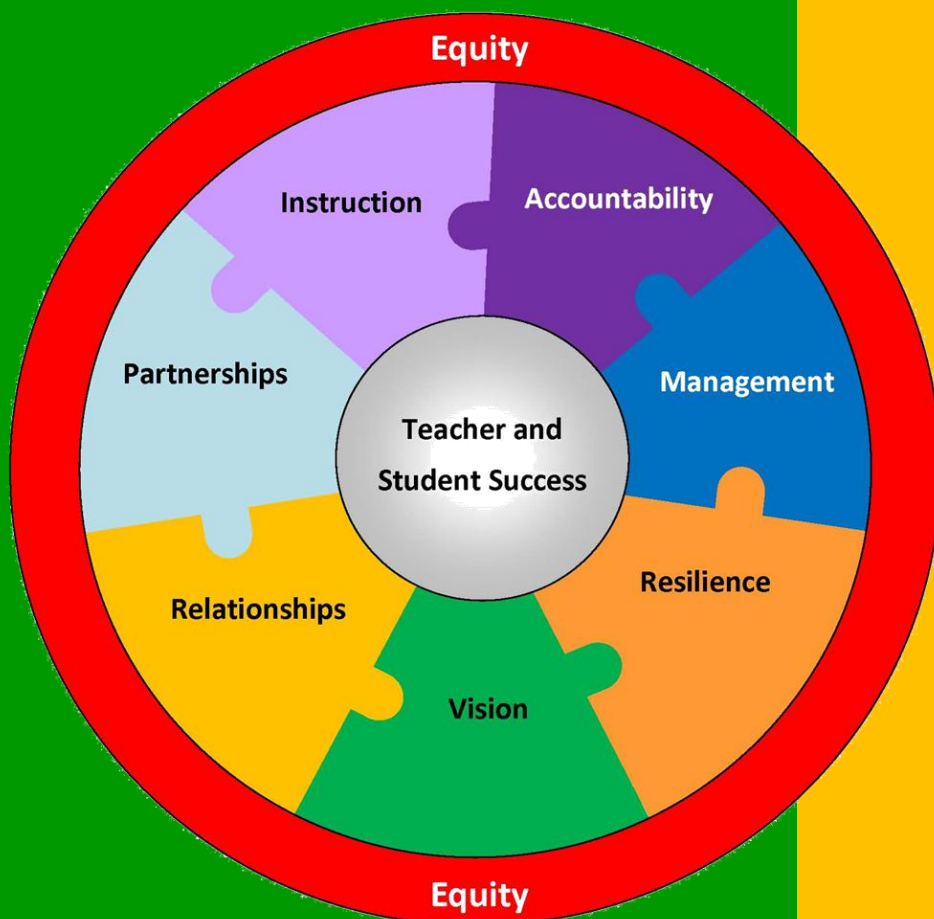


LEADERSHIP GROWTH AND DEVELOPMENT SYSTEM



2014-15
Leadership
Dimensions
and Focus
Leadership
Practices

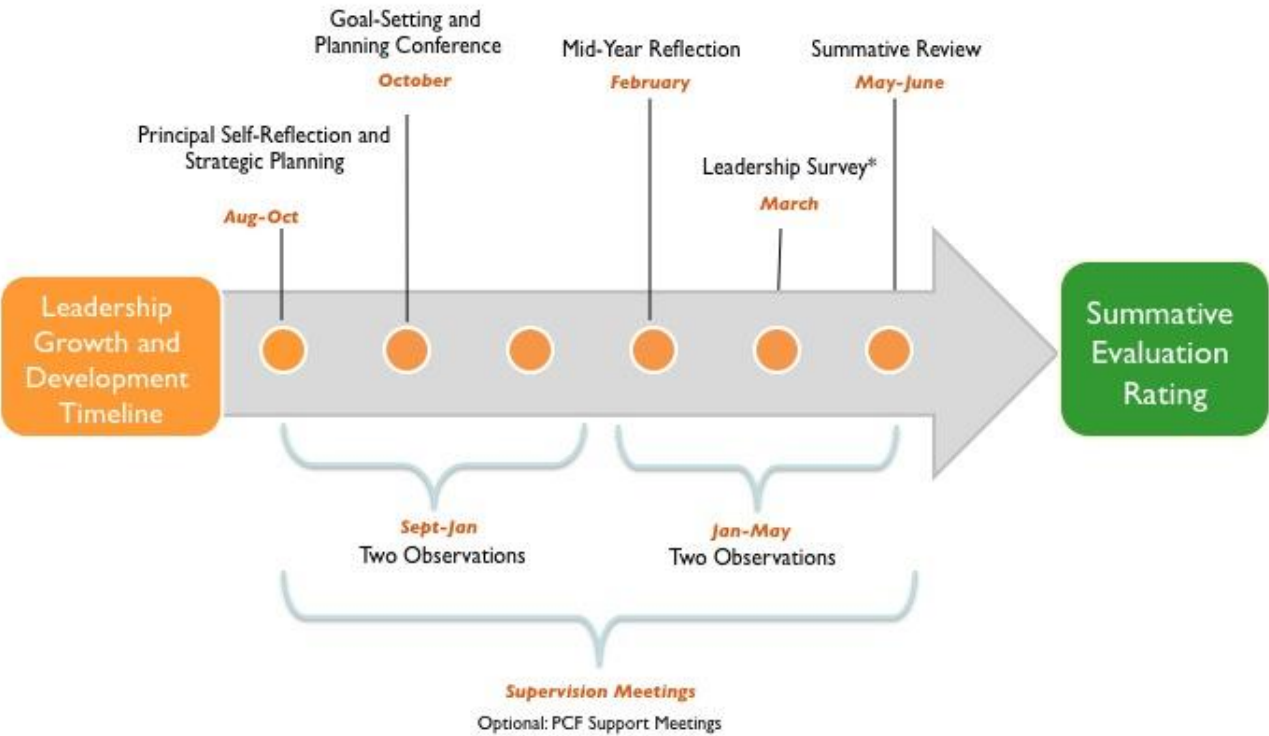


OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students



The LGDS Evaluation Timeline



*Additional Fall Implementation of Leadership Survey is Optional

Leadership Growth and Development System Evaluation Overview

For 2014-2015, we are implementing a district wide pilot of the Leadership Growth and Development System, based on the work of the Leadership Task Force over the past 4 years. This district wide pilot will allow all school communities to pilot meaningful changes to our current principal evaluation process to learn how we can improve our ability to provide principals continuous growth and feedback. The pilot process will focus on supporting leaders' professional growth and leadership practices and helping leaders develop skills to identify evidence that can be used to transparently measure effectiveness. The pilot will not be utilized as the official performance evaluation for participating principals. Additional support may be recommended based on the pilot evaluation results, but no adverse employment action shall result for permanent unit members solely based on their participation in the pilot.



Evaluation Component	Description
Asset-Based Cycle of Inquiry and Goal Development	- Based on Oakland Leadership Dimensions and informed by leader's assets - Two goals and action plan set collaboratively with evaluator after review of multiple quantitative data sources and qualitative evidence of leadership practice - Specific data and evidence to demonstrate growth is identified in the process - Support plans are articulated to clarify opportunities for reflection and growth - Mid year conference provides an opportunity to revise goals and support plan
Leadership Practices	- Based on the prioritized key Indicators of Practice - Multiple sources of evidence are collected throughout the year, including artifacts, observation logs and school outcome data - Mid year conference provides initial feedback on performance - Data analysis and self-assessment are on-going throughout the process



Leadership Growth and Development System 2014-2015 Pilot Documents

This pamphlet contains the 2 key documents for the pilot. All of these Documents plus additional resources are in the OUSD Google folder [Leadership Growth and Development System 2014-2015](#).

Section 1: Leadership Dimensions Document Page 3

Oakland principals participating in the Leadership Task Force (LTF) over four years (2010-2014) used evidence-based observations and analysis of multiple leaders and research regarding effective leadership to collectively determine eight leadership dimensions of practice of effective Oakland school leaders. These dimensions provide broad and aspirational goals for enacting the district vision. Dimensions 1 through 4 (Equity, Vision, Relationships, and Resilience) are necessary foundations for the more visible Dimensions 5 through 8 (Management, Partnership, Instruction and Accountability). The Dimensions each contain three Elements that are broken down into Indicators of Practice. Indicator Actions further describe leadership actions and strategies for principals to deepen practice in that dimension. This Dimension Document is used in the Asset Cycle of Inquiry to determine two Professional Growth Goals.

The Dimension Document is designed to reflect developmental levels of leadership from novice to exemplary. It is not necessary to be proficient or exemplary in every indicator of practice in each Dimension to be an exemplary leader. Rather, it is essential to focus on particular parts of practice depending on a school's current context, a leader's current assets and resources.

Section 2: Focus Leadership Practices Rubric and Evidence Alignment Page 35

While the Dimension Document represents the broad and aspirational understanding of leadership in Oakland, this rubric focuses on the ten indicators of practice from the Dimension Document that all leaders need to be effective in Oakland, as determined by the Leadership Task Force members. The rubric specifies the actions associated with each Indicator and then describes four levels of performance. The rubric is a tool to provide an overall assessment by making explicit and specific the behaviors and actions present at each level of performance. It should be used to foster constructive feedback and dialogue about those expectations and how to improve practice and is intended to prompt careful analysis and discussion.

Evaluating a principal's level of proficiency within the OUSD Focus Leadership Practices Rubric is half of the evaluation that is required for every principal. Principals will provide qualitative and quantitative evidence of these leadership practices in BloomBoard. The goal is that a leader's evaluation ratings are based on multiple measures. The same artifact may be analyzed for evidence for more than one indicator; however it is important to use different types of evidence (observation, survey, artifacts, school data) to have a holistic perspective a principal performance. The Professional Growth Goals can be based on these ten indicators of practice, but are not limited to this document and may come from other domains of the Leadership Dimension Document.

OAKLAND UNIFIED SCHOOL DISTRICT LEADERSHIP DIMENSIONS DOCUMENT

*Organization of Dimension Document: Each **dimension** includes **three elements**. Under each element, there are **indicators of practice**. Each indicator of practice has several bullets or **indicator actions**. As each element reads “across”, an asset cycle of inquiry is implied in:*

(.1) Developing Leader Capacity: inventory and diagnosis of current practice,

(.2) Cultivating School Level Capacity: collaborative actions and evidence that will be analyzed to address that element, and

(.3) Ensuring Collective Responsibility and Accountability: collaborative monitoring and assessment of effectiveness of actions.

These Dimensions provide broad and aspirational goals for enacting district leadership. All Dimensions are interconnected. The Dimension document is meant to be a guide, rather than a rulebook; site leaders should use their current set of assets, school goals, and specific context to set leadership goals in the Dimensions that will best move their work forward.

Resources for each Dimension are available in the OUSD Google shared drive folder “Leadership Growth and Development System 2014-15”.

Oakland Unified School District Leadership Task Force Acknowledgements

We thank first and foremost the principals and assistant principals of the Leadership Task Force 2010-2014, which included 37 principals and 2 assistant principals. In Year One, 10 additional administrators served in an advisory capacity. The input of administrators has been a fundamental and vital support in developing the professional learning processes and the rubric. The UAOS leadership, multiple district administrators, and university and organizational partners had critical roles. As in all change efforts, the diverse input, critical friend feedback, and ongoing commitment contributes to a stronger product.

