps are identified.	Provides minimal or inconsistent support in aligning school practices with district expectations. May overlook misalignments in curriculum or assessments.	Does not address or monitor the alignment of school-level curriculum, instruction, or assessment with district requirements.
7d. Demonstrate an understanding of change processes and manage change effectively.	Proactively ensures district initiatives are implemented with consistency and quality across schools. Provides targeted professional learning and ensures equitable allocation of resources to meet diverse school needs.	Supports implementation of district initiatives by facilitating professional learning and allocating appropriate resources to schools.	Provides limited or generic professional learning. Resource allocation may not address specific needs related to district initiatives.	Fails to support implementation or allocate necessary resources, resulting in poor or inconsistent execution of district initiatives.
7e. Demonstrate perseverance in the identification of operational, financial, instructional and other central office supports for principals to implement change.	Proactively uses multiple data sources and stakeholder feedback to regularly assess progress toward strategic priorities. Makes timely, strategic adjustments that enhance outcomes and align with district goals. Empowers school leaders to engage in data-driven reflection and continuous improvement.	Uses available data and feedback to assess progress and make necessary adjustments to strategic plans. Demonstrates responsiveness to emerging challenges and aligns changes with overall goals. Encourages data use at the school level.	Occasionally uses data and feedback to assess progress but adjustments are delayed or misaligned. Strategic plans may not be consistently monitored, limiting effectiveness or impact.	Fails to monitor strategic priorities or adjust based on evidence or feedback. Continues to implement ineffective strategies despite clear data or stakeholder input indicating the need for change.
7f. Assess the effectiveness of principals in leading change at the school level and document how they drive changes aligned to the district vision, strategies, and policies.	Establishes scalable systems that support sustained improvement beyond individual initiatives or leadership transitions. Empowers school leaders to lead change, build capacity, and embed effective practices into school culture. Demonstrates a clear vision for long-term success and institutional memory.	Develops systems that contribute to improvement and sustainability across schools. Aligns resources and leadership practices to support ongoing success. Takes steps to ensure systems remain effective over time.	Implements some systems for improvement, but they lack sustainability or clear structures for long-term impact. Efforts may depend heavily on individual initiative rather than embedded practice.	Does not develop or maintain systems that support sustained improvement. Efforts are fragmented or reactive, resulting in inconsistent progress and limited long-term outcomes.

Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1
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