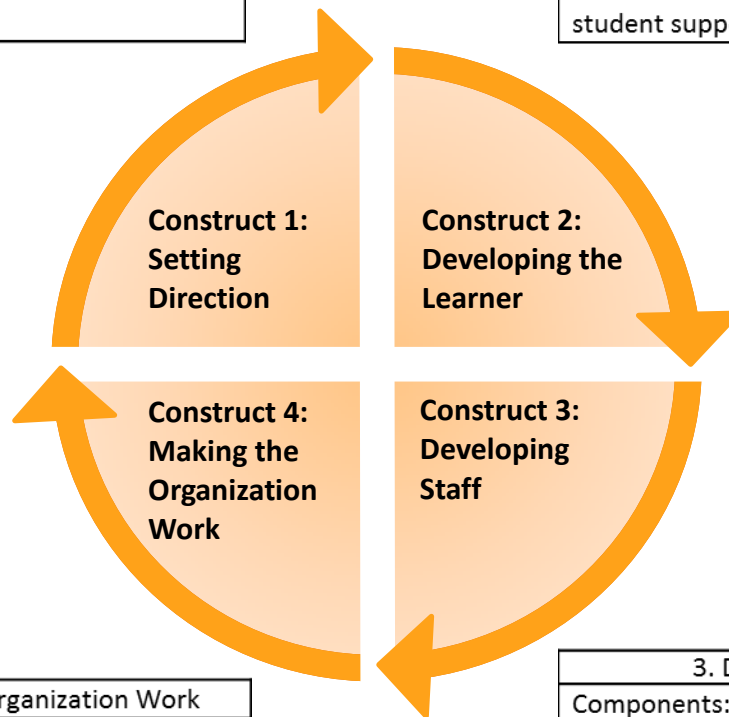


KEEP Building Leader Instructional Practices Protocol

The **Building Leader** Instructional Practices Constructs to be measured in the evaluation instrument:

1. Setting Direction
Components:
1.1 The building leader will lead stakeholder team in developing vision, mission, and goals.
1.2 The building leader will lead the development of a plan to implement the school vision with stakeholders.
1.3 The building leader will lead the implementation of a school improvement plan.

2. Developing the Learner
Components:
2.1 The building leader will monitor the instructional program and provide support based on student data.
2.2 The building leader will share student learning results.
2.3 The building leader will implement a variety of student activities.
2.4 The building leader will provide student support services.



4. Making the Organization Work
Components:
4.1 The building leader will create a positive culture for learning and teaching.
4.2 The building leader will direct and manage resources and facilities.
4.3 The building leader establishes and sustains a culture of collaboration with staff and community members to achieve school and district goals.

3. Developing Staff
Components:
3.1 The building leader will conduct staff evaluations.
3.2 The building leader will guide professional learning (courses, coaching, mentoring, evaluation) and promote a culture of learning and collaboration.
3.3 The building leader will develop and promote shared instructional and leadership opportunities for staff.

KEEP Building Leader Evaluation Rubrics

Construct 1: Setting Direction

Building leaders create climates of inquiry that challenge the school's community to continually improve by building on its core values and beliefs and developing the pathway to reach them. Demonstration of the building leader's proficiency in setting direction is evidenced by:

1.1 Participation in a Team to Create a Vision and Mission

The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

Key indicators: knowledge of school community, involvement of key stakeholders, collection and use of baseline data from multiple sources, full collaboration in the process of developing and producing a vision of learning.

1.2 Participation in a Team to Develop an Implementation Plan and a School Improvement Plan

The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of an implementation plan that includes strategies for sharing and encouraging support of the vision by the school community and processes to ensure that the school vision, mission, values, beliefs and goals (which are all student focused) guide decisions and enhance the culture of the school.

Key indicators: involvement of stakeholders in the planning, collection and use of data from multiple sources; collaboration in the process of creating a plan to communicate and implement the school's vision of learning.

1.3 Implementation of the School Improvement Plan

The building leader facilitated the implementation of a school improvement plan that meets all district and state requirements. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

Key indicators: using data from multiple and varied sources to support implementation of a school improvement plan; plan that is articulated, monitored, and adjusted as needed.

1.1 Participation in a Team to Create a Vision and Mission: The building leader organized and participated in a committee of stakeholders that is representative of the community in order to facilitate the development or adaptation of a vision of learning that is shared and supported by all participants. The vision, mission and goals are aligned to those of the district.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates the building leader had minimal knowledge of the school community by involving few or no stakeholders and using little or no baseline data from internal and/or external sources. Collaboration, if present, was procedural or superficial.	The evidence indicates the building leader had limited knowledge of the school community by involving some stakeholders, using limited baseline data from internal and/or external sources, and collaborating only during parts of the process of defining the vision.	The evidence indicates the building leader had adequate knowledge of the school community by involving stakeholders, using appropriate baseline data from multiple internal and/or external sources, and collaborating through most of the process of defining the vision.	The evidence indicates the building leader had extensive knowledge of the school community by involving key stakeholders, using significant data from multiple (appropriate and varied) internal and external sources, and collaborating throughout the process of defining the vision.
The evidence indicates the building leader produced a generic or vague vision of learning or an unclear vision and mission, minimally aligned to the district's vision.	The evidence indicates the building leader produced a partial or incomplete vision of learning and mission, partially aligned to the district's vision.	The evidence indicates the building leader produced an adequate vision of learning and mission, aligned to the district's vision, as a result of the work of the committee.	The evidence indicates the building leader produced a clearly defined vision of learning and mission, closely aligned to the district's vision, as a result of the work of the committee.

Sources of Evidence for Participation in a Team to Create a Common Purpose

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Data gathered/reviewed that identifies key stakeholders	<ul style="list-style-type: none"> • Focus Groups • Surveys 	<ul style="list-style-type: none"> • Data are from multiple and varied internal and external selection of stakeholders that represents the school community profile.
Methods used to involve the key stakeholders in the development of a school vision	<ul style="list-style-type: none"> • Site Council minutes/notes • Stakeholders minutes/notes 	<ul style="list-style-type: none"> • Meeting minutes over time show collaboration throughout the development process.
Baseline data collected and internal and external sources used to collect that data	<ul style="list-style-type: none"> • Survey of identified stakeholders for vision, mission, goals 	<ul style="list-style-type: none"> • Survey results are evidence for baseline conversation.
Process(es) used to collaboratively develop and determine the vision	<ul style="list-style-type: none"> • System to involve stakeholders (Site Council, PTA/PTO, etc.) 	<ul style="list-style-type: none"> • Collaboration is evident throughout the development process.