Leadership Task Force Participants (* served 2 years, ** served 3 years, ***served all 4 years, + served on Task Force Lead or Core Team)

▣ **Sondra Aguilera**, Principal, Esperanza*+ ▣ **Matin Abdel-Qwai**, Oakland HS ▣ **Zarina Ahmad**, Piedmont Ave. ES**+ ▣ **Sheilagh Andujar**, Oakland Technical HS*+ ▣ **Darren Avent**, Kaiser ES *▣ **Nancy Bloom**, Montclair ES ▣ **Fulton Brinkley**, Ralph Bunche Alternative HS ▣ **Elia Bustamante**, United for Success Academy ▣ **Katherine Carter**, Manzanita Seed*+ ▣ **Moyra Contreras**, Melrose Leadership Academy ***+▣ **Leroy Gaines**- Acorn Woodland ES**+ ▣ **Carin Geathers**, Burkhalter ES* *+ ▣ **Robin Glover** , Dewey HS ▣**Jerome Gourdine**, Frick MS*+ ▣**Monica Guzman**, International Community +▣ **Michael Hatcher**, AP Alliance Academy ▣ **Tom Hughes**, Bret Harte MS, ▣ **Kathrene Hatzke**, Emerson ES ▣ **Carol Johnson**, East Oakland Pride* ▣ **Edith Jordan**, AP Roosevelt ▣**Cheryl Lana**, Alliance Academy+ ▣ **LaResha Martin**, Hoover ES + ▣**Jonathan Mayer** Chabot ES * ▣ **John Melvin**, Lincoln ES** ▣ **Monica Moreno-Bowie**, CUES* ▣ **Sam Pasarow**, Edna Brewer MS ▣ **Clara Roberts**, Burckhalter ES ▣ **Alicia Romero**, Oakland HS *+▣ **Paulette Smith**, Joaquin Miller ▣ **Ron Smith**, West Oakland MS *▣ **Eyana Spencer** Manzanita Community ▣ **Mel Stenger**, Thornhill ES* ▣ **Brandee Stewart**, Grass Valley ES ▣ **Sara Stone**, Redwood Heights ES *+▣ **Nima Tahai**, Garfield ES ▣ **Kevin Taylor**, McClymonds HS* ▣ **Natalie Tovani-Walchuk**, Glenview ES**+ ▣

Year One Advisory Administrators: **Leo Fuchs**, Learning without Limits,, **Karen Haynes**, Lafayette ES: **Carolyn Howard**, Howard ES: **Beverly Jarrett**, Far West High School; **Misha Karigaca** Westlake Middle School; **Russom Mesfun**, Montara MS; **Carmelita Reyes**, Oakland International HS, **Laura Robell**, Elmhurst Prep; **Ben Schmookler**, AP Oakland HS; **Charles Wilson**, Korematsu Discovery Academy

UAOS Leadership: Wendi Caporicci*, Joanna Lougin, Lauran Waters-Cherry

Teachers: Cheryl Ousley, Jane Klein, Lisa Oler

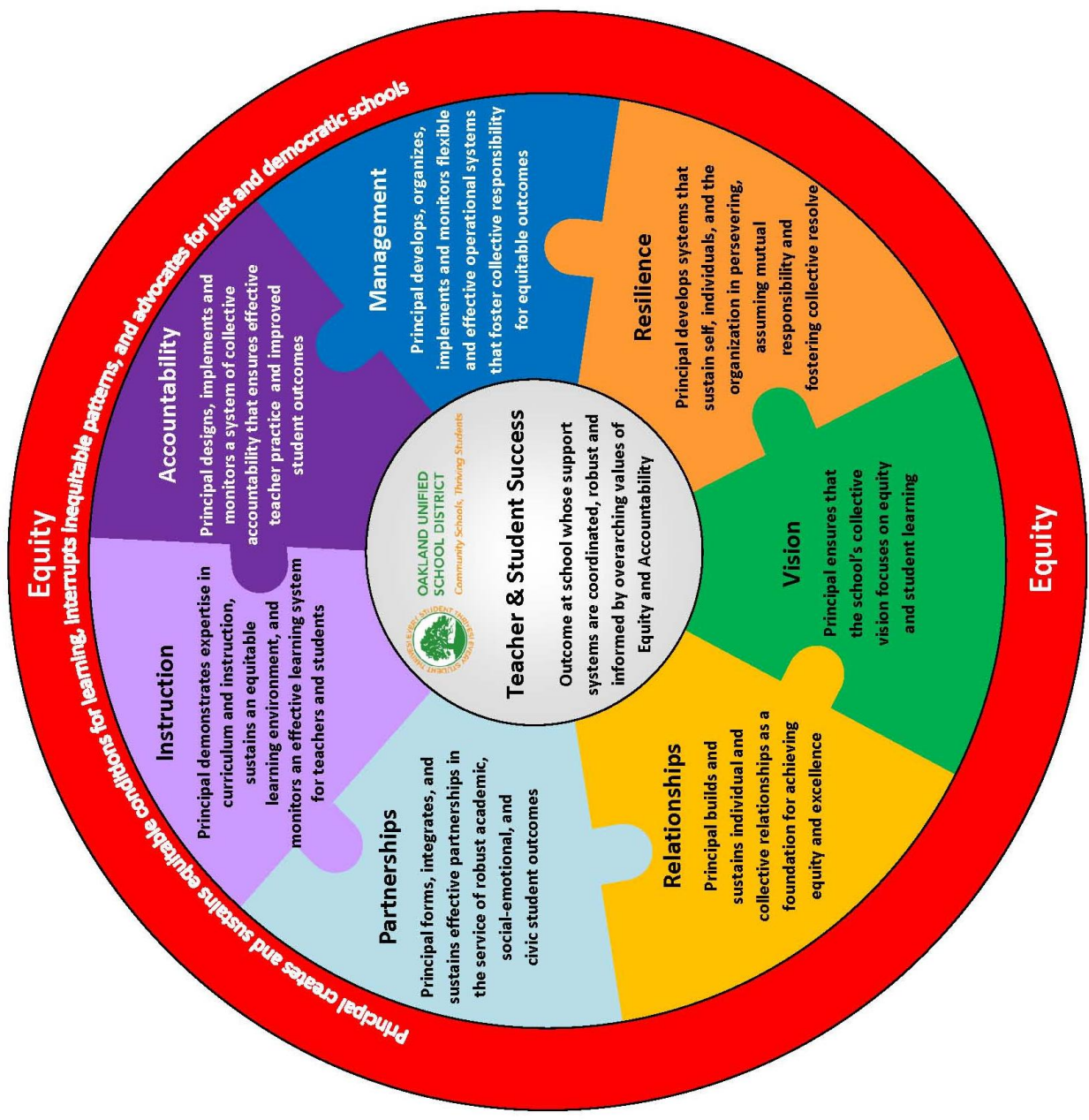
Administrators/ ASAs: Sondra Aguilera, David Chambliss, Kristina Tank Cresetto, Eve Gordon, Janette Hernandez*** , Kimi Keen, Sele Nadel- Hayes, Kyla Johnson Trammel, Asali Waters, Lauran Waters-Cherry (served in multiple capacities)

University and Organizational Partners: Maliika Chambers (Cal State East Bay), Scott Gaiber (New Leaders for New Schools), John Hall, (UC Berkeley), Rachel Reinhard (Teach for America), Jessica Rigby (UC Berkeley), Christopher Thomas, (USF);

LTF Facilitators: Anne Prozan, Aaron Townsend, Lynda Tredway, Gia Truong

Leadership Dimensions

While all dimensions are interconnected and interdependent, the dimensions of **Equity**, **Vision**, **Relationships**, and **Resilience** are key foundational requirements for accomplishing the more “visible” dimensions of leadership: **Partnership**, **Management**, **Instruction**, and **Accountability**. **Equity** encircles and in fact shapes the entire structure as the key aspirational value and goal informing the school leaders’ work.



DIMENSION DOCUMENT OVERVIEW AND DESIGN PRINCIPLES

Oakland principals participating in the Leadership Task Force (LTF) over four years (2010-2014) collectively determined eight dimensions of practice that represent the lived experiences of Oakland school leaders. These dimensions provide broad and aspirational goals for enacting the district vision. Dimensions 1-4 (Equity, Vision, Relationships, and Resilience) are necessary foundations for the more visible Dimensions 5-8 (Management, Partnership, Instruction and Accountability). All dimensions are interconnected. As a statement of the OUSD vision, the equity and partnership dimensions are more deliberately woven into all dimensions.

The Dimension Document is meant as a guide, not a rulebook. Through the dimensions, elements, indicators of practices (IoPs) and the indicator actions that support each dimension, the OUSD Dimension Document provides guidelines that support leaders of excellence and equity. While all leaders are first and foremost instructional leaders, there are other leadership dimensions that are often less tangible and quantifiable. In specifying the indicators of practice for less tangible qualities and responsibilities of urban school leaders and making them visible and “enact-able”, the dimension document recognizes and celebrates the complexity of the principal’s work. The OUSD Dimension Document balances the often-unrecognized dimensions of equity, vision, relationships and resilience with instruction, management, partnership, and accountability.

Every guide is aspirational as well as practical. The expertise level is designed to draw attention to the importance and necessity of shared leadership in achieving ambitious and robust outcomes for student learning that must include engagement of all constituents in achieving those outcomes. Because the principal role is tied to school level goals and outcomes, it is not possible to fully separate the leadership level indicators from the school level indicators of success. They are co-dependent in a positive way. However, in terms of assessing the performance capacity of the school leader, this document adheres to the role of the leader in each element level in each dimension.

The Dimension Document is organized on these design principles that have emerged from four years of the Leadership Task Force:

- This document has been designed using a democratic engagement process that includes the persons who use and will be most affected by the development of the professional learning tool and evaluation instrument.
- The eight OUSD leadership dimensions are a result of evidence-based observations and analysis of multiple leaders (principals and district) and research regarding effective leadership in vulnerable schools and communities. Asset observations for the purpose of principal professional learning are based on the leader’s current level of assets in multiple dimensions.
- All leadership dimensions need to be aligned with district vision and other district initiatives. In Oakland this includes the district’s full service community vision, school quality standards (SQR), social-emotional anchor standards and indicators (SEL), and the five key curriculum and

instructional foci. *NOTE: There are six (6) School Quality Indicators referenced in this document and each has subsections identified by numbers, i.e. 1.1, 5.2, etc. There are five (5) Social Emotional Learning Core Competencies referenced in this document with subsections identified by capital letters, i.e. 1A, 3D, etc.*

- d. The administrators’ union in a district is a critical partner in the development of the Dimension Document and decisions about evaluation. United Administrators of Oakland Schools (UAOS) has been a key partner in the Dimension Document’s development and approval process.
- e. While performance assessment/evaluation of OUSD principals is primarily used for ongoing professional learning, in the 2014-2015 Principal Evaluation Pilot, the Dimension Document will be used for one part of a principal’s evaluation. Drawing from the eight dimensions, principals will set two goals in collaboration with their supervisors. Based on evidence collected and analyzed by the principal and evaluator, each principal will be rated on the extent to which he/she is able to meet the target leadership goals identified at the beginning of the year.
- f. In the Oakland Principal Dimension Document, for each dimension, three elements represent the leader’s development at these levels of expertise:
 - (.1) **Developing Leader Capacity**: inventory and diagnosis of current practice,
 - (.2) **Cultivating School Level Capacity**: collaborative actions and evidence that will be analyzed to address that element, and
 - (.3) **Ensuring Collective Responsibility and Accountability**: collaborative monitoring and assessment of effectiveness of actions.
- g. Under each element, there are indicators of practice with Leadership action. Following each dimension is a resource list of possible leadership Practices to provide examples of multiple practices from which the principal could choose to accomplish the outcomes represented in the element and the indicators of practice. This list is the product of focused research and inquiry by task Force members into the question of naming the specific activities initiated and engaged in by effective school leaders.
- h. The Dimension document is designed to reflect developmental levels of leadership from novice or new to exemplary. It is not necessary to be proficient or exemplary in every indicator of practice in each Dimension to be an exemplary leader.
- i. The leader’s level (.1, .2, .3) in this Dimension Document typically depends on two variables: the leader’s experience and the number of years at a particular school. The leader’s level in any element may include multiple levels or indicators of practice.
- j. Dimension Document language should be accessible and clear to educational professionals. However, the Dimension Document has language that may be unfamiliar, but has been determined by the Leadership Task Force to be useful terminology for advancing a concept or indicator. Examples of this type of terminology include asset observation, warm demander, and constituent. Please see Glossary (hyperlink below) to review those terms.

A [GLOSSARY](#) on pp. 54-56 explains important key terms used in the Dimension Document.

EQUITY

The Equity dimension is a key foundation of the Dimension Document. Every attempt has been made to integrate the Equity dimension across the entire Dimension Document and represent equity as a vital and necessary building block of the entire leadership framework. The leader personally and professionally demonstrates a strong commitment to equity as a foundation of excellence, takes substantive actions and has conversations with multiple constituents for the purpose of supporting equitable outcomes, is able to recognize and interrupt inequity, and advocates for just schools as a key component of maintaining the democracy.

The equity framework requires a definition of common language. These terms are important for this dimension:

- **Collective advocacy** for students and families/caregivers who are underserved and under-resourced
- **Constituents** refers to all participants of the school community. Constituent is used intentionally to signal community/civic participation of students, parents and caregivers, teachers, staff and community partners.
- **Diversity** includes: culture and language, ethnicity, race, class, gender, sexual orientation, able-ness, and varied perspectives/experiences.
- Levels of equity: **school levels outcomes related disaggregated quantitative evidence of demographic sub-groups** (Classroom: access, engagement, and participation patterns and rates; chronic absenteeism; attendance; participation and academic growth rates of focal students; parent participation; other metrics identified by voluntary resolution requirements). High school (in addition): AP class rosters and access for sub-groups, graduation rates, CASHEE pass rates.