1.2 Participation in a Team to Create an Implementation Plan and a School Improvement Plan: The building leader organized and participated in a committee of stakeholders that is representative of the school community in order to facilitate the collaborative development of a plan to communicate and embed the school vision into the culture and decision making process of the school.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates the building leader developed a minimal or generic plan for communicating and implementing the vision with little or no collaboration with stakeholders and little or no use of information/data from any sources.	The evidence indicates the building leader developed a limited plan for communicating and implementing the vision with limited collaboration with some stakeholders using information/data from a few sources.	The evidence indicates the building leader developed an appropriate plan for communicating and implementing the vision collaboratively with stakeholders using information/data from multiple, yet similar, sources.	The evidence indicates the building leader developed a comprehensive plan for communicating and implementing the vision collaboratively with key stakeholders using information/data from multiple and varied sources.
The evidence indicates the building leader produced a plan, however, it includes trivial, generic or inappropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a plan that is partial or disjointed and includes limited strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a plan that includes appropriate strategies for sharing and encouraging support of the vision by the school community and/or processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive decisions and inform the culture of the school.	The evidence indicates the building leader produced a clearly articulated plan that includes varied and appropriate strategies for sharing and encouraging support of the vision by the school community and processes to ensure the school's identity (vision, mission, values, beliefs, and goals which are student focused) drive school decisions and inform the culture of the school.
The evidence indicates the building leader developed a school improvement plan in isolation or with minimal collaboration using little data from multiple and varied sources. The plan minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan with limited collaboration with others using limited or partially appropriate data from multiple and varied sources. The plan partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.	The evidence indicates the building leader developed a school improvement plan collaboratively with many others using data from multiple and varied sources. The plan meets or exceeds district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.

Sources of Evidence for Participation in a Team to Create a Plan to Implement the Vision

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Pertinent data collected to develop a plan and internal and external sources used to collect that data	<ul style="list-style-type: none"> • Focus groups • Surveys (Climate surveys, community demographic information, etc.) 	<ul style="list-style-type: none"> • Provided evidence of some of the data sources used in the development of a plan • Provided a rationale for identifying the external and internal sources used.
Method(s) used to select and involve key stakeholders in the development of a plan to communicate and implement the vision	<ul style="list-style-type: none"> • Staff meeting agendas • Site Council minutes/notes • Stakeholders minutes/notes • Demographic data to show makeup of student and community population that led to 	<ul style="list-style-type: none"> • Agendas and notes over time demonstrated ongoing involvement of multiple and varied stakeholders in the development of the plan.
Specific strategies incorporated into the plan to communicate and gather feedback from different members of the school community	<ul style="list-style-type: none"> • Clear vision statement displayed and communicated • system to involve stakeholders (Site Council, PTA/PTO, etc.) 	<ul style="list-style-type: none"> • Used multiple and varied opportunities to communicate the vision. • Systems in place to involve multiple and varied stakeholders in the plan to communicate and implement the vision
Method(s) used to ensure the vision will inform the school decision-making processes	<ul style="list-style-type: none"> • Instructional programs that tie back to the vision of learning (curriculum guides, curricula mapping, and professional learning 	<ul style="list-style-type: none"> • Evidence of how decisions around the instructional program were made to ensure alignment with the vision of the school

1.3 Implementation of a School Improvement Plan: The building leader facilitated the implementation of a school improvement plan that meets all district requirements for school improvement plans. The building leader articulated and monitored the school improvement plan, making adjustments as necessary based on the collection and analysis of data.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates the building leader utilized minimal strategies to communicate, implement, and monitor the details of the school improvement plan. Many of the strategies may be unclear or inappropriate for the school.	The evidence indicates the building leader utilized limited strategies to communicate, implement, and monitor the details of the school improvement plan, but the strategies are not varied and some may be inappropriate for some of the school population.	The evidence indicates the building leader utilized appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.	The evidence indicates the building leader utilized varied and appropriate strategies to communicate, implement, and monitor the details of the school improvement plan.
The evidence indicates the building leader practiced little or no monitoring of the implementation of the school improvement plan through data collection and analysis. No adjustments were made when needed, or uninformed inappropriate adjustments were made.	The evidence indicates the building leader practiced limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making limited or trivial adjustments, as needed.	The evidence indicates the building leader practiced regular monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments, as needed. The monitoring may not have been as frequent as needed.	The evidence indicates the building leader practiced comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.

Sources of Evidence for Implementation of a School Improvement Plan

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Pertinent data collected to develop the School Improvement Plan and internal and external sources used to collect that data	<ul style="list-style-type: none"> • Focus groups • Surveys 	<ul style="list-style-type: none"> • Data were collected and analyzed from multiple and varied internal and external resources to inform the development, implementation, monitoring and evaluation of the School Improvement Plan.
Method(s) used to involve key stakeholders in the development and implementation of the School Improvement Plan.	<ul style="list-style-type: none"> • System to involve all shareholders (Site Council, PTA/PTO, etc.)—with documentation of ways these groups were involved in development and implementation • Staff meeting agendas • Site Council minutes/notes • Shareholders minutes/notes 	<ul style="list-style-type: none"> • Clear plan for the involvement of multiple and varied stakeholders in the development, implementation and monitoring of the School Improvement Plan. • Agendas, minutes and notes all provided evidence of collaboration of stakeholders in development and implementation.
Method(s) used to ensure the plan meets or exceeds district timelines and quality standards for school improvement plans	<ul style="list-style-type: none"> • Documentation of alignment of continuous school plan with district improvement plan 	<ul style="list-style-type: none"> • Clear indications of alignment with district timelines and standards procedure to monitor, adjust, receive feedback to ensure meeting plan.
Processes and procedures used to implement, monitor and adjust the implementation of the School Improvement Plan	<ul style="list-style-type: none"> • Reflection by building leader and staff or leadership team • Records that indicate review and revision of the existing plan (with rationale for changes) • Records to document efforts to ensure implementation (walkthroughs, evaluations, curriculum meetings, etc.) • Instructional programs that tie back to the vision of learning 	<ul style="list-style-type: none"> • Ongoing process described for monitoring and evaluating the implementation of the School Improvement Plan. • Monitored all aspects of instructional program, curriculum and PLCs.

Construct 2: Developing All Students

Building leaders, as instructional leaders, create and maintain an environment that supports the academic, emotional, social and attitudinal development of every student. Student learning data is made available to teachers and other stakeholders so that the instructional program can be differentiated and support services provided based on ongoing analysis of student data. Likewise, co-curricular activities are designed to address a variety of student needs and interests and are scheduled in a way that provides easy access for all students. Building leaders develop and implement a plan for monitoring and evaluating intra-curricular and extracurricular activities so that all students have access to those programs and services that are successful in meeting their needs.

Demonstration of the building leader's proficiency in developing all students is evidenced by:

- 1) Monitoring Student Progress and the Instructional Program
- 2) Sharing Student Learning Results
- 3) Implementing a Variety of Student Activities
- 4) Providing Student Support Services

Below is a description of each of the four components:

2.1 Monitoring Student Progress and the Instructional Program

The building leader ensured that all students are making academic progress by monitoring the instructional program. The building leader ensured that instructional guidelines are in place, teachers are following the district's course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student test data results and other student information.

Key indicators: communication of instructional guidelines and standards to multiple stakeholders, process for monitoring implementation of instructional guidelines and standards, providing feedback on implementation of the instructional program, use of student data to inform instructional decisions.