Dimension One Overview EQUITY

Principal creates and sustains equitable conditions for learning, interrupts inequitable patterns, and advocates for just and democratic schools

Element 1.1 PERSONAL COMMITMENT (Developing Leader Capacity)

Indicator of Practice 1.1.1 Framework and Actions

Indicator of Practice 1.1.2 Equity Evidence

Element 1.2 ADVOCACY (Cultivating School Level Capacity)

Indicator of Practice 1.2.1 Equity Dialogue

Indicator of Practice 1.2.2 Collective Equity Goals

Element 1.3 DEMOCRATIC LEADERSHIP (Ensuring Collective Responsibility and Accountability)

Indicator of Practice 1.3.1 Civic Engagement

Indicator of Practice 1.3.2 Monitoring Equity Outcomes

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
Dimension One Overview EQUITY Principal creates and sustains equitable conditions for learning, interrupts inequitable patterns, and advocates for just and democratic schools							
Level 1 Developing Leader Capacity Element 1.1 PERSONAL COMMITMENT Develops and uses an equity framework, uses evidence to assess equity, and develops action plans for improving equitable access and participation		Level 2 Cultivating School Level Capacity Element 1.2 ADVOCACY Purposefully engages and facilitates the development of a school and community culture that builds individual and collective advocacy		Level 3 Ensuring Collective Responsibility and Accountability Element 1.3 DEMOCRATIC LEADERSHIP Systematically reinforces an equitable school culture that develops the civic capacity of all constituents, fosters equity collective responsibility for outcomes, and regularly revises systems to meet equity goals.			
1.1.1 Equity Framework and Actions		1.2.1 Equity Dialogue		1.3.1 Civic Engagement			
Communicates an understanding of personal and professional identity and relative power and privilege (race, class, culture, age, able-ness, and gender /SEL 1)		Engages constituents (staff, students, parents, partners) in examining identity and relative power and privilege		Assesses degree to which all constituents perceive a sense of belonging in school community based on identity and relative power and privilege			
Models an equity frame that interrupts inequity and advocates for equitable learning environment		Provides feedback in informal and formal conversations to build individual capacity to interrupt inequity and advocate for equity		Assesses degree to which all constituents use equity frames in school and community conversations about issues of inequity			
Uses explicit equity language to communicate an analysis of inequity with attention to opportunities for learning and structural inequity		Clearly analyzes and communicates inequity issues in the context of structural inequity		Maintains conditions and structures that support constituent dialogue about issues of structural inequity			
Develops leadership equity goals and strategic coalitions that fully represent the diversity of the school		Implements and collects evidence about equity goals and outcomes , including ability to develop strategic coalitions		Assesses degree to which equity goals have resulted in improving equitable conditions for learning and full participation of all constituents			
1.1.2 Equity Evidence		1.2.2 Collective Equity Goals		1.3.2 Monitoring Equity Outcomes			
Uses equity inventories, data, and evidence to assess levels of equity in classrooms, school, and community		Sets collaborative equity goals and outcomes based on evidence analysis to implement equity goals for classrooms, school and community		Monitors and adjusts collaborative equity goals and outcomes			
Clearly articulates next steps that foster equitable outcomes and address inequities		Regularly collects and analyzes evidence about next steps and adjusts steps to achieve goals		Assesses and reports the levels of equity ¹ and celebrates equity successes			

A school leader comes to the school with a set of core beliefs and a vision of equitable education. Through his/her demeanor and intentionality, s/he merges his/her vision with the school vision and engages all constituents in communicating a collective vision that will determine the school’s road map for success in student learning. Through a consistent focus and a determination to support efficacy of individuals and the collective, the school vision serves as a north star for the leader, teachers, students, families and community as they collectively enact a vision for equity and excellence.

Dimension Two Overview VISION Principal ensures that the school’s collective vision focuses on equity and student learning
Element 2.1 SHARED VISION (Developing Leader Capacity) Indicator of Practice 2.1.1 Indicator of Practice 2.1.2 Leader Core Beliefs Vision Intentionality
Element 2.2 ENGAGEMENT (Cultivating School Level Capacity) Indicator of Practice 2.2.1 Indicator of Practice 2.2.2 Collaborative Core Beliefs Vision Implementation
Element 2.3 SHARED COMMITMENT (Ensuring Collective Responsibility and Accountability) Indicator of Practice 2.3.1 Indicator of Practice 2.3.2 Calibration of Core Beliefs Collective Vision

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
Dimension Two Overview VISION Principal ensures that the school's collective vision focuses on equity and student learning							
Level 1 Developing Leader Capacity Element 2.1 SHARED VISION Conveys core beliefs and inspirational professional demeanor, and exhibits intentionality in developing and articulating a shared vision focused on equity			Level 2 Cultivating School Level Capacity Element 2.2 ENGAGEMENT Communicates the shared vision and provides direction for implementing and sustaining an equitable vision of school improvement		Level 3 Ensuring Collective Responsibility and Accountability Element 2.3 SHARED COMMITMENT Enacts the vision so that it demonstrates a consistent equity focus, promotes constituent efficacy in ensuring student learning, and regularly attends to refining systems to meet vision.		
2.1.1 Leader Core Beliefs Effectively communicates personal set of core beliefs that are grounded in knowledge about how children learn best			2.2.1 Collaborative Core Beliefs Engages teachers and staff in collaborative conversations about core beliefs and vision that are grounded in a shared set of beliefs about how students learn best (SQR 1.6)		2.3.1 Calibration of Core Beliefs Regularly calibrates core beliefs about how children learn best with all current and new community constituents		
Models and encourages learning from and about diverse perspectives, with emphasis on cultural context of school and community, to communicate leader core beliefs and inform shared vision			Incorporates individual and collaborative conversations about core beliefs and cultural context and responsiveness to develop the shared school vision		Consistently assesses the degree to which all constituents connect actions to shared core beliefs and vision		
2.1.2 Vision Intentionality Takes deliberate actions connected to core beliefs and vision, including maintaining visibility and modeling productive contributions to the workplace, school and community (SEL 3B)			2.2.2 Implementation of Vision Builds capacity of adults and students to act on shared vision (SQR 5.1) that endows the community with the power of the possible in building and maintaining an equitable school community		2.3.2 Collective Vision Engages multiple constituents in taking explicit actions that maintain the vision when communicating to all school audiences, including partners		
Engages constituents in developing a communication plan for vision that ensures equitable participation and cultural responsiveness			Demonstrates culturally appropriate and responsive choices in communicating and implementing vision		Assesses degree to which all constituents, including partners in school community, communicate coherent and shared set of beliefs that support the vision		
Gains consensus for vision by developing and/or revising shared vision that supports rigorous and equitable student learning			Develops systems and allocates resources in support of the school's vision (SQR 5.10), including deliberate actions regarding rituals and routines and visual artifacts that communicate the school vision		Re-engages constituents in refining the shared visions and communicates vision to new constituents		

RELATIONSHIPS

The principal operates in a complex and dynamic organization. How s/he “shows up” as an individual in the organizational context has everything to do with how other adults are able to establish and maintain trust, the foundational resource for school effectiveness. There is no substitute for a leader who displays an optimizing, authoritative, empathetic, and caring presence in the service of the teachers, staff, families and children. An effective principal builds and sustains relationships, examines his/her identity in the context of the school community, and demonstrates emotional intelligence in relating to students, teachers, families and community. S/he establishes the conditions for building and sustaining interdependence and relational trust by understanding of complex dynamics and potential conflicts. The exemplary leader is able to use differences as an asset to school change and diverse ideas as a cornerstone a strong shared commitment to schools as democratic institutions. S/he can sustain a collective capacity for relational accountability that values reciprocity, holding each other accountable and engaging – and when necessary re-engaging ----- all constituents in the community in a shared commitment to school goals. The relationship dimension has significant intersection with the social-emotional goals of schooling and the district initiative to attend to SEL goals and outcomes in all settings.

Note A warm demander is a trusted colleague who communicates unconditional positive regard coupled with active insistence on supporting self-reflection as a cornerstone of learning and growth. The warm demander uses warm and cool feedback in enacting the role of critical friend.

Dimension Three Overview		RELATIONSHIPS
Principal builds and sustains individual and collective relationships as a foundation for achieving equity and excellence		
Element 3.1	RELATIONSHIP BUILDING (Developing Leader Capacity)	
Indicator of Practice 3.1.1	Principal Relationships	
Indicator of Practice 3.1.2	Principal Professional Stance	
Indicator of Practice 3.1.3	Principal Emotional Intelligence	
Indicator of Practice 3.1.4	Micro-political Context	
Element 3.2	RELATIONAL TRUST (Cultivating School Level Capacity)	
Indicator of Practice 3.2.1	Staff Relationship Capacity	
Indicator of Practice 3.2.2	Professional Culture Development	
Indicator of Practice 3.2.3	Staff Emotional Intelligence Capacity	
Indicator of Practice 3.2.4	Conflict Management	
Element 3.3	RELATIONAL ACCOUNTABILITY (Ensuring Collective Responsibility and Accountability)	
Indicator of Practice 3.3.1	Interdependence	
Indicator of Practice 3.3.2	Shared Culture	
Indicator of Practice 3.3.3	Shared Emotional Intelligence	
Indicator of Practice 3.3.4	Conflict Resolution	

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
Dimension Three Overview RELATIONSHIPS Principal builds and sustains individual and collective relationships as a foundation for achieving equity and excellence							
Developing Leader Capacity		Cultivating School Level Capacity			Ensuring Collective Responsibility and Accountability		
Element 3.1 RELATIONSHIP BUILDING Uses interpersonal skills to demonstrate a positive professional stance, cultivate emotional intelligence and address micro-political complexities		Element 3.2 RELATIONAL TRUST Effectively engages all constituents in developing interdependent, trusting relationships as a resource for school change efforts and addressing conflict			Element 3.3 RELATIONAL ACCOUNTABILITY Monitors and regularly revises systems that support reciprocal responsibility, shared culture and ability to address conflicts in the service of collective responsibility for outcomes		
3.1.1 Principal Relationships		3.2.1 Staff Relationship Capacity			3.3.1 Interdependence		
Analyzes interpersonal strengths, areas of growth, cultural assets, and aspirations (SEL 1B)		Sets goals and collects evidence about ability to foster interpersonal relationships (SEL 2C)			Monitors goals and regularly assesses for maintaining collaborative relationships and relational trust (SEL 2C)		
Demonstrates empathy for other people's emotions, perspectives and cultures (SEL 3A), and analyzes ability to cultivate and develop relationships with individuals or groups of diverse backgrounds, abilities, and life styles (SEL 3C, 4A/B) Creates an inclusive, welcoming, caring community that values differences (SQR 2.6)		Builds capacity of all constituents to value difference as a basis of productive organizational relationships and develop and sustain trusting, empathetic and respectful relationships (SQR 5.7) Incorporates relational trust capacity building as a part of all school activities and meetings			Monitors and adjusts structures to ensure productive organizational relationships based on the value of diversity, relational trust, empathy and respect (SEL 5B) Regularly assesses the levels of relational trust in all school activities and meetings		
3.1.2 Principal Professional Stance		3.2.2 Professional Culture Development			3.3.2 Shared Culture		
Communicates a positive self-concept (SEL 1D) and promotes a sense of optimism, belonging and emotional safety as a foundation for all individuals and groups contributing productively to workplace, school, and community (SEL 3B)		Collectively cultivates and ensures sense of optimism, belonging and emotional safety as foundation for all individuals and groups, including new community members			The level 3 descriptions apply to all the 3.1.2 and 3.2.2 (professional stance: self-concept, ethics, integrity, school well-being, personal rights and responsibilities, and sense of belonging and emotional safety)		
Demonstrates ethics and integrity by communicating appropriate transparency and following through on commitments (SEL 2B)		Sets up structures for collective transparency and following through on commitments			Regularly assesses perceptions and experiences of all constituents with respect to: professional stance of principal ethics and integrity of school leader school well-being and shared commitment to relational accountability for school SEL outcomes sense of belonging and emotional safety		
Communicates an understanding of the ethical, safety, social factors, and well-being of others when making decisions related to SEL (SEL 5A)		Determines the individual and collective needs of staff and students with regard to SEL standards and establishes structures to support them					

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
3.1.3 Principal Emotional Intelligence			3.2.3 Staff Emotional Intelligence Capacity			3.3.3 Shared Emotional Intelligence The level 3 descriptions apply to the 3.1.3 and 3.2.3 (communication, self-regulation, emotional acuity and empathy)	
Uses a range of communication skills to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and life styles (SEL 4A)	Demonstrates self-regulation in developing and sustaining relationships		Engages all constituents in developing emotional intelligence with regard to communication skills, self-regulation, emotional acuity, and empathy			Regularly assesses communication skills, ability to self-regulate, emotional acuity and empathy of self and others Adjusts policies and practices to support open increased and productive emotional relationships among all constituents	
	Exhibits a high degree of emotional acuity, (managing emotions, thoughts, impulses and stress/SEL 1A; SEL 2A) and displays empathetic responses to other people’s emotions, perspectives, and cultures so that constituents feel heard and understood (SEL 3A)		Coaches individuals and groups as necessary to cultivate self-regulation				
			Coaches individuals and groups as necessary to cultivate emotional acuity and empathy as norms for school well-being				
Uses appropriate inventories to gauge the emotional intelligence of staff members and customizes relational responses to individual and groups (SEL 4A)	Engages in courageous conversations with trusted individuals and groups in the service of collective outcomes (SQR 5.8)		Recognizes leadership capacity in others and uses their talents as key leverage for school improvement in the areas of emotional intelligence (SEL 3D; SQR 5.1)			Monitors the conditions for and makes adjustments to school structures related to emotional intelligence	
Develops and practices skills as warm demander; positive regard coupled with active insistence on meeting expectations			Ensures emotionally safe spaces for courageous conversations by using structures and protocols that promote engagement and possibility			Monitors the use of processes and protocols that encourage trusted colleagues to hold each other mutually accountable for academic, SEL, and civic outcomes	
3.1.4 Micro-Political Context			3.2.4 Conflict Management			3.3.4 Conflict Resolution	
Recognizes and respects similarities and differences (SEL 3D) and authorizes productive conflict as essential to change	Uses conflict as opportunity to support constituents to “move through” complexities		Engages in and resolves interpersonal conflicts with the goal of healthy and effective outcomes for all (SEL 4C)			Assesses the degree to which complex conversations result in changing micro-political dynamics and contribute to conflict resolution	
Establishes protocols and norms for engaging in complex conversations	Prepares all constituents and uses protocols to engage in complex conversations		Assesses, monitor, and adjusts the political and micro-political dynamics of the school to support a dynamic and mutually respectful organizational culture				
Assesses political and micro-political dynamics of individual and organizational context (SEL 5C)	Manages the political and micro-political dynamics of individuals and groups						