2.2 Sharing Student Learning Results

The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The building leader ensured that teachers have time and guidance and/or support as needed to analyze and respond to student data results.

Key indicators: analysis and interpretation of multiple student data from a variety of sources; dissemination of data to multiple stakeholders based on an understanding of legal parameters; providing time, support and guidance for teachers and other support staff to review data and plan to address the instructional implications of the data.

2.3 Implementing a Variety of Student Activities

The building leader ensured that all students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth.

Key indicators: variety of intra- and extracurricular activities offered, process for activity/club development, enrollment/participation (numbers by subgroups, cultural diversity, etc.), scheduling, inclusion of stakeholders, knowledge of context.

2.4 Providing Student Support Services

The building leader ensured that all students have access to and are supported with services that promote mental, physical and emotional wellness for students.

Key indicators: access to counselors, social workers, nurses, and other support personnel to include volunteer services, parent service organizations and community-based programs.

2.1 Monitoring Student Progress and the Instructional Program: The building leader ensured that instructional guidelines are in place, teachers are following the district’s course/grade level standards, and teachers are implementing the curriculum with fidelity. The building leader ensured that all students have access to the core curriculum and that teachers differentiate instruction and interventions based on student data results and other student information.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available to teachers.	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and to teachers and students.	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and communicated to teachers and students.	The evidence indicates that the building leader provided district and school instructional guidelines (standards, curriculum, pacing guides, etc.), which were available and specifically communicated to teachers, students, and other stakeholders.
The evidence indicates that the building leader provided little or no monitoring of the use of these guidelines to inform the instructional program, or there was evidence that the instructional program was only minimally aligned with the established guidelines.	The evidence indicates that the building leader established a process for monitoring the use of these guidelines, it was used only occasionally, on a limited basis, or only across some classrooms.	The evidence indicates that the building leader established an appropriate process for monitoring the implementation of those guidelines. Feedback was articulated and used by the building leader across many classrooms.	The evidence indicates that the building leader established a systematic process for monitoring the implementation of those guidelines. Feedback was clearly articulated and used consistently by the building leader across all classrooms.
The evidence indicates that the building leader utilized little or no student data to inform instructional decisions, differentiate instruction or determine instructional interventions for students.	The evidence indicates the building leader occasionally reviewed data and used it in a limited or superficial manner to inform instructional decisions, differentiate instruction or provide instructional interventions based on student learning results.	The evidence indicates the building leader regularly reviewed data and used it to inform instructional decisions, differentiate instruction and/or provide appropriate instructional interventions based on student learning results and/or other student needs.	The evidence indicates the building leader systematically reviewed data and consistently and effectively used it to inform instructional decisions, differentiate instruction and provide appropriate instructional interventions based on student learning results and other student needs.

Sources of Evidence for Monitoring Student Progress and the Instructional Program

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Communication of instructional guidelines and standards, to whom, and how	<ul style="list-style-type: none"> • Samples of communication to stakeholders (staff meeting minutes, content or grade level meeting minutes, newsletters send to parents, website entries, etc.) • Course grade level standards • Instructional time guidelines • Curriculum Maps/Pacing Guides • Samples of communication to stakeholders 	<ul style="list-style-type: none"> • Multiple and various types of evidence of communications included for sharing curriculum maps/course grade level standards and time lines with stakeholders. • Communications are clear and specific to multiple stakeholders concerning instructional time guidelines and standards, showing dates, times, specific groups contacted. • Course grade level standards provided each grade level, each subject.
Process for monitoring implementation of instructional guidelines and standards	<ul style="list-style-type: none"> • Instructional monitoring tools • Instructional time guidelines • Lesson Plans/Course Syllabus (Syllabi) • Fidelity checklists • Formative and Summative Assessment data analysis • Walkthrough logs/teacher evaluation logs/Teacher Evaluations 	<ul style="list-style-type: none"> • Process specified implementation of monitoring tools for instruction. • Ongoing review/revision of instructional time guidelines • Review of lesson plans and /course syllabus to monitor standards implementation • Process specified for: fidelity checklists and walkthrough logs to ensure that instructional guidelines are being monitored; regular review of formative and summative data and resulting plans developed to address instructional needs; analysis of walkthroughs and evaluation results and resulting plans developed to address standards
Feedback was given and to whom	<ul style="list-style-type: none"> • Progress/Grade Reports • Walkthrough analysis reports/staff meeting • Teacher evaluation process(individual conferences) • Samples of communication to stakeholders 	<ul style="list-style-type: none"> • Process specified for informing students • Provided evidence of feedback through progress/grade reports and/or needs for improvement data • Process specified for regular review of walk through results and needs • Compilation of individual teacher conferencing results— strengths and needs shared individually and as a group • Provide evidence of ongoing systemic communication with all stakeholders of feedback given to them
Student data was used to make effective instructional decisions	<ul style="list-style-type: none"> • Formative assessment data reports, MTSS Tier data • Summative assessment data 	<ul style="list-style-type: none"> • Processes specified for regular data analysis and resulting data-based decision making and for MTSS evidence of review of data by school leader • Evidence of the use of data in a systemic process to inform data-driven instructional decisions • Provide samples of instructional interventions and results based on data

2.2 Sharing Student Learning Results: The building leader communicated data and provided access to all stakeholders; i.e., staff, students, parents, district administrators, board of education, etc., as the law permits. The building leader ensured that teachers have time to analyze and respond to student data results.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader rarely, if ever, disseminated or updated data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.) or disseminated inaccurate or incomplete data to stakeholders.	The evidence indicates that the building leader occasionally disseminated and updated appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.).	The evidence indicates that the building leader regularly analyzed, interpreted, disseminated and updated appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).	The evidence indicates that the building leader systematically analyzed, interpreted and utilized multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.).
The evidence indicates that the building leader provided teachers and other stakeholders little or no access to data (as the law allows), access to a minimal amount of data, or receipt of data upon request only.	The evidence indicates that the building leader provided teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allowed.	The evidence indicates that the building leader provided teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allowed.	The evidence indicates that the building leader provided teachers and other stakeholders comprehensive access to data from multiple and varied sources (as the law allows) and each group was encouraged to contribute additional relevant data.
The evidence indicates that the building leader provided minimal time or support/guidance for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.	The evidence indicates that the building leader provided periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	The evidence indicates that the building leader provided regular time and adequate support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.	The evidence indicates that the building leader provided dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.

2.2 Sources of Evidence for Sharing Student Learning Results

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Data was analyzed and how was it interpreted	<ul style="list-style-type: none"> • Formative assessment data • Summative assessment data 	<ul style="list-style-type: none"> • Evidence of data analysis and interpretation for stakeholders including but not limited to level of analysis, process collaboration and process timeline.
Information about data was disseminated, to whom, and how	<ul style="list-style-type: none"> • Progress/Grade reports • Formative assessment data • Summative assessment data • Sample of communication to stakeholders, including students, and response to the information 	<ul style="list-style-type: none"> • Evidence of aggregate data sharing with stakeholders. • Samples of how data will drive decision making for the school, classroom and individual. • Process or procedures to disseminate to appropriate stakeholders as allowed by law.
Support and guidance was provided for review and use of data by staff	<ul style="list-style-type: none"> • Collaboration agendas/minutes • Walk Through logs/Teacher evaluations • Formative assessment data • Summative assessment data 	<ul style="list-style-type: none"> • Agendas and minutes that indicate training and guidance to staff about review and use of data. • Training and review of assessment data to

2.3 Implementing of a Variety of Student Activities: The building leader ensured that students have access to a variety of student activities which support their leadership, physical, emotional, social and attitudinal growth.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader offered little or no variety of intra-curricular and extracurricular activities or the activities/ clubs provided met the needs of few students or was based on a tangential or trivial analysis of student needs and/or interests.	The evidence indicates that the building leader offered a limited variety of intra-curricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.	The evidence indicates that the building leader offered an adequate variety of intra-curricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.	The evidence indicates that the building leader offered a wide variety of intra-curricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.
The evidence indicates that the building leader provided little or no access for some students or groups of students and/or participation by only a small number of students.	The evidence indicates that the building leader has not established a process, or the process is complicated, for students to initiate the development of new activities/clubs.	The evidence indicated that the building leader developed a culture in the school such that many students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within some clubs/activities.	The evidence indicates that the building leader developed a culture of in school such that all students have the opportunity to initiate the development of new activities/clubs and hold positions of leadership within all clubs/activities.
The evidence indicates the school leader has not established a system for monitoring or evaluating the effectiveness of activities/ clubs or to make adjustments.	The evidence indicates the building leader maintained a weak or limited system to evaluate the effectiveness of activities/clubs and make adjustments as necessary. No evidence exists of a recent evaluation or that evaluation evidence was used to make adjustments.	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of activities/clubs and make adjustments as necessary, but no evidence exists of a relatively recent evaluation or that evaluation evidence was used to make adjustments.	The evidence indicates that the building leader maintained an appropriate system to evaluate the effectiveness of the activities/clubs and evidence exists that a recent evaluation has occurred and appropriate adjustments were made based on evaluation evidence.

2.3 Sources of Evidence for Implementing of a Variety of Student Activities

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Variety of intra- and extracurricular activities offered and how they were determined	<ul style="list-style-type: none"> Activity/club rosters with reflection included as to how they were determined Student and parent need assessment 	<ul style="list-style-type: none"> Rosters indicate that initial survey of all sub-groups are participating at some level in intra- and extracurricular activities offered. Collect information on how activities were chosen as an activity.
Process for the creation of an activity/club	<ul style="list-style-type: none"> Activity/club guidelines (Board/school policies) Samples of communication to stakeholders 	<ul style="list-style-type: none"> Guidelines indicate attention to legal guidelines and open access to all students Provide evidence of information given to stakeholders about the process of starting up a club Show that the school culture encourages students to start up a club
Who was involved in activities/club (for participants and sponsors: numbers by subgroups, cultural diversity, academic and developmental needs, etc.)	<ul style="list-style-type: none"> Demographics for activities and clubs along with total school demographics and/or under-represented groups Activity/Club rosters (Desegregation of sub groups/numbers of participants) Documentation that includes monitoring of and support for students to be eligible to participate in activities 	<ul style="list-style-type: none"> Clear plan specified to address individual student needs and academic levels Collect and show data on who is involved from all subgroups Evidence that indicates all students have access to activities
The activities evaluated and how the results were used	<ul style="list-style-type: none"> Annual reports (KSHSAA, BOE, etc.) Reflection describing annual revisions Summative assessment data Progress/Grade reports/disaggregated data analysis reports 	<ul style="list-style-type: none"> Clear plan specified for annual review Show evidence on how the activities are evaluated Indicate how the evaluation data is utilized Analysis of data to show evidence of the clubs effectiveness and revision based on student responses and data analysis

2.4 Providing Student Support Services: The building leader ensured that students have access and are supported with services that promote mental, physical, and emotional wellness for every student.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader was aware of few or none of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made minimal use of these services to meet the mental, physical, and emotional needs of the student population.	The evidence indicates that the building leader was aware of some of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and made limited use of these services to meet the mental, physical, and emotional needs of the student population.	The evidence indicates that the building leader was aware of many of the school and/or district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and consistently used these services to meet the mental, physical, and emotional needs of the student population.	The evidence indicates that the building leader was aware of a variety of school and district-provided student support personnel, resources and services (e.g. counselors, nurses, social workers, support groups, etc.) and maximized the use of these services to meet the mental, physical, and emotional needs of the student population.
The evidence indicates that the building leader had little or no knowledge of and made minimal use of external community-based, volunteer, and/or family services to provide enhanced support for individual students and families, some of whom have been identified through data collection and analysis.	The evidence indicates that the building leader had limited knowledge of, but only occasionally made use of external community-based, volunteer, and/or family services in order to provide enhanced support for individual students and families who have been identified through data collection and analysis.	The evidence indicates that the building leader had adequate knowledge of and sought additional external community-based, volunteer, and/or family services in order to provide enhanced support for individual students and families based on identified needs.	The evidence indicates that the building leader had comprehensive knowledge of external resources and when appropriate, sought external community-based, volunteer, and family services in order to provide enhanced support for individual students and families based on identified needs.
The evidence indicates that the building leader did not have a system, or an incomplete or ineffective system was in place, to evaluate the effectiveness of school, district, or external resources and services in meeting the needs of the students and families served.	The evidence indicates that the building leader maintained a limited or ambiguous system to evaluate the effectiveness of school, district, or external resources and services in meeting the needs of the students and families served.	The evidence indicates that the building leader maintained an appropriate evaluation system, but it was not consistently used to evaluate the effectiveness of school, district, or external resources and services in meeting the needs of the students and families served.	The evidence indicates that the building leader maintained a comprehensive system and it was consistently used to evaluate and provide feedback on the effectiveness of school, district, and external resources and services in meeting the needs of the students and families served.

Sources of Evidence for Providing Student Support Services

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Internal and external services and resources are available to students and families	<ul style="list-style-type: none"> • Listing of school/community services available for students and families • Samples of communication to stakeholders 	<ul style="list-style-type: none"> • Number and type provide evidence of knowledge of services listed demonstrate appropriate and resources available for all disaggregated student groups and how communicated to stakeholders
The established system and how system serves a variety of needs	<ul style="list-style-type: none"> • Stakeholder communication systems (how do they find about and/or access the services available) • School demographics report showing typically underserved populations and services available • Formative assessment data • Summative assessment data • Progress/Grade reports • Instructional monitoring tools 	<ul style="list-style-type: none"> • Sample communications indicate that a variety of media methods are being used and accessed by all stakeholder groups. • Survey results from stakeholder groups indicate that their needs are being addressed. • Review data and provide analysis of services and resources utilized by stakeholders. • Provide evidence that the needs of student population are monitored on an ongoing basis.
How the system was evaluated, updated and adjusted	<ul style="list-style-type: none"> • Annual reporting/revision system • Formative/Summative assessment data • Progress/Grade reports • Support services annual report regarding accessing of those services (numbers, disaggregated groups served, etc.) • Annual needs survey results • Collaboration agendas/minutes 	<ul style="list-style-type: none"> • Climate surveys indicate a high percentage of satisfaction with school services. • Overall academic success indicates that support services are being provided. • Show analysis of the system, the data and other feedback. • Provide evidence of changes or adjustments made based on data. • Provide evidence of how collaboration works within the system.