RESILIENCE

Resilience is learnable and demonstrable. At times certain individuals because of their experiences or history have what seems to be a natural bent toward resilience, but all individuals and systems can become more resilient through effort and practice. By developing systems that improve working conditions, enhance motivation, and foster perseverance and collective resolve, the principal is the prime optimizer and model of resilient behaviors. S/he fosters the importance of networks of individuals committed to courageous acts of justice as a primary factor for increased resilience. S/he is purposeful about de-escalating and de-personalizing complex situations so that s/he models resilience for others. Validating effort and the results of trying hard on difficult tasks of academic, social-emotional, and civic learning actually produces more resilience in individuals and systems. The leader makes understands deeply that an increased sense of efficacy is a key component in teacher and student learning outcomes.

Dimension Four Overview		RESILIENCE
Principal develops systems to sustain self, individuals, and the organization in persevering, assuming mutual responsibility, and fostering collective resolve for equitable outcomes		
Element 4.1 PERSEVERANCE FACTORS (Developing Leader Capacity)		
Indicator of Practice 4.1.1	Principal Purposefulness	
Indicator of Practice 4.1.2	Resolve, Flexibility, and Validation	
Element 4.2 COLLECTIVE RESOLVE (Cultivating School Level Capacity)		
Indicator of Practice 4.2.1	Persistence	
Indicator of Practice 4.2.2	Collective Resolve, Flexibility and Validation	
Element 4.3 ORGANIZATIONAL EFFICACY (Ensuring Collective Responsibility and Accountability)		
Indicator of Practice 4.3.1	Assessing Organizational Persistence	
Indicator of Practice 4.3.2	Assessing Organizational Efficacy	

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
Dimension Four Overview RESILIENCE Principal develops systems to sustain self, individuals, and the organization in persevering, assuming mutual responsibility, and fostering collective resolve for equitable outcomes							
Developing Leader Capacity			Cultivating School Level Capacity		Ensuring Collective Responsibility and Accountability		
Element 4.1 PERSEVERANCE FACTORS Cultivates purposefulness and validates self and others			Element 4.2 COLLECTIVE RESOLVE Practices and advocates for a culture of resilience that fosters enhanced efficacy		Element 4.3 ORGANIZATIONAL EFFICACY Maintains, monitors, and regularly revises systems of persistence that result in efficacy		
4.1.1 Principal Purposefulness			4.2.1 Persistence		4.3.1 Assessing Persistence		
Optimizes capacity to assess assets, respond to complexities and maintain self and others in the face of adversity			Recognizes and utilizes common assets as a foundation for persistence		Determines the degree to which constituents perceive sustainable sense of individual and collective persistence and effectiveness		
Inventories and communicates vulnerability factors in school and community and models perseverance in adverse situations (SOR 5.8)			Develops organizational goals that establish response to vulnerable circumstances as a key driver of resilience and equitable outcomes		Assesses, monitors and adjusts organizational goals and equitable outcomes based on evidence of vulnerable circumstances		
Describes why and how interrupting inequities develops persistence and optimism			Acknowledges innovative thought and supports processes that contribute to the renewed commitment to equity		Assesses, monitors and adjusts how self and staff are developing a sense of efficacy in the face of inequity		
Maintains personal commitment and health and wellness by engaging in professional learning, seeking out inspiration and support from trusted colleagues (SEL 1E) and networks, and establishing healthy routines that support principal commitment and persistence			Sets up structures for staff health and wellness and professional support and networks that provide inspiration and support		Monitors the professional learning and wellness systems for self and staff to meet organizational persistence and efficacy outcomes		
Sets context for productive problem-posing and courageous conversations (SEL 5)			Ensures emotionally safe spaces for productive problem-solving and courageous conversations		Assesses individual and collective usefulness of courageous conversation structures and adjusts protocols in the service of increased efficacy		
4.1.2 Resolve, Flexibility and Validation			4.2.2 Collective Resolve, Flexibility, and Validation		4.3.2 Assessing Organizational Efficacy		
Maintains resolve by maintaining appropriate distance from distractions and remaining calm and flexible in the face of complexities			Establishes group processes for maintaining collective resolve and flexibility of individuals and the organization		Assesses, monitors and adjusts how self and staff are maintaining resolve and flexibility		
Reframes issues as dilemmas on which collective reflection and action can have an impact			Sets up processes and protocols to address dilemmas and maintain a collective responsibility for decisions and outcomes		Monitors and adjusts processes and protocols for addressing dilemmas and maintaining collective responsibility for decisions and outcomes		
Specifically praises and endorses efforts and accomplishments			Establishes structures for effort, feedback, affirmations and reflective practice as key ingredients of organizational validation and persistence		Monitors, reports on, and celebrates the success of collective efficacy and resilience		

PARTNERSHIP

Effective partnerships with families, community organizations, and communities enhance the ability of schools and leaders who serve vulnerable students, families, and communities to ensure equity and excellence. The principal’s responsibility is to form, integrate, and sustain partnerships with families and community agencies to substantially increase the school’s possibility of achieving robust learning outcomes for students. Effective school-family-community partnerships inventory and incorporate the assets and resources of parents and community partners in the service of school goals. And the principal’s role is pivotal in ascertaining the school’s and the partner’s levels of readiness for forming partnerships, aligning partnership goals and activities with the school vision and the instructional program, and including opportunities for shared governance and decision-making. The principal is central in making certain that the family and community partnerships are sustained and effective.

Dimension Five Overview		PARTNERSHIP
Principal forms, integrates, and sustains effective partnerships in the service of robust academic, civic, and social-emotional student outcomes		
Element 5.1	FORMATION (Developing Leader Capacity)	
Indicator of Practice 5.1.1	Family and Community Inventory	
Indicator of Practice 5.1.2	Partnership Development	
Indicator of Practice 5.1.3	Governance and Resource Inventory	
Element 5.2	INTEGRATION (Cultivating School Level Capacity)	
Indicator of Practice 5.2.1	Family and Community Involvement	
Indicator of Practice 5.2.2	Partnership Collaboration	
Indicator of Practice 5.2.3	Governance and Resource Management	
Element 5.3	SUSTAINABILITY (Ensuring Collective Responsibility and Accountability)	
Indicator of Practice 5.3.1	Shared Responsibility for Outcomes	
Indicator of Practice 5.3.2	Partnership Efficacy and Outcomes	
Indicator of Practice 5.3.3	Governance and Resource Oversight	

Dimension Five Overview: P A R T N E R S H I P Principal forms, integrates, and sustains effective partnerships in the service of robust academic, civic, and social-emotional student outcomes							
Developing Leader Capacity Element 5.1 PARTNERSHIP FORMATION Inventories assets and resources of self, school, family, student, partner organizations, and community and ensures readiness of school and partners to engage in partnerships with families and community		Cultivating School Level Capacity 5.2 PARTNERSHIP INTEGRATION Ensures that instruction, participatory structures, governance and resource management are fully integrated in the service of meaningful family and community partnerships (SQR 4.5)		Ensuring Collective Responsibility and Accountability 5.3 PARTNERSHIP SUSTAINABILITY Promotes shared responsibility and accountability for partnership outcomes and regularly assesses partnership efficacy and uses evidence to refine goals and action steps.			
5.1.1 Family and Community Inventory		5.2.1 Family and Community Involvement		5.3.1 Family and Community Shared Responsibility for Outcomes			
Engages all constituents in mapping and inventorying the school and community assets, resources, and challenges for the purpose of school and classroom connections, family engagement and partnership relationships		Uses mapping and inventories to create goals and action steps to support professional learning about the community, strengthen teacher-student connectedness, and inform curricular content and pedagogical choices		Assesses with school teams the use and usefulness of community mapping to teacher practice: improving classroom connections and personal relationships with students.			
Inventories the readiness of self, staff, and school to engage in authentic, useful, equitable and democratic partnership relationships with families that support robust academic, civic, and social-emotional learning for students and district vision		Uses mapping and inventories with school teams to create goals and action steps to deepen authentic, useful, equitable and democratic relationships with families		Assesses with school teams the degree to which students and families consider their involvement authentic, useful, equitable, and democratic			
Inventories all afterschool services to determine alignment with school goals for curriculum and instruction and family partnership		Co-develops and implements goals and action plan with afterschool services to align program(s) with school goals for curriculum and instruction and family partnership		Assesses the degree to which goals for afterschool services align with school goals for curriculum and instruction and family partnership			

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
5.1.2 Partnership Development			5.2.2 Partnership Collaboration			5.3.2 Partnership Efficacy and Outcomes	
Inventories readiness of self, students, staff, and school to engage in partnership relationships with organizations that support the district vision			Uses mapping and inventories to engage students and staff in proposing and developing partnership relationships with organizations that support learning outcomes for students			Assesses the degree to which school, teachers, families and /or students successfully engage with partner organizations to support school and district goals	
Assesses which potential or current partners are appropriate and consistent with the school and community vision and goals, assets, safety, and local context			Co-develops goals and measures for partnership effectiveness that align with CSSSP/ Community Strategic School Site Plan and uses agreements to determine collaborative structures, outline personnel roles and responsibilities, and coordinate implementation			Monitors and assesses degree to which partnerships are effective in meeting school and partnership goals; recognizes and celebrates individual and collaborative successes of partnerships	
Consistently communicates to school and potential partners the importance of reciprocal responsibility for robust student outcomes (SQR 4.1 and 4.5), and participatory structures necessary to achieve district vision			Collectively develops criteria for partnership engagement, and structures that detail decision-making and joint responsibility for student outcomes			Develops and implements monitoring systems for documenting partnership participation and participant efficacy	
Cultivates a presence in the school and community that communicates the assets and successes of the school and partnerships			Develops cross-boundary school and community leadership for school goals and partnership engagement			Assesses and monitors degree to which cross-boundary leadership supports school and partnership goals	
Determines appropriate level of student voice and decision-making in school-community partnerships in the service of civic outcomes			Provides opportunities that incorporate student voice and participation (SQR 3.5), appropriate to developmental level of students and civic outcomes for students			Monitors and assesses use and efficacy of student voice and participation in achieving partnership goals and student learning about civic participation	
5.1.3 Partnership Governance and Resource Inventory			5.2.3 Partnership Governance and Resource Management			5.3.3 Partnership Governance and Resource Oversight	
Inventories current level of fiscal, human, and partner resources; inventories and gathers tools and templates for partnership oversight, including supervising and evaluating partnership staff if appropriate			Aligns resources and determines collective human resource capacity for achieving goals; appropriately supports partnership grants in accordance with district policy; and co-develops process for appropriate oversight, including supervision and evaluation of staff			Monitors and assesses effectiveness of fiscal and human resources (school, district and/or partnership grants) and partner capacity to fulfill agreements and achieve school goals	
Develops democratic governance structures for family, community and student involvement and prepares families, students, and partner staff to engage in partnerships that support civic goals (SQR 4.4, 4.5)			Collectively develops criteria for partnership engagement and ensures that all constituents share responsibility for family and community communication structures and outcomes, including collaborative capacity of all constituents to give input, participate in, or lead decisions (SQR 3.5)			Exercises appropriate and systematic oversight of partnerships to ensure all partners and staff are working in common to achieve collective goals and outcomes and assesses effectiveness of democratic governance structures for family, community, and student involvement	

MANAGEMENT

All operational systems are in the service of effective teacher and learning systems and improved student outcomes. A principal maintains a focus on equitable student learning by creating, revising, and aligning equitable systems that foster a productive, collaborative, and culturally responsive culture. By instituting shared and distributed leadership practices, high-functioning teams, and collaborative decision-making structures, the principal supports a collaborative management system that in turn leads to effective learning conditions. By taking responsibility for the operational and compliance responsibilities efficiently, the principal ensures a productive management structure that is necessary for effective learning to take place. The school as a learning organization has processes for internal self-analysis, monitoring, and adjustment so that the school as a whole exhibits the ability to achieve organizational balance and coherence.