Construct 3: Developing Staff

Building leaders, as instructional leaders, understand the relationship between quality instruction and student learning. Therefore, they promote the success of every student by providing a culture of learning and development for all staff in the school. Building leaders supervise instruction in order to gather information about the strengths and weaknesses of staff and students. The building leader analyzes and uses this information to determine professional development needs and creates plans to address those needs. The professional development opportunities are varied and differentiated in order to develop the instructional and leadership capacity of staff.

Demonstration of the building leader's proficiency in developing staff is evidenced by:

- 1) Staff Evaluation
- 2) Professional Development
- 3) Distributed Leadership

Below is a description of each of the three components:

3.1 Staff Evaluation

The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional development needs, promoting teacher leadership, and making decisions. Evaluations included the use of a variety of techniques for collecting multiple sources of evidence throughout the year. The building leader followed established guidelines and timelines for the evaluations.

Key indicators: utilize multiple measures, analyze and use data from multiple measures to inform decisions, ensure process and systems are in place, adhere to legal requirements and regulatory guidelines.

3.2 Professional development

The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. The building leader used data to determine professional learning opportunities for the purpose of improving student growth, enhancing staff practice, and promoting teacher leadership. Effective professional learning came in many different forms (learning communities, coaching, mentoring, courses, workshops, job-embedded activities, collegial sharing, etc.), and differentiated to meet staff and student needs. The professional development plan is part of the school improvement plan and is aligned to district and state curriculum, instruction and assessments. The building leader evaluated the implementation and impact of professional development to determine what is working and what needs to be modified.

Key indicators: differentiated in topics and methodology, connected to identified needs of staff, teachers, and students, aligned with school and district improvement goals, provides time and support, evaluation of professional development.

3.3 Distributed Leadership

The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision making and serve in leadership roles according to their areas of expertise.

Key indicators: develop capacity for distributed leadership and promote shared instructional and leadership opportunities for staff.

3.1 Staff Evaluation: The building leader evaluated teachers and other staff members for the purpose of improving student growth, identifying professional development needs, promoting teacher leadership and making decisions. Evaluations were based on the use of a variety of techniques to collect multiple sources of evidence throughout the year. The building leader followed established guidelines for the evaluations.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation. Staff were not participants in their own evaluation, and received little or no constructive feedback.	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with some staff understanding the evaluation process, participating in their own evaluation, and receiving feedback.	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with most staff understanding the evaluation process, participating in their own evaluation and receiving feedback.	The evidence indicates that the building leader implemented and met legal requirements and regulatory guidelines for staff evaluation, with all staff understanding the evaluation process, participating in their own evaluation and receiving substantial, ongoing feedback.
The evidence indicates that the building leader utilized little or no data to inform decisions about improving staff effectiveness and leadership for student growth.	The evidence indicates that the building leader utilized limited data to inform decisions about improving staff effectiveness and leadership for student growth.	The evidence indicates that the building leader utilized appropriate analysis of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.	The evidence indicates that the building leader utilized comprehensive analysis and use of multiple sources of data to inform decisions about improving staff effectiveness and leadership for student growth.

Sources of Evidence for Evaluation of Staff

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Collected data to measure staff performance	<ul style="list-style-type: none"> • Evaluation schedule that documents adherence to legal requirements and regulatory guidelines • Utilization of teacher evaluation tool. • Examples of staff communications about the evaluation process • Teacher evaluation artifacts – classroom observation notes, walkthrough notes, collaboration minutes, staff meeting notes, staff and personal professional development plans, lesson plans, staff goals • Student achievement results (formative and summative) • Mentor records and beginning teacher feedback • Teacher self-assessment 	<ul style="list-style-type: none"> • There is evidence of consistent use of the district evaluation tool • Communication documentation indicates that all staff members are informed of instruments used in the processes and expectations in the collection of data • Explain the differentiation in the use of instruments per the licensed staff job position
Analyzed and used data to inform decisions	<ul style="list-style-type: none"> • Artifacts that show collaboration with individual staff, i.e., meeting minutes, written goals and objectives, walk through teacher notes. • Response to student achievement data, i.e., lesson plans, collaboration minutes, implementation of data analysis tool, consistent use of fluid student groupings, evidence of differentiation 	<ul style="list-style-type: none"> • Articulate how adjustments are made based on data analysis • Multiple sources of data are utilized to base decisions • Evidence that staff input is sought • Clear plan described as to ways analysis was shared and adjustments made for the next year's process • Articulate how staff participate in evaluation process and receive ongoing feedback
Implemented processes and systems	<ul style="list-style-type: none"> • Evaluation schedule that documents adherence to legal requirements and regulatory guidelines • Evidence of faculty notification of the process and access to forms • Walkthrough supervision schedules • Classroom observation schedule • Documentation of mentoring and induction programs regarding evaluation processes • Mentor records and beginning teacher feedback • Building collaboration schedules 	<ul style="list-style-type: none"> • Clear plan described showing notification of all staff members regarding evaluation process. • Provide evidence that outlines district policy and legal guidelines • Clear plan described for implementation of these processes (scheduling, assignment of duties, timelines, etc.) • Clear plan described for informing new staff of the evaluation process and expectations
Adhered to legal requirements and regulatory guidelines	<ul style="list-style-type: none"> • Documentation of adherence to the district evaluation process and schedules • Dated evaluations • Evaluation schedule that documents adherence to legal requirements and regulatory guidelines • Accurate written descriptions of teacher performance that includes both strengths and areas for growth. 	<ul style="list-style-type: none"> • Plan adheres to all legal requirements • Evidence indicates that administration has adhered to legal requirements and regulatory guidelines