Dimension Six Overview		MANAGEMENT
Principal organizes, implements, and monitors flexible and effective operational systems that foster collective responsibility for equitable outcomes		
Element 6.1	SYSTEMIC PERSPECTIVE (Developing Leader Capacity)	
Indicator of Practice 6.1.1	Organizational Diagnostics	
Indicator of Practice 6.1.2	Resource Assessment and Allocation	
Indicator of Practice 6.1.3	Preparation for Effective Teams	
Indicator of Practice 6.1.4	Decision-Making: Structures	
Indicator of Practice 6.1.5	Politics and Policy: Alignment and Coherence	
Element 6.2	EQUITABLE SYSTEMS (Cultivating School Level Capacity)	
Indicator of Practice 6.2.1	Organizational Capacity-Building	
Indicator of Practice 6.2.2	Collaborative Responsibility for Resources	
Indicator of Practice 6.2.3	High Functioning Teams	
Indicator of Practice 6.2.4	Decision-Making: Implementation	
Indicator of Practice 6.2.5	Politics and Policy: Implementation for Coherence	
Element 6.3	SYSTEMIC MONITORING (Ensuring Collective Responsibility and Accountability)	
Indicator of Practice 6.3.1	Organizational Balance	
Indicator of Practice 6.3.2	Systemic Monitoring of Resources	
Indicator of Practice 6.3.3	Distributed Leadership	
Indicator of Practice 6.3.4	Decision-Making: Monitoring	
Indicator of Practice 6.3.5	Politics and Policy: Monitoring for Coherence	

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
Dimension Six Overview M A N A G E M E N T Principal organizes, implements, and monitors flexible and effective operational systems that foster collective responsibility for equitable outcomes							
Developing Leader Capacity Element 6.1 Systemic Perspective Diagnoses and aligns organizational systems ² , structures ³ and resources ⁴ , collaborative and decision-making structures, and political and policy context			Cultivating School Level Capacity Element 6.2 Equitable Systems Cultivates and maintains equitable and effective organizational capacity for culture and climate, fiscal and facilities, collaboration, high functioning teams, decision-making and coherence		Ensuring Collective Responsibility and Accountability Element 6.3 Systemic Monitoring Monitors, assesses, and regularly revises systems for organizational balance, levels of distributed leadership, and organizational effectiveness in achieving excellence and equity outcomes		
6.1.1 Organizational Diagnostics Inventories the readiness levels of organizational systems/structures to meet current and emerging challenges of school improvement (SQR 5.10). Determine expectations and create systems for regular feedback on organizational systems and structures Inventories the degree to which systems and structures align with legal and policy requirements, equitable outcomes, and district policies.			6.2.1 Organizational Capacity-Building Implement systems for regular feedback on organizational systems and structures		6.3.1 Organizational Balance Uses data/evidence sources to assess, adjust, and align organizational systems, structures and resources to meet current and emerging challenges of school improvement		
Inventories and establishes systems for school climate and culture and disciplinary policies that cultivate a welcoming, safe, nurturing, inclusive, and visually inviting environment in school and classrooms (SQR 1.2; SQR 2.6) Inventories the current attendance structures and develops structure to improve attendance			In collaboration with appropriate teams to align systems and structures, policies and practices (including legal), collective vision, equitable outcomes, and current district policies Maintains shared expectations for discipline and manages the disciplinary systems and processes of the school so that equitable structures and procedures are maintained		Regularly re-assesses the school climate, culture, attendance and disciplinary structures to ensure safe, nurturing, inclusive and equitable systems for students, parents, teachers and staff		
			Collectively implements structures to address chronic absenteeism		Makes adjustments in policies and practices based on routine analysis of data/evidence		

² **Systems** include legal requirements and district and school level policies for: fiscal, student discipline, special education, access and equity, testing, services for English language learners, governance, human resource management (including evaluations), facilities, school schedule and calendar, communication, co-curricular services and programs, roles and responsibilities of staff, culture and climate

³ **Required structures** include: English Language Advisory Committee (ELAC), School Site Council (SSC), IEP Meetings. Required district teams include Instructional Leadership Team, Coordinated Services Team (COST), and collaborative learning teams. Other **structures** include forms of collaboration, protocols, teams, decision-making, and alignment.

⁴ **Resources** are **fiscal, structural** (eg, time, schedules, student assignment, curricular coherence, professional learning, and allocation of people to positions and responsibilities) **human** (eg, leadership, relationships, levels of trust, parent engagement), facilities, etc.

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
6.1.2 Resource Assessment and Allocation		6.2.2 Collaborative Responsibility for Resources			6.3.2 Systemic Monitoring of Resources		
Assesses the connection of the school's vision to fiscal and facilities resource allocation and articulates the complexity of the resource picture		Builds capacity of appropriate teams in understanding the complexity of the resource picture and connecting school's vision of equitable outcomes to fiscal and facilities resource allocation for the purpose of engaging in creative thinking about types and use of resources			Uses monitoring systems to ensure that school's resources are maximized to achieve school and district vision for equitable results		
Develops budgets that adhere to district policy and maximize connection to school vision		Engages appropriate teams in fiscal decisions based on achieving equitable outcomes and alignment to school vision			Monitors, assesses, and adjusts fiscal, facilities and budgetary decisions, based on collaborative input, to ensure equitable student outcomes and school vision		
Inventories the use of time, personnel assignment and schedules and calendars ⁵ to maintain equitable access to high quality and differentiated teaching and learning and uses research examples to recommend structures for personnel assignments and school and student schedules		Fully engages the staff in appropriate levels of decisions about school schedule (including inclusion, interventions, acceleration), and personnel assignments and facilitates conversations about equitable access for all students			Regularly assesses personnel assignment and school and student schedules based on goal of equitable access and adjusts schedules and assignments, based on input and evidence		
Inventories the demands on and use of principal time for addressing important priorities and adapts to organizational needs		Seeks out coaching support from internal leadership and external departments to effectively complete deliverables			Adjusts use of time to maintain consistent progress on important goals		
Articulates the differences among urgent and important and not important and not urgent time can be organized, and creates implementation schedules prioritizing urgent		Addresses urgent needs while maintaining consistent progress on important goals			Monitors the use of principal time by engaging in time-coding analysis and using evidence to adjust principal schedule		
6.1.3 Preparation for Effective Teams		6.2.3 High Functioning Teams			6.3.3 Distributed Leadership		
Communicates belief in and understanding of the tenets of distributed leadership and inventories/assesses ⁶ team structures and leadership capacity of staff		Fully implements effective shared leadership structures and processes for decision-making and communication			Assesses and monitors the structures, policies and results of collaborative structures that ensure shared leadership		
Implements team structures that work collaboratively to meet district and school goals		Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively			Adjusts structures, policies and protocols to support fully shared leadership for the benefit of equitable student outcomes		

⁵ Schedules: student and teacher schedules, school calendar, compliance requirements calendar

⁶ NOTE: Assessment of relational trust (Dimension 3) is a key component of preparation for collaboration and development of high functioning teams that foster distributed leadership

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
6.1.4 Decision-making: Structures			6.2.4 Decision-making: Implementation			6.3.4 Decision-making: Monitoring	
Clarifies differences between leader decisions and collective decisions, including legal and policy decisions that can only be made by principal and sets up protocols for shared decision-making and communicating decisions			Implements and fine-tunes decision-making protocols and collectively communicates shared decisions to the school community			Monitors, assesses, and adjusts the use of decision-making protocols and communication structures	
Consistently documents all decisions and operational communications			Refines documentation and decision-making systems			Monitors and adjusts decision-making and documentation systems	
Inventories the possible and appropriate levels student voice in decisions and the student access to adult decision-making			Engages student voice in school decision as appropriate to grade level and provides appropriate student leader access to adult decision-makers and supports them to be strong representatives of students (SQR 5.3)			Monitors, assesses, and adjusts the use of student voice in school decisions, the types of student voice structures, and student access to adult decision-making	
6.1.5 Politics and Policy: Alignment and Coherence			6.2.5 Politics and Policy: Implementation for Coherence			6.3.5 Politics and Policy: Monitoring for Coherence	
Articulates how macro and micro systems contribute to equitable student outcomes and regularly informs constituents of shifts in district, state, or national policies that affect school			Builds and uses collaborative structures to gather information on and analyze how macro and micro inequities and new policies affect school outcomes.			Monitors and reports on how macro and micro systems and policies are contributing to equitable student outcomes	
Engages in micro-political conversations as needed to ensure school goals and outcomes and build organizational coherence			Build collaboration and coherence from analyzing micro-political conversations that surface evidence about inequities and policies that are affecting school outcomes			Assess degree to which micro-political climate builds school coherence and achieves outcomes	
Brokers and buffers policy decisions to align with district vision and student outcomes			Troubleshoots inconsistencies between district policies and site-based implementation needs and initiates workable alternatives			Monitors and assesses school level evidence to substantiate and support site level adjustments and decisions	
Aligns operations and governance structures with Education Code, contractual responsibilities, and funding requirements, including equitable membership in school/family governance			Uses appropriate co-designed structures required by legal and policy requirements, including equitable and shared governance structures			Monitors and reports effectiveness and equity of required governance structures	
Establishes appropriate legal, personnel and support structures for special education and student discipline			Implements structures to maintain policies and practices for special education and student discipline			Monitors and reports appropriate legal requirements of special education and student discipline	
Develops feedback systems to assess organizational well-being			Implements feedback systems for assessing organizational well-being			Reports levels of organizational well-being to school constituents and community partners	
Engages all constituents in examining evidence in routine cycles of inquiry (COI) to make decisions about how systems are contributing to equitable outcomes			Develops a school site plan focused on (a) multiple student outcomes and multiple metrics (academic, social-emotional and civic); (b) responsibilities for all constituents			Uses evidence from routine cycles of inquiry (COI) to make decisions about improvement and alignment with equity goals and vision and revise school site plan	

INSTRUCTION

The principal as instructional leader is at the heart of leadership responsibility; his/her ability to set the working conditions and motivate teachers to the address the content, pedagogy and rigor required for achieving academic, social-emotional and civic outcomes are the meat and potatoes of school life. As such, multiple responsibilities for the instructional program are on the principal’s list from the first moment s/he accepts the position. In fact, all other dimensions are aligned so that they contribute to and support the school’s focus on the academic, social-emotional and civic learning of students. The principal’s instructional expertise and role of principal-teacher guides the curricular and instructional program. S/he needs expert knowledge of content standards, curriculum, pedagogy, and technology and a clear direction and capacity to ensure and maintain professional learning systems. By insisting on a culture of high expectations and a learning environment that supports access and rigor, the principal ensures collaborative capacity and responsibility for learning outcomes. S/he takes the role of observer and coach seriously, providing feedback to teachers on their practice and setting up systems in which teachers take on that role for their colleagues. In this way, s/he fosters an effective learning system in which teachers and students are thriving and learning.