3.2 Professional Learning: The building leader promoted a culture of learning and collaboration by providing opportunities for staff to acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students. Professional development was determined by data and is aligned with school/district improvement goals. Effective professional learning was in many different forms, differentiated to meet identified needs and promoting teacher leadership.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader utilized little or no data to determine areas of improvement and professional learning needs.	The evidence indicates that the building leader utilized data from a few sources to identify areas of improvement and to determine professional learning needs.	The evidence indicates that the building leader utilized data from a variety of sources to identify areas of improvement and to determine professional learning needs.	The evidence indicates that the building leader utilized data from a variety of sources and routinely analyzes that data to identify areas of improvement and to determine professional learning needs.
The evidence indicates that the building leader designed professional development to meet legal requirements and regulatory guidelines only.	The evidence indicates that the building leader occasionally designed professional development that was differentiated and loosely matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader regularly designed professional development that was differentiated and adequately matches the adult learning preferences and needs of the staff and school.	The evidence indicates that the building leader systematically designed professional development that was research-based, differentiated and matches the adult learning preferences and needs of the staff and school.
The evidence indicates that the building leader designed professional development that was poorly aligned and implemented with the school improvement plan, and was rarely focused on student learning.	The evidence indicates that the building leader coached only some of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.	The evidence indicates that the building leader coached most of the staff to participate in differentiated learning opportunities that addressed career stages and individual needs.	The evidence indicates that the building leader actively coached to participate in differentiated learning opportunities that addressed career stages and individual needs.
The evidence indicates that the building leader involved little or no staff in the decisions about professional learning, including leading it.	The evidence indicates that the building leader involved staff in limited engagement in selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning. Limited time was provided and protected for staff collaboration and professional development.	The evidence indicates that the building leader appropriately engaged staff in selecting and/or designing professional learning opportunities, and staff were regularly involved with delivering professional learning. Adequate time was provided and protected for staff collaboration and professional development.	The evidence indicates that the building leader actively engaged staff in selecting and designing professional learning opportunities, and staff are frequently involved with delivering professional learning. Extensive time was provided and protected for staff collaboration and professional development.
The evidence indicates that the building leader and staff practiced minimal evaluation of the professional learning. If evaluation did happen, it was about the delivery of the professional development, implementation, not about the impact.	The evidence indicates that the building leader and staff practiced limited evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Few modifications to the professional learning were made based on the evaluation.	The evidence indicates that the building leaders and staff practiced regular evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. The evaluation was limited when it came to studying the impact. Some appropriate modifications to the professional learning were made based on the evaluation.	The evidence indicates that the building leader and staff practiced continuous and extensive evaluation of the implementation and impact of professional learning based on change in staff practices and student growth using a variety of data sources. Appropriate and meaningful modifications to professional learning were made based on the evaluation.

Sources of Evidence for Professional Development

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Analyzed and used data to determine differentiate topics and methodology connected to identified needs of staff, teachers, and students	<ul style="list-style-type: none"> • A needs assessment survey’s results around professional development • Building or district climate surveys • Student achievement and testing data to evaluate instructional needs 	<ul style="list-style-type: none"> • Clear plan specified for gathering data • Provide evidence from surveys’ • All relevant stakeholders are represented in the data • Analysis that directed topic choice to meet needs of multiple groups • Provide information on how student performance data relates to the design of the professional development plan
Aligned professional learning with school and district improvement goals	<ul style="list-style-type: none"> • Research-based Professional Development Plan 	<ul style="list-style-type: none"> • Plan demonstrates clear alignment with school and district improvement goals
Provided time and support and engaged staff in selecting topics for professional development	<ul style="list-style-type: none"> • Professional development plans based on individual staff needs • Professional development agendas, objectives, handouts, minutes, attendance rosters, sign-in sheets • Professional development calendar, design and implementation 	<ul style="list-style-type: none"> • Documentation specifies allotment of appropriate time for completion • Provide evidence that staff is highly involved in selection, design and delivery of professional development activities • Indicate how time and support were provided for collaboration among staff
Evaluated and adjusted professional development	<ul style="list-style-type: none"> • IDP, Professional development agendas, objectives, handouts, minutes • Documentation of analysis—what was accessed by whom of professional development results • Revised School Improvement Plan • Implementation rubrics (pre and post teacher surveys) 	<ul style="list-style-type: none"> • Due to participation in select PD activities, teachers showed growth on their implementation rubrics • Student performance data indicates improvement in targeted areas • Provide documentation on continuous evaluation of professional learning and impact on student performance/learning using multiple data sources • Provide evidence of changes to professional development based on data analysis provided and appropriate revisions made to address needs

3.3 Distributed Leadership: The building leader established and sustained a culture of distributed leadership within the school, district and community. The building leader developed the capacity for distributed leadership as part of the process of shared governance. The building leader modeled distributed leadership and expected staff to take an active role in decision making and serving in leadership roles according to their areas of expertise.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader made minimal attempts to establish a culture of distributed leadership within the school, district and community. There was little or no evidence of capacity building related to distributed leadership.	The evidence indicates that the building leader began to establish a culture of distributed leadership within the school, district and community or was sustaining the established culture with mixed results. Capacity building related to distributed leadership was limited to only a few staff and stakeholders.	The evidence indicates that the building leader established a culture of distributed leadership within the school, district and community. Appropriate capacity building related to distributed leadership was established. Leaders routinely provided opportunities for shared leadership with staff and other stakeholders.	The evidence indicates that the building leader established and sustained a culture of distributed leadership within the school, district and community. Extensive capacity building related to distributed leadership was established. There were consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.
The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities, or the team did not have a role in decision-making that will bring about improvements.	The evidence indicates that the building leader had a leadership team in place, but the members and leaders needed clarification regarding focus, roles, and responsibilities.	The evidence indicates that the building leader had a leadership team in place, and the members and leaders understood the focus, roles, and responsibilities.	The evidence indicates that the building leader had an effective leadership team in place, and was viewed as the engine for continuous improvement by staff, leaders, and external stakeholders.
The evidence indicates that the building leader had minimal expectations for staff to take a role in decision making and serve in leadership roles.	The evidence indicates that the building leader had limited expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise. Leaders provided only initial opportunities for staff to have input into decision making and rarely coach others in the process of shared governance.	The evidence indicates that the building leader had expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise, but may have had uneven results. Leaders coached others in the process of shared governance.	The evidence indicates that the building leader had expectations for all staff to take an active role in decision making and serve in leadership roles according to their areas of expertise. Leaders effectively coached others in the process of shared governance.
The evidence indicates that the building leader rarely gave staff members a role in school/district initiatives.	The evidence indicates that the building leader periodically gave staff members a leadership role in school/district initiatives.	The evidence indicates that the building leader regularly gave staff members the opportunity to lead school/district initiatives.	The evidence indicates that the building leader consistently gave and encouraged staff members to take opportunities to lead school/district initiatives.
The evidence indicates that the building leader did not reflect on distributed leadership and decision making processes. Consequently, adjustments were not based on reflective behavior and data.	The evidence indicates that the building leader occasionally reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.	The evidence indicates that the building leader regularly reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.	The evidence indicates that the building leader comprehensively reflected on the processes and the effectiveness of distributed leadership, and made necessary adjustments.