Dimension Seven Overview		INSTRUCTION
Principal demonstrates expertise in curriculum and instruction, sustains an equitable learning environment, and monitors an effective learning system for teachers and students		
Element 7.1	INSTRUCTIONAL EXPERTISE: LEADER (Developing Leader Capacity)	
Indicator of Practice 7.1.1	Curricular Balance	
Indicator of Practice 7.1.2	Pedagogical Expectations	
Indicator of Practice 7.1.3	Technology Integration	
Indicator of Practice 7.1.4	Conditions for Adult Learning	
Indicator of Practice 7.1.5	Conditions for Student Learning	
Indicator of Practice 7.1.6	Classroom Observation Evidence	
Element 7.2	INSTRUCTIONAL EXPERTISE: TEACHERS AND TEAMS (Cultivating School Level Capacity)	
Indicator of Practice 7.2.1	Collaborative Curricular Balance	
Indicator of Practice 7.2.2	Pedagogical Collaboration	
Indicator of Practice 7.2.3	Collaborative Technology Integration	
Indicator of Practice 7.2.4	Collaboration for Adult Learning	
Indicator of Practice 7.2.5	Collaboration for Student Learning Conditions	
Indicator of Practice 7.2.6	Collaboration for Classroom Observations and Evidence	
Element 7.3	LEARNING SYSTEMS (Ensuring Collective Responsibility and Accountability)	
Indicator of Practice 7.3.1	Monitoring Curricular Balance	
Indicator of Practice 7.3.2	Pedagogical Assessment and Alignment	
Indicator of Practice 7.3.3	Technology Monitoring	
Indicator of Practice 7.3.4	Monitoring Adult Learning Conditions	
Indicator of Practice 7.3.5	Assessing Student Learning Conditions	
Indicator of Practice 7.3.6	Assessing Classroom Observations and Evidence	

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
Dimension Seven Overview I N S T R U C T I O N Principal demonstrates expertise in curriculum and instruction, sustains an equitable and rigorous learning environment for teachers and students, and monitors an effective learning system for teachers and students							
Developing Leader Capacity			Cultivating School Level Capacity		Ensuring Collective Responsibility and Accountability		
Element 7.1 INSTRUCTIONAL EXPERTISE: LEADER Develops and uses curricular and instructional expertise to ensure a balanced curriculum ⁷ , set pedagogical expectations that attend to the engagement of each and every student, integrate technology, and set up the conditions for adult and student learning and effective observation of classrooms			7.2 INSTRUCTIONAL EXPERTISE: TEACHERS AND TEAMS⁸ Collaborates with teachers and teams to ensure balance, rigor, and relevance in the curriculum, culturally relevant and engaging pedagogy, appropriate and regular use of technology, ongoing learning for adults and students and use of classroom evidence for meaningful professional learning		7.3 INSTRUCTIONAL LEARNING SYSTEMS In collaboration with teacher teams, monitors, assesses, and regularly revises systems for curricular balance, pedagogical strengths and challenges, use of technology, adult and student learning conditions and use of classroom observational evidence for meaningful professional learning.		
7.1.1 Curricular Balance			7.2.1 Collaborative Curricular Balance		7.3.1 Monitoring Curricular Balance		
Articulates rationale for purposeful and rigorous curriculum: assessment of site-based context; integration state/district standards with school context; and academic, social-emotional, civic, artistic, and health/fitness outcomes Establishes expectations and structures for a purposeful, balanced, and rigorous curriculum that draws on student, family, cultural, and community assets Ensures use of social emotional (SEL) learning standards in curriculum and in strategies to implement those standards (SQR 2.3)			Collaborates with teachers leaders to ensure balance, rigor, and integration of state and district standards and school context in all curricular content and instructional practices Collaborates with teachers and teacher teams to develop shared expectations and content for rigorous teaching and learning that incorporates student prior knowledge and community assets Ensures all teaching, learning and assessments include SEL and coaches adults and students in achieving SEL standards aligned with academic outcomes (SQR 2.3)		Monitors and adjusts curriculum to ensure balance, rigor, school-wide coherence and integration of state and district standards with school context Monitors how effectively shared and rigorous expectations and structures for teaching and learning are based on student and community assets Assesses the levels of SEL implementation and integration and fosters full alignment of SEL with academic outcomes (SQR 2.3)		
Sets expectation for and models use of curricular standards for college and career readiness			Collaborates with teachers and teacher teams to incorporate college and career readiness in curricular content		Assesses and monitors how effectively college and career readiness is incorporated in curricular content		

⁷ Balanced curriculum implies that there is attention to academic, social-emotional, and civic learning outcomes, and that the arts and health and fitness are included as key components of the curriculum. A balanced curriculum takes into consideration the cultural and community assets as a source of curricular content.

⁸ High functioning teams is also in Management

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
7.1.2 Pedagogical Expectations			7.2.2 Pedagogical Collaboration			7.3.2 Pedagogical Assessment & Alignment	
	Models, guides, and supports the development of quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6)		Collaborates with teachers and teacher teams to ensure quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6)			Assesses the levels of rigor for student thinking, listening, speaking and writing	
	Uses inventories, surveys, and classroom evidence to diagnose current pedagogy in school and aligns instructional practices across the school that support rigor and engagement in student and teacher learning		Collaborate with teachers and teams to analyze and use data, evidence, and research-based instructional knowledge to design implement, and/or refine pedagogical strategies and plan professional learning that models engaging pedagogy (includes coaching, workshops, etc.			Regularly re-aligns school-wide instructional practices in coaching, professional learning workshops and informal learning for teachers based on data, evidence, and research	
	Advocates for and models the use of culturally and linguistically relevant pedagogy that includes cultural and community assets of students in professional learning opportunities for teachers		Collaborates with teachers to ensure that pedagogy is culturally and linguistically relevant in classrooms and professional learning for teachers			Assesses and monitors use of culturally and linguistically relevant practices and reports results to teaching staff	
7.1.3 Technology Integration			7.2.3 Collaborative Technology Integration			7.3.3 Technology Monitoring	
	Consistently refines technological knowledge and skill		Ensures access of staff and students to technological knowledge and skill			Monitors staff and student access to technological knowledge and skill	
	Uses knowledge and practices of technological innovations to effectively develop and support adult and student learning		Collaborates with teachers to incorporate technological innovations in adult professional learning and differentiate for adult learners			Assesses effectiveness of use of technology and differentiation in adult professional learning	
	Facilitates the integration of STEM content and pedagogy in curriculum and instruction program		Collaboratively designs curricular and instructional integration of STEM content and pedagogy			Monitors integration of STEM content and pedagogy in curricular and instructional program	
7.1.4 Conditions for Adult Learning			7.2.4 Collaboration for Adult Learning			7.3.4 Monitoring Adult Learning	
	Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams		Supports structures and resources for formal and informal coaching of peers and teacher teams			Monitors the effectiveness of teacher and staff learning structures and revises based on analysis of evidence and collective feedback (SQR 3.4)	
	Set up structures for professional learning and school coaching by site-based and district coaches		Supervises and supports instructional coaches who engage in peer observations and coaching			Regularly seeks feedback on principal and coach effectiveness and adjust practices	
	Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices		Supports peer learning that encourages informal conversations and courageous conversations about instructional practices divided by equity and advocacy			Monitors the effectiveness of informal adult learning structures and courageous peer conversations about instructional practices	
	Works with teacher leadership to implement professional learning schedule and sessions that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve (SQR 3.4)		Engages teacher leaders in using instructional evidence to plan and implement effective professional learning for teachers and staff (SQR 3.1; 5.6; 5.9) that supports teachers to continuously improve (SQR 3.4)			Monitors effectiveness and usefulness of teacher-facilitated professional learning and facilitates teacher leaders in re-design based on evidence	

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
7.1.5 Conditions for Student Learning Discipline also addressed in Management Dimension		7.2.5 Collaboration for Student Learning Conditions		7.3.5 Assessing Student Learning Conditions			
Models personalization in student relationships that demonstrate the importance of teacher connectedness to students Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners ⁹ Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions Documents and analyzes classroom and school discipline data trends for inequities and efficacy	Collaboratively develops and implements teacher practices that ensure teacher connectedness to students and engages in conversations with teachers who experience difficulty in this area		Assesses degree to which students report effective and connected relationships with teachers		Assesses the degree to which students have equitable access to curriculum and uses evidence to develop professional learning for teachers		
	Collaboratively designs and implements instructional practices that provide all students equitable access to curriculum		Assesses the degree to which students have equitable access to curriculum and uses evidence to develop professional learning for teachers		Regularly assesses the effectiveness of school classroom and school environment in supporting teaching and learning outcomes (SQR 2.6)		
	Collaboratively establishes and implements student discipline systems that adhere to equity principles and developmentally appropriate practices and are used consistently by teachers, staff, service providers, and administrators (SQR 2.6)		Assesses the degree to which students have equitable access to curriculum and uses evidence to develop professional learning for teachers		Monitors and re-aligns disciplinary practices to meet equity and access goals		
	Collaboratively analyzes discipline data, including student perceptions of discipline system		Assesses the degree to which students have equitable access to curriculum and uses evidence to develop professional learning for teachers		Monitors and re-aligns disciplinary practices to meet equity and access goals		
7.1.6 Classroom Observation Evidence Formal evaluation in Accountability Dimension		7.2.6 Collaboration for Classroom Observations and Evidence		7.3.6 Assessing Classroom Observations and Evidence			
Sets up structures and schedule for strategic and supportive systems for formal and informal observations and formative feedback for and among teachers and staff Communicates to staff what evidence s/he is tracking during observations	Utilizes observational evidence of teaching and learning to develop individual and collective teacher capacity to provide feedback and build systems to achieve equitable and rigorous academic, social-emotional, and civic outcomes for students, including effective professional learning for teachers and staff (SQR 3.1; 5.6; 5.9)		Regularly analyzes qualitative and quantitative evidence to assess the usefulness, viability, and success of teaching and learning systems for students and adults; uses patterns to inform professional learning.		Regularly analyzes qualitative and quantitative evidence to assess the usefulness, viability, and success of teaching and learning systems for students and adults; uses patterns to inform professional learning.		
	Identifies, in collaboration with teachers, key formative evidence to assess effectiveness of learning systems and calibrates and communicates observational evidence and feedback using common protocols		Assesses the degree to which students have equitable access to curriculum and uses evidence to develop professional learning for teachers		Regularly re-assesses and re-aligns evidence systems for classroom observations by administrator(s), coaches, and peers		
	Effectively engages staff in distributed/collaborative leadership for instructional leadership outcomes by collectively analyzing evidence about instructional leadership		Assesses the degree to which students have equitable access to curriculum and uses evidence to develop professional learning for teachers		Uses results from instructional leadership analysis to revise instructional systems (SQR 4) and assess effectiveness of collaborative instructional leadership		

⁹ Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identify as LGBTQ, and students from vulnerable families and communities that are in economic distress

ACCOUNTABILITY

Accountability for outcomes is represented in each dimension in the .3 or “**Ensuring Collective Responsibility and Accountability**” section of each dimension. In the ACCOUNTABILITY DIMENSION, the focus is the principal’s accountability for teacher practice and equitable and rigorous academic, civic, and social-emotional student outcomes. This dimension is an extension of the Instructional dimension, which focuses on instruction and professional learning. The principal’s actions in the accountability dimension consistently demonstrate a laser focus on ensuring teacher practice that in turn leads to improved student learning. As the principal responds to and communicates district, state, and federal accountability policies and mandates, s/he holds fast to a more comprehensive and complex system using multiple measures of academic, civic, and social-emotional learning. The principal exhibits a deep understanding of the quantitative data, qualitative evidence, and technology systems that will support data-driven cycles of inquiry and inform intentional and thoughtful change efforts. S/he communicates a comprehensive accountability frame to teachers, students, parents, and partner organizations. The leader is responsible for the quality of teaching and learning in the school, and that requires considerable and consistent attention to the supervision, support, and evaluation of teachers, staff and programs.

Dimension Eight Overview		ACCOUNTABILITY		Principal designs, implements, and monitors a system of collective accountability that ensures effective teacher practice and improved student learning outcomes	
Element 1.1	ACCOUNTABILITY FUNDAMENTALS (Developing Leader Capacity)				
Indicator of Practice 8.1.1		Accountability Framework			
Indicator of Practice 8.1.2		Accountability System			
Indicator of Practice 8.1.3		Teacher, Staff and Student Evaluation Systems			
Element 1.2	ACCOUNTABILITY SYSTEMS (Cultivating School Level Capacity)				
Indicator of Practice 8.2.1		Collaborative Accountability Knowledge and Use			
Indicator of Practice 8.2.2		Collaborative Accountability System			
Indicator of Practice 8.2.3		Collaborative Engagement in Teacher, Staff and Student Evaluation Systems			
Element 1.3	ACCOUNTABILITY MONITORING (Ensuring Collective Responsibility and Accountability)				
Indicator of Practice 8.3.1		Monitoring Accountability Knowledge and Use			
Indicator of Practice 8.3.2		Monitoring Accountability System			
Indicator of Practice 8.3.3		Monitoring Teacher, Staff and Student Evaluation Systems			

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
Dimension Eight Overview A C C O U N T A B I L I T Y Principal designs, implements, and monitors a system of collective accountability that ensures effective teacher practice and improved student learning outcomes							
Developing Leader Capacity Element 8.1 ACCOUNTABILITY FUNDAMENTALS Ensures that accountability and evaluation systems promote effective teacher practice and rigorous student outcomes		Cultivating School Level Capacity 8.2 ACCOUNTABILITY SYSTEMS Develops the collaborative capacity to engage in for data-driven cycles of inquiry and fully implements evaluation and accountability systems for assessing effective teacher practice and student outcomes			Ensuring Collective Responsibility and Accountability 8.3 ACCOUNTABILITY MONITORING Ensures collective responsibility for improved teacher practice and student outcomes by assessing and monitoring results of accountability systems, and regularly refines systems as needed.		
8.1.1 Accountability Framework		8.2.1 Collaborative Capacity for Accountability Knowledge and Use			8.3.1 Monitoring Accountability Knowledge and Use		
Communicates rationale for and builds capacity of teachers in understanding current accountability context (local, state and national) in an equity context and analyzing quantitative data and qualitative evidence effectively to ensure equitable results		Engages leadership team in communicating accountability context and value of data and evidence and in developing professional learning opportunities for using data to make decisions that achieve equitable results			Collaborates with leadership team to revise use of data and evidence within current accountability context for all staff and student learning		
Collects, analyzes, and disaggregates multiple metrics ¹⁰ for racial, linguistic, disability, and/or gender inequities in student outcomes, disciplinary actions, and access to learning opportunities		Engages teachers and teams in choosing and analyzing multiple metrics to address inequities in student outcomes, disciplinary actions, and access			Monitors and assesses choice, use, and usefulness of multiple metrics in diagnosing and designing interventions to improve results		
Coordinates with district in using and analyzing data and evidence effectively for school improvement		Implements systems for collecting, calibrating, and analyzing data and evidence that corresponds to Balanced Score Card			Reviews Balanced Score Card (BSC) and re-aligns metrics with school and district goals		
Communicates and puts structures in place to analyze the emotional content of data use and maintain resilience for long-term goals		Engages teachers and teams in reflecting on and using protocols and processes to address the emotional content of data and evidence			Monitors the effective use of processes and protocols for data and evidence analysis so that teachers and teams can maintain resilience for achieving long-term goals		

¹⁰ In this document, “data” is a term used to indicate quantitative metrics and evidence is used to indicate qualitative information; together these are termed “multiple metrics”.