Sources of Evidence for Distributed Leadership

What You Want to Demonstrate	Possible Evidence	Performance Considerations
Developed capacity for distributed leadership	<ul style="list-style-type: none"> • Examples of distributed leadership activities and opportunities for staff • Agendas, minutes of staff, community, and site councils • Staff addendums for supplemental teacher-leader roles 	<ul style="list-style-type: none"> • Clear plan to enhance overall building leadership capacity • Review data/feedback from surveys concerning opportunities for staff involvement and shared leadership • Provide evidence of a culture that encourages and sustains shared leadership throughout the learning community
Provided instructional leadership opportunities	<ul style="list-style-type: none"> • Examples of shared leadership roles throughout the organization • Master schedule documenting individual and collaborative planning • Staff surveys 	<ul style="list-style-type: none"> • Document opportunities for shared leadership at all staff levels • Provide time for staff to engage in leadership activities • Analyze data from surveys and shared leadership activities to evaluate effectiveness and make changes based on analysis and reflection

Construct 4: Making the Organization Work

Building leaders, as instructional leaders, create a positive organizational culture for learning and teaching. They ensure teacher and organization time is focused to support quality instruction and student learning. They have high expectations for all, promote professional and ethical behavior, and ensure that individual student needs inform all aspects of schooling. Building leaders promote the success of every student and staff by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. They make decisions about resources that are supportive of the vision of learning. They obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources. They promote and protect the welfare and safety of students and staff. They create and sustain a collaborative environment with students, staff, and the community. They promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. They build and sustain partnerships with families and community partners.

Demonstration of the building leader's proficiency in making the organization work is evidenced by:

- 1) Creation of a positive culture for learning and teaching
- 2) Management of the organization, operation, and resources
- 3) Collaborative environment with staff and community members

Below is a description of each of the three components:

4.1 Positive Organizational Culture

The building leader evaluated data regarding beliefs, processes and structures in the school that support or impede rigor in teaching and learning. The building leader used the results of the analysis of data to inform the school improvement plan and implements processes and structures that support a positive culture of high expectation for all students and adults. The building leader engaged participants (staff, students, parents, and other stakeholders) in collaborative work to establish and sustain the positive culture.

Key indicators: analyze and use data from multiple measures to inform plans, ensure process and systems are in place, promote collaboration to achieve goals.

4.2 Management of the Organization, Operation and Resources

The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

Key indicators: make decisions about procedures and resources, monitors organizational processes, meets established regulations.

4.3 Collaborative Environment

The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. There was a response to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources. Plans were developed and implemented to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. The building leader monitored the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

Key indicators: collect and analyze data and information about the school community, implement plan to improve collaboration, monitor implementation of the plan.

4.1 Positive Organizational Culture: The building leader evaluated data regarding beliefs, processes and structures in the school that support or impede rigor in teaching and learning. The building leader used the results of the analysis of data to inform the school improvement plan and implemented processes and structures that support a positive culture of high expectation for all students and adults. The building leader engaged participants (staff, students, parents, and other stakeholders) in collaborative work to establish and sustain the positive culture.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader rarely analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.	The evidence indicates that the building leader occasionally analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.	The evidence indicates that the building leader regularly analyzed, interpreted and utilized multiple sources of data that were varied to make decisions that positively impact the school culture for learning.	The evidence indicates that the building leader comprehensively analyzed, interpreted and uses multiple sources of data that were varied to make decisions that positively impact the school culture for learning.
The evidence indicates that the building leader rarely planned and implemented processes and procedures that created a culture in which few stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.	The evidence indicates that the building leader occasionally planned and implemented processes and procedures that created a culture in which some stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.	The evidence indicates that the building leader regularly planned and implemented processes and procedures that created a culture in which many stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.	The evidence indicates that the building leader systematically planned and implemented processes and procedures that created a culture in which multiple stakeholders take responsibility for and share in the planning, shaping and implementation of an effective instructional program.
The culture for teaching and learning did not demonstrate sensitivity to, and was not inclusive of, the diversity among the school population, and reflected high expectations for only a few of its members.	The culture for teaching and learning was somewhat sensitive and inclusive of the diversity among the school population, and reflected high expectations for some of its members.	The culture for teaching and learning was largely sensitive to and inclusive of the diversity among the school population, and reflected high expectations for most of its members.	The culture for teaching and learning was sensitive to and inclusive of the diversity among the school population, and reflected high expectations for all its members.

Sources of Evidence for Positive Organization Culture

What You Want to Demonstrate	Possible Evidence	Performance Considerations
<p>High expectations for all</p> <p>What measures were used to collect and analyze data on school and community culture for learning</p> <p>High expectations for professional behavior, ethical behavior and equity for all</p>	<ul style="list-style-type: none"> • Documentation of standards for performance • School Climate Surveys • Staff Turnover and Retention Data • Community and Site Council Surveys • Formative assessment data • Summative assessment data agendas • Parent volunteer records • Community partnership data • Log of interagency interaction • Character education program 	<ul style="list-style-type: none"> • Clear documentation of high expectations for all (mission, etc.) • Demonstrates ethical behavior in all actions • Collect and analyze data on all surveys • Collect and analyze data on all assessments • Collect and analyze data on staff turnover and retention • Use of analysis of data for decision-making and feedback to appropriate stakeholders • Agendas should demonstrate support and discussion of teaching and learning, data-based decision-making, addressing the school improvement plan, and engaging stakeholders • Parent volunteer list and recognition ceremony includes representation from all sub-groups • Provides evidence of collaboration with higher ed and other business/community organizations • Provides evidence of character education activities and any related data
<p>How were the plans and implementation of processes put in place for shared responsibility of learning culture promotes collaboration</p>	<ul style="list-style-type: none"> • Community/school demographics • School Climate Surveys • Staff turnover and retention Data • Community and Site Council Surveys • Formative assessment data • Summative assessment data • Agendas and minutes of meetings and documents • MTSS documentation and structure and tiered instruction documents • Celebrations 	<ul style="list-style-type: none"> • Clear plan to provide teaching and learning opportunities for all stakeholder groups (purposeful community) • Items should demonstrate involvement of multiple stakeholder groups • Collect, analyze and discuss data for the purpose of driving instruction for the culture of learning • Provide evidence of effective implementation of the MTSS process and student performance data • Provide evidence of positive, supportive,

Evidence of engagement by a large percentage of the school population

What processes and plans are in place for establishing a culture inclusive of diversity of school/community population

- Data to indicate participation in school events
- School vision, mission and goals
- School Climate, Community and Site
- Council Surveys
- Events focused on community input and collaboration
- Meeting minutes
- Differentiation in lesson plans
- Newsletters, websites, media releases, etc.
- Clear plan specified that demonstrates community participation and/or plans to address any under-represented groups.
- Provides evidence that demonstrates differentiation of instruction.
- Provides evidence of collecting, analyzing and discussing data.
- Provides evidence of outreach to multiple stakeholder sub-groups.