EQUITY	VISION	RELATIONSHIPS	RESILIENCE	PARTNERSHIP	MANAGEMENT	INSTRUCTION	ACCOUNTABILITY
8.1.2 Data-driven Inquiry Systems			8.2.2 Collaborative Capacity for Data-driven Inquiry Systems	8.3.2 Monitoring Data-driven Inquiry Systems			
Designs systems for data-driven cycles of inquiry to collect and analyze multiple forms of data and evidence (SQR 3.9)			Builds capacity of teachers and teams in using data-driven cycles of inquiry (including data conferences) to improve student performance and student experience in learning (SQR 3.2)	Analyzes how data-driven cycles of inquiry contribute to school change and improved learning outcomes			
Communicates the process for calibrating criteria for high quality work, scoring and grading			Builds capacity of teachers to use evidence and data effectively (SQR 5.8) to collaboratively calibrate what constitutes high quality work and common scoring and grading practices	Monitors implementation of use of data and evidence to calibrate scoring and grading			
Creates and/or maintains technology systems that support data analysis and reporting			Engages teachers and teacher teams in using technology for data analysis and reporting	Monitors the usefulness of technology systems in supporting data analysis and reporting			
Institutes systems to report and discuss assessments with students, families, and community about how student is progressing and participating in school (SQR 4.5)			Provides opportunities for families to engage with and understand what their children are learning, why they're learning it, and what it looks like to perform well (SQR 4.6)	Maintains and assesses the usefulness of structures that authentically and successfully communicate achievement data to families and community			
8.1.3 Teacher, Staff and Student Evaluation Systems			8.2.3 Collaborative Capacity for Engagement in Teacher, Staff and Student Evaluation Systems	8.3.3 Monitoring Teacher, Staff and Student Evaluation Systems			
Communicates teacher and staff evaluation systems and expectations to all staff; normalizes the importance of teacher and staff evaluation practices as a key lever in improving student outcomes			Writes and communicates teacher and staff evaluation using specific data and evidence for evaluation decisions	Monitors and assesses the effectiveness of principal processes and evaluation practices in supporting changed teacher practice and improved student outcomes			
Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student learning			Analyzes evidence of teacher evaluations to guide differentiated professional learning and coaching of teachers and inform teachers of connection between teacher performance and impact on student learning	Regularly assesses the effectiveness of evaluation in meeting goals of collective responsibility for outcomes and ensuring that evaluation has a demonstrable impact on teacher performance and student learning/social development (SQR 3.5)			
Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff , including input on evaluations of partner staff			Troubleshoots possible barriers and challenges to completing formal observation cycle and addresses those with supervisor and/or appropriate teachers	Collects and analyzes feedback on the formal evaluation processes and revises processes as needed			
Sets up systems for logistical and legal requirements related to administration for student assessments			Coordinates and troubleshoots logistical and legal issues related to assessment administration and teacher and staff evaluation	Monitors the logistics and legal issues of student assessment administration			

GLOSSARY

Key terms used in this Dimension Document may not be completely familiar. In general Dimension Document terminology should be accessible and clear to users. However, the Leadership Task Force made strategic decisions about language that helped to enhance a concept or indicator of practice.

ASSET An asset is the current strength or level of practice. The current levels of practice comprise the leader’s current assets. The current assets imply the current readiness level; growth and improvement only occurs from the current level of strength, knowledge or skill. The leader analyzes his/her practices and decides on focused goals for improvement. In many cases, the leader can draw on his/her strength in one area and apply it to an area on which s/he chooses to focus.

ASSET OBSERVATION The process of observing, scripting, and naming/coding current practices of an individual or group. The asset observation provides evidence of the current levels of practice and can be used in collaborative dialogue to decide on goals and next steps.

COHERENCE The level of consistency and unity in a school about desired goals and collaborative actions in the service of change and reform. In a fully coherent school, individual and collective expectations, responsibility, and accountability practices are synchronized. Elmore (2004) describes three levels of coherence: atomized, emerging, or nearly coherent. Grubb and Tredway (2010) have added pre-atomized to indicate a school that exhibits some chaotic conditions.

CONSTITUENT This word replaces stakeholder in educational lexicon. A constituent is a fundamental participant who has a vested in an outcome, particularly in creating and being a part of a democratic organization. The term connotes the importance of each person as a citizen-participant who maintains interdependence and reciprocity with other members of a group. Note: Stakeholder has been used for ownership as stakeholders put stakes in the ground to claim land that is often not theirs to claim.

CRITICAL FRIEND A colleague who acts as important or vital listener and responder to dilemmas of practice, using a critical friends protocol (consultancy or tuning protocols are most common). The critical friend is able to be a warm demander and gives warm and cool feedback to colleague(s).

CROSS-BOUNDARY LEADERSHIP Relying on the role of formal and informal multiple leaders (students, family, school leaders, in schools) to create optimal conditions for partnerships and achieving robust and rigorous student outcomes. This kind of leadership means welcoming the rich diversity in language, culture and outlook that changing student populations bring to schools, and refusing to evade the challenges posed by race, equity and poverty issues. Boundary crossers understand that networks of responsibility—not traditional models of isolated leadership—are needed to solve 21st century challenges, including those facing our schools. They share an ability to “break through the barriers that divide and diminish our communities” and they have the imagination and determination to build new public systems. By making the best use of all community assets, leaders can scale up their efforts to create community schools and embrace the full service community school mission (Blank, 2006). Navigating cross-boundary leadership requires a school leader to believe in and fully practice shared leadership and develop relationships and agreements for which clear goals, outcomes, roles and responsibilities of all constituents.

CROSS-POLLINATION The process of using learning from conversations with teachers, parents, staff ,or students to inform other adults about effective practices; often this includes making suggestions about which peers would be useful to observe or act as a mentor .

CULTURAL CONSONANCE The ability to align and harmonize the cultural representation of the students, families and community with school; consonance is the agreement or compatibility between opinions or actions and the recurrence of similar actions in close proximity to each other to create a similar “sound” .

DEVELOPMENTAL TRIANGLE - Integrates three parts of FSCS approach: strong instructional program, expanded learning opportunities through enrichment and services designed to remove barriers to students’ learning and healthy development, so that they can thrive academically and socially and a comprehensive, integrated approach to education that extends the hours, services and partnerships of traditional public schools.

DISCOURSE II A process for having conversations about practice and change that includes a non-blaming, non-judgmental approach. The premise of Discourse II is that organizational actors adopt a problem-posing, problem- solving frame of mind. The leader meets the constituents at their level of readiness and honors their thoughts and work. This form of discourse is the foundation of respectful resolution of conflicts and is a fundamental component of democratic engagement.

DISCIPLINE The term discipline connotes developing social-emotional habits that are useful as a student, family member, and citizen. It originates from the word disciple, which means to follow someone because he or she is modeling behavior one wants to emulate. The discipline space in schools has often become contentious because of the legal climate that has surrounded school since “zero tolerance” practices developed. Many of the discipline policies are counter to the tone of this Dimension Document and support punitive and authoritarian responses. These subvert the democratic purposes of school and are counterproductive to student learning. This Dimension Document supports discipline policies that include restorative justice and equitable and dignified treatment of diverse students.

DYNAMIC INEQUALITY - Articulates the role that repeated inequality has in exponentially disenfranchising students and adults from a voice and direction in the school; addresses the ways resources management can provide an antidote to systemic dynamic inequality; mitigates inequality by managing systems

EMOTIONAL ACUITY Motivates, inspires and encourages others to demonstrate an understanding of how individual emotions contribute to the group dynamic; supports constituents in developing high degree of situational awareness and engaging in authentic, productive responses; facilitates dialogue that supports analysis of individual and collective emotional contributions

ENGAGEMENT - ; behavioral engagement includes on task attention, consistent effort and persistence on part of student and teacher; cognitive engagement relates to cognitive complexity; affective engagement of students and teachers relates emotional commitment that all make to the learning environment; coaches teachers effectively on engagement as primary level of equitable access and opportunity to learn

EQUITABLE PARTICIPATION All constituents have access to the conversation in ways that are fair and reasonable to the situation (classroom, meeting, school community); the participatory structures consistently and intentionally include the voices of all constituents in building democratic structures.

EQUITY TRAP The possibility of relying on a constricting view of the situation that limits the ability to take responsibility for achieving outcomes for students. The equity traps include deficit thinking or conversations, erasure (acting if one does not see racial categories), the gaze (diminishing expectations in racially diverse schools and keeping peer teachers “in line” in terms of what is expected of teachers), and para-logical beliefs (attributing low performance to external factors by not assuming personal responsibility) (McKenzie & Scheurich, 2004).

EVIDENCE-BASED PRACTICE The process of supporting teachers and leaders to use nonjudgmental quantitative and qualitative data that inform decisions about teaching and learning or other areas of improvement.

INVENTORY The process of taking stock of key aspects of a school or community in order to use the evidence to make decisions.

MASTERY GOALS The difference between the use of mastery goals and performance goals is key to improved outcomes for students and adults. A focus on performance is more likely to be linked to innate ability, and a focus on mastery is more likely to be attributed to effort, which is in the control of the person. The latter leads to stronger self-efficacy and greater likelihood that the individual will put forth effort in other situations. Boykin and Noguera (2010). Creating the opportunity to learn. (pp. 80-84)

MICROPOLITICS – Communicates the value and the mechanism of productive micro-political conversations,encourage the informal information structures of the school I ways the surge important ideas and conflicts.

MICRO-POLITICAL The use of formal and informal power by individuals and groups to achieve their goals within organizations.

MULTIPLE MEASURES/METRICS The practice of using formative and summative assessments from several reliable and valid sources to assess student progress. More complex assessments (exhibitions or portfolios using rubrics) are more difficult to use, but critical in gaining a full portrait of student learning.

OPERATIONS The variety of management systems include schedules and relationships with teachers, support staff, parents/caregivers and community-based organizations (CBO): egress and ingress patterns, bus duty and schedules, yard or playground supervision, cafeteria and hallway procedures, teacher release periods, substitute procedures, calendars for professional development, rituals and celebrations, committees, reports, planning, CBO participation, etc.

RESOURCES:

- **Simple resources** - Assesses the level(s)of individual (self and others) resources needed to teach in the context of the school (financial and human); assesses the individual resources and skills in management that he/she brings to the position; organizes calendar to address the management responsibilities; seeks personal support for fine-tuning management skills so that professional management habits do not interrupt the capacity of organization to develop
- **Abstract resources** -Assesses level(s) of human capital and time (resources that cannot be bought but can be constructed together—eg., trust, curricular coherence, school climate, stability); organizes the office staff to support the school and the work of the administrator
- **Complex resources** - Assesses the level(s) of resources that require extensive professional preparation and development (eg., innovative and balanced pedagogical approaches; specific use of practices to support students of color)

SHARED AGENCY/RESPONSIBILITY Those who act on each other’s behalf or on the behalf of an organizational goal. A metaphor for the role of principal in the FSCS is an insurance agent, who establishes common policies and outcomes and represents the best interests of the school in partnership with district managers and community-based organizations serving student learning outcomes. *Sharing* an intention and acting *with* others depends on collaborating with other agents or organizational actors with whom you share a common purpose and intent and with whom you act in concert, not independently. The principal needs to consistently be explicit about the intent and purposes so that the individuals can act in concert and result in reciprocal and collective outcomes. Everyone may have “good intentions” but if they act in different ways – even with the same goal – often the activities are working at cross instead of common purposes. Thus, shared agency/responsibility is the shared intention to engage in a structure of related intentions that serves to coordinate action and planning, as well as structure bargaining between and among participants.

SIGHTING The opportunity, often sudden and striking as in an epiphany, to see and understand the beliefs that animate the behaviors and policies of a school. May result from mulling over an incongruity. A moment when a belief intersects with a practice that “bubbles up” from constituents and causes one to rethink direction (McDonald, 1996).

SITUATIONAL AWARENESS From the McRel leadership responsibilities for effective leadership, situational awareness is defined as awareness of the details and undercurrents in the running of the school and uses this information to address current and potential problems. This factor received the highest average effect size (.33) in their list of 21 responsibilities.

WARM DEMANDER A warm demander is a trusted colleague who communicates unconditional positive regard coupled with active insistence on supporting self-reflection as a cornerstone of learning and growth. The warm demander uses warm and cool feedback in enacting the role of critical friend.