4.2 Management of the Organization, Operation and Resources: The building leader ensured management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The building leader obtained, allocated, aligned and efficiently utilized human, fiscal, and technological resources to meet the district and school goals. The building leader followed established guidelines and timelines for all of the elements required by federal, state, and district regulations. The building leader monitored and evaluated the management and operational systems to determine what is working and what needs to be modified.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and rarely aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and occasionally aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and regularly aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.	The evidence indicates that the building leader was aware of a variety of school, district and external resources (human, fiscal, and technological) and systematically aligned those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.
The evidence indicates that the building leader rarely developed, implemented and modified school budgets that rarely aligned with school and district priorities.	The evidence indicates that the building leader occasionally developed, implemented and modified school budgets that were somewhat aligned with school and district priorities.	The evidence indicates that the school leader regularly developed, implemented and modified school budgets that were usually aligned with school and district priorities.	The evidence indicates that the school leader systematically developed, implemented and modified school budgets that were aligned with school and district priorities.
The evidence indicates that the building leader rarely created and monitored routines, processes and procedures and rarely collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	The evidence indicates that the building leader occasionally created and monitored routines, processes and procedures and periodically collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	The evidence indicates that the building leader regularly created and monitored routines, processes and procedures and regularly collected and analyzed data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.	The evidence indicates that the building leader systematically created and monitored routines, processes and procedures and regularly collected and analyzed a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.
The evidence indicates that the building leader had little or no knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.	The evidence indicates that the building leader had limited knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.	The evidence indicates that the building leader had adequate knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.	The evidence indicates that the building leader had an extensive knowledge of guidelines and timelines required by federal, state and district mandates and always met those requirements.

4.2 Sources of Evidence for Management of the Organization, Operation and Resources

What You Want to Demonstrate	Possible Evidence	Performance Considerations
<p>Tech plan that reflects attention to 21st century skills</p> <p>What procedures, plans and resources are in place to ensure a safe, efficient, and effective learning environment</p>	<ul style="list-style-type: none"> • Tech plan • Building schedule related to usage of tech resources, training • Law, fire, health services 	<ul style="list-style-type: none"> • Plan clearly indicates usage of cutting edge technology, staff training, student use • Provides evidence of technology access for sub-groups • Data indicates maximum usage of technology • Provides evidence of alignment of technology and learning standards to district and state standards • Provides evidence of sharing knowledge and access to law, fire and health services for all stakeholders
<p>How were human capital, fiscal and technological resources used to meet district & school goals</p>	<ul style="list-style-type: none"> • Budget expenditures • Fiscal plan • HR documentation • Technology usage documentation (training, attendance, differentiation) 	<ul style="list-style-type: none"> • Provides evidence that personnel provide all learning services needed for equity within sub-groups • Provides evidence that all fiscal resources are adequate to achieve school improvement plan goals • Provides evidence of equitable distribution of technology resources
<p>Efficient, effective allocation of all resources to address instructional needs</p> <p>What is the compliance process and how is it followed for legal regulations</p> <p>Follows established guidelines (federal, state, district regulations) related to safety</p>	<ul style="list-style-type: none"> • Reflection of ways resources were accessed and used to improve instruction and student performance • Fire and tornado logs • Handbooks • BOE agendas • Crisis plan 	<ul style="list-style-type: none"> • Reflection describes strategic use of resources to attain maximum use of resources available • Documentation of adherence to all regs
<p>How management of organization is evaluated for effectiveness and modifications</p> <p>Organizational processes</p>	<ul style="list-style-type: none"> • Student and staff handbooks • Course handbooks • Building work orders, maintenance records • PBR, EOYA, KIDS, Kan-DIS records • Safety reports • School Climate/Building Management surveys • Daily schedules 	<ul style="list-style-type: none"> • Provides evidence of meeting all compliance issues • Provides evidence of the systems used to accomplish goals • Provides evidence of ongoing maintenance of physical plant and environment • Provides evidence of mid-cycle review and/or modification as needed

4.3 Collaborative Environment: The building leader established and sustained a culture of collaboration with staff and community members to achieve school and district goals. The building leader responded to diverse community interests and needs and mobilization of community resources. The building leader collected and analyzed data and information pertinent to the educational environment in order to promote understanding, appreciation, and use of the community’s diverse cultural, social and intellectual resources. The building leader developed and implemented plans to improve the collaborative environment. The building leader built and sustained relationships with the staff, students, families and community partners. The building leader monitored the relationships and level of collaboration in order to make adjustments to better serve the school and school community.

Ineffective	Developing	Effective	Highly Effective
The evidence indicates that the building leader rarely collected and analyzed data that was varied and from multiple sources in order to gain minimal knowledge of the diverse school community, its needs and resources.	The evidence indicates that the building leader occasionally collected and analyzed data that was varied and from multiple sources in order to gain basic knowledge of the diverse school community, its needs and resources.	The evidence indicates that the building leader regularly collected and analyzed data that was varied and from multiple sources in order to gain adequate knowledge of the diverse school community, its needs and resources.	The evidence indicates that the building leader systematically collected and analyzed data that was varied and from multiple sources in order to gain extensive knowledge of the diverse school community, its needs and resources.
The building leader developed and implemented minimal plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school’s vision.	The building leader developed and implemented limited or basic plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to communicate and implement the school’s vision.	The building leader developed and implemented adequate plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more regularly communicate and implement the school’s vision.	The building leader developed and implemented comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families and community partners) in order to more extensively communicate and implement the school’s vision.
The evidence indicates that the building leader initiated and responded to few opportunities for school community collaborations and partnerships.	The evidence indicates that the building leader initiated and responded to some opportunities for school community collaborations and partnerships.	The evidence indicates that the school leader initiated and responded to many opportunities for school community collaborations and partnerships..	The evidence indicates that the building leader initiated and responded to multiple and varied opportunities for school community collaborations and partnerships.
Few systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	Some systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.	Adequate systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals	Comprehensive systems and procedures were put in place for monitoring, evaluating and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.

4.3 Sources of Evidence for Collaborative Environment

What You Want to Demonstrate	Possible Evidence	Performance Considerations
<p>Overall community involvement</p> <p>How information and data was collected and analyzed about school community</p>	<ul style="list-style-type: none"> • PTA/PTO involvement/activities • Community involvement/activities • Interest, Career, Culture and/or Wellness Fairs • Community and Site Council surveys • Newsletters, website 	<ul style="list-style-type: none"> • Clear plan specified to draw community members into the school with a variety of activities • Clear plan specified to involve school members (staff and students) in the community (service learning, etc.) • Provides evidence of multi-lingual documents (for school and community communications)
<p>How was the plan to improve collaboration implemented</p>	<ul style="list-style-type: none"> • Communication documents for the collaboration plan • Engaging community in implementation of the plan • Community and Site Council surveys 	<ul style="list-style-type: none"> • Provides documentation of community engagement in collaboration plans
<p>How was the plan monitored and implemented</p>	<ul style="list-style-type: none"> • Community and Site Council surveys (longitudinal, ongoing for comparisons) • Reflection of staff and community related to collaboration plan 	<ul style="list-style-type: none"> • Provides evidence of ongoing analysis and modification of the collaboration plan based on needs and goals • Provides evidence of knowledge and usage of community resources over time • Logs of student/family referrals to community agencies • Collect and analyze reflections for use in modifications of the plan