OUSD Focus Leadership Practices Rubric

Summary Table

Dimension 1 Equity	Element 1.2 Advocacy	Collective Equity Goals 1.2.2		- Sets collaborative equity goals and outcomes based on evidence analysis to implement equity goals for classrooms, school and community - Regularly collects and analyzes evidence about next steps and adjusts steps to achieve goals
		Implementation of Vision 2.2.2		- Builds capacity of adults and students to act on shared vision (SQR 5.1) that endows the community with the power of the possible in building and maintaining an equitable school community - Demonstrates culturally appropriate and responsive choices in communicating and implementing vision - Develops systems and allocates resources in support of the school's vision (SQR 5.10), including deliberate actions regarding rituals and routines and visual artifacts that communicate the school vision
Dimension 2 Vision	Element 2.2 Engagement	Principal Emotional Intelligence 3.1.3		- Uses a range of communication skills to interact effectively with and encourage full participation of individuals and groups of diverse backgrounds, abilities and lifestyles (SEL 4A) - Demonstrates self-regulation in developing and sustaining relationships - Exhibits a high degree of emotional acuity, (managing emotions, thoughts, impulses and stress/SEL 1A; SEL 2A) and displays empathetic responses to other people's emotions, perspectives, and cultures so that constituents feel heard and understood (SEL 3A) - Uses appropriate inventories to gauge the emotional intelligence of staff members and customizes relational responses to individuals and groups (SEL 4A) - Engages in courageous conversations with trusted individuals and groups in the service of collective outcomes (SQR 5.8) - Develops and practices skills as warm demander
		Relationship Building		
Dimension 3 Relationships	Element 3.1 Relationship Building	Collaborative Responsibility for Resources 6.2.2		- Engages appropriate teams in understanding the complexity of the resource picture and connecting school's vision of equitable outcomes to fiscal and facilities resource allocation - Engages appropriate teams in fiscal decisions based on shared decision-making and achieving equitable outcomes and maximizing resources for school - Fully engages the staff in appropriate levels of decisions about school schedule (including inclusion, interventions, acceleration), and personnel assignments and facilitates conversations about equitable access for all students - Seeks out coaching support from internal leadership and external departments to effectively complete deliverables - Addresses urgent needs while maintaining consistent progress on important goals
		High Functioning Teams 6.2.3		- Fully implements effective shared leadership structures and processes for decision-making and communication - Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively
Dimension 6 Management	Element 6.2 Equitable Systems	High Functioning Teams 6.2.3		- Fully implements effective shared leadership structures and processes for decision-making and communication - Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively
		High Functioning Teams 6.2.3		- Fully implements effective shared leadership structures and processes for decision-making and communication - Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively

OUSD Focus Leadership Practices Rubric

Dimension 7 Instruction	Element 7.1 Instructional Expertise: Leaders	Pedagogical Expectations 7.1.2 - Models, guides, and supports the development of quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6) - Uses inventories, surveys, and classroom evidence to diagnose current pedagogy in school and aligns instructional practices across the school that support rigor and engagement in student and teacher learning - Advocates for and models the use of culturally and linguistically relevant pedagogy that includes cultural and community assets of students and families in professional learning opportunities for teachers
		Conditions for Adult Learning 7.1.4 - Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams - Set up structures for professional learning and school coaching by site-based and district coaches - Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices - Works with teacher leadership to implement professional learning¹ that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)
Dimension 8 Accountability	Element 8.1 Accountability Fundamentals	Conditions for Student Learning 7.1.5 - Models personalization in student relationships that demonstrate the importance of teacher connectedness to students - Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners² - Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions - Documents and analyzes classroom and school discipline data trends for inequities and efficacy
		Teacher, Staff and Student Evaluation Systems 8.1.3 - Communicates teacher and staff evaluation systems and expectations to all staff, normalizes the importance teacher and staff evaluation practices as a key lever in improving student outcomes - Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student learning - Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff, including input on evaluations of partner staff - Sets up systems for logistical and legal requirements related to administration for student assessments
	Element 8.2 Systems	Collaborative Capacity for Data Driven Inquiry Systems 8.2.2 - Builds capacity of teachers and teams in using data-driven cycles of inquiry (including data conferences) to improve student performance and student experience in learning (SQR 3.2) - Builds capacity of teachers to use evidence and data effectively (SQR 5.8) to collaboratively calibrate what constitutes high quality work and common scoring and grading practices - Engages teachers and teacher teams in using technology for data analysis and reporting - Provides opportunities for families to engage with and understand what their children are learning, why they're learning it, and what it looks like to perform well (SQR 4.6)

¹ Professional learning structures are addressed in Management Dimensions related to high functioning team structures and decision-making

² Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identify as LGBTQ, and students from vulnerable families and communities that are in economic distress

OUSD Focus Leadership Practices Rubric

Collective Equity Goals				
1.2.2		Dimension 1 – Equity		Element 1.2 – Advocacy
Actions	Sets collaborative equity goals for classrooms, school and community Regularly collects and analyzes evidence about next steps and adjusts steps to achieve goals			
Emerging	Developing	Meeting Standard	Exceeding	
Does not collaborate to create or maintain equity goals or vision of high expectations for all students. Analysis of evidence/data from classrooms, school and community does not consider equity. Evidence that the school leader cares about equity is lacking and engagement with stakeholder groups is not prioritized.	Develops minimal opportunities for staff and stakeholders to learn about equity goals and a vision of high expectations for all students; gives staff limited input into the development and maintenance of the equity goals. The collection and analysis of evidence about next steps happens inconsistently. There is inconsistent evidence of next steps to implement equity goals for classrooms, school and community. There may be evidence that the school leader cares about equity, but struggles to communicate and translate that caring into effectively engaging stakeholders about equity.	Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students. Analysis of evidence/data from classrooms, school and community considered through equity lens or equity mindset. The collection and analysis of evidence about next steps happens consistently and there is evidence of next steps to implement equity goals for classrooms, school and community. The school leader cares about equity and effectively engages many stakeholders about equity.	Co-creates equity goals and a shared vision of high expectations with multiple stakeholders; builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness for all students. The collection and analysis of evidence about next steps happens consistently, is embedded in the school's culture and is a result of meaningful engagement with the school community. There is abundant evidence of steps to implement equity goals for classrooms, school and community. The school leader cares deeply about equity and has developed effective ways to engage the school community about equity.	

Implementation of Vision				
2.2.2		Dimension 2 – Vision		Element 2.2 – Engagement
Actions				
- Builds capacity of adults and students to act on shared vision (SQR 5.1) that endows the community with the power of the possible in building and maintaining an equitable school community - Demonstrates culturally appropriate and responsive choices in communicating and implementing vision - Develops systems and allocates resources in support of the school's vision (SQR 5.10), including deliberate actions regarding rituals and routines and visual artifacts that communicate the school vision				
Emerging	Developing	Meeting Standard	Exceeding	
Makes limited attempts to implement the vision; resource allocation is not consistent with school vision/CSSSP; school leader does not provide opportunities to engage constituents regarding school vision; inadequate discussions and communications to internal and external stakeholders.	Broadly communicates the vision to adults and students in the school community; refers to school vision when making decisions but may not show evidence of alignment between vision and resource allocation. School leader provides limited opportunities to engage constituents.	Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions and allocates resources in support of the vision. School leader provides opportunities to engage constituents; communications to internal and external stakeholders are consistent, clear, and equitable.	Inspires all adults and students in the school and community to adopt and enact the vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions regarding resources are aligned to and support the vision. School leader provides meaningful opportunities to engage constituents; discussions with and communications to internal and external stakeholders are consistent, clear, and equitable.	

OUSD Focus Leadership Practices Rubric

Conditions for Adult Learning				
7.1.4		Dimension 7 – Instruction		Element 7.1 – Instructional Expertise: Leader
Actions				
- Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams - Set up structures for professional learning and school coaching by site-based and district coaches - Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices - Works with teacher leadership to implement professional learning³ that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)				
Emerging	Developing	Meeting Standard	Exceeding	
Does not offer professional development and support that is timely, relevant or differentiated; has poor working relationships with much of the staff that prohibits informal learning	Relies on whole group development sessions including trainings on how data should be used, with some specific supports; has sufficiently strong working relationships with some staff members that allow informal learning	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities; has sufficiently strong working relationships with most staff members that allow informal learning	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities; informal learning exists throughout the school between school leader and teacher and school leader and students	

Conditions for Student Learning				
7.1.5		Dimension 7 – Instruction		Element 7.1 – Instructional Expertise: Leader
Actions				
- Models personalization in student relationships that demonstrate the importance of teacher connectedness to students - Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners⁴ - Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions - Documents and analyzes classroom and school discipline data trends for inequities and efficacy				
Emerging	Developing	Meeting Standard	Exceeding	
Sends inconsistent messages about the school's values and behavioral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized; does not communicate student referrals or suspensions to teachers and staff. Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe. Insufficient focus on equitable course access.	Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences; proactively communicates decisions about student referrals and suspensions to teachers and staff. Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe; evidence of congeniality between school leader and students exist in informal interactions. Attempts to assure equitable course access for all students, with mixed results.	Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented; proactively communicates decisions about student referrals and suspensions to teachers and staff and welcomes feedback about decisions. Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure. Prioritizes equity of course access for all students and makes appropriate adjustments when necessary.	Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences; school leader proactively communicates decisions about student referrals and suspensions to teachers and staff and solicits feedback about how to prevent and address discipline issues Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure. Consistently evaluates equity of course access and teaching practices for all students.	

³ Professional learning structures are addressed in Management Dimensions related to high functioning team structures and decision-making

⁴ Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identify as LGBTQ, and students from vulnerable families and communities that are in economic distress

OUSD Focus Leadership Practices Rubric

High Functioning Teams				
6.2.3		Dimension 6 – Management		Element 6.2 – Equitable Systems
Actions				
- Fully implements effective shared leadership structures and processes for decision-making and communication - Co-develops processes that ensure teams engage effectively, solve conflicts, and address learning outcomes for students and that support team development and coaches team members and teams to work collaboratively				
Emerging	Developing	Meeting Standard	Exceeding	
School leader does not create consistent teacher team structures; does not coach teachers, staff, or stakeholders in developing leadership capacity	Introduces common team structures and expectations for teacher teams; coaching from school leader focuses on under-performing teachers, staff, or stakeholders	Ensures that effective teacher teams use student learning data and student work to advance student outcomes; teams have structured time to work together; effectively differentiates coaching to all teachers, staff, and stakeholders to develop their capacity and support stakeholder’s goals	Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work; diverse, collaborative teams exist in the school and have structured time to work together; effectively differentiates coaching to all teachers, staff, and stakeholders to develop their capacity and support stakeholder’s goals	

Pedagogical Expectations				
7.1.2		Dimension 7 – Instruction		Element 7.1 – Instructional Expertise: Leader
Actions				
- Models, guides, and supports the development of quality instruction that emphasizes academic rigor for student thinking, listening, speaking, and writing (SQR 5.6) - Uses inventories, surveys, and classroom evidence to diagnose current pedagogy in school and aligns instructional practices across the school that support rigor and engagement in student and teacher learning - Advocates for and models the use of culturally and linguistically relevant pedagogy that includes cultural and community assets of students and families in professional learning opportunities for teachers				
Emerging	Developing	Meeting Standard	Exceeding	
Does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices or support use of culturally and linguistically relevant pedagogy	Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices and culturally/linguistically relevant pedagogy; anecdotal evidence is collected to determine the pedagogical needs of the teaching staff	Assesses instructional practices, identifies a few practices that are research-based, rigorous and relevant that will be implemented school-wide and supports teacher development around culturally/linguistically relevant pedagogy; anecdotal evidence is combined with consistent feedback mechanisms to determine the pedagogical needs of the teaching staff	Regularly assesses instructional practices and builds teacher capacity to implement a variety of practices that are relevant to student needs and interests, research based, and based on academic rigor and strategies that support culturally/linguistically relevant pedagogy; consistent feedback mechanisms determine the pedagogical needs of the teaching staff; professional learning is evaluated and changes are made to the professional learning calendar to reflect new or relevant data	

OUSD Focus Leadership Practices Rubric

Conditions for Adult Learning				
7.1.4		Dimension 7 – Instruction		Element 7.1 – Instructional Expertise: Leader
Actions				
- Customizes leadership style and develops a range of coaching strategies to differentiate coaching support individual teachers and teacher teams - Set up structures for professional learning and school coaching by site-based and district coaches - Fosters informal adult learning through strategic conversations with and among teachers and staff that include courageous conversations about instructional practices - Works with teacher leadership to implement professional learning³ that supports high-functioning teams, models effective practices, promotes teacher leadership, and supports teachers to continuously improve their practices (SQR 3.4)				
Emerging	Developing	Meeting Standard	Exceeding	
Does not offer professional development and support that is timely, relevant or differentiated; has poor working relationships with much of the staff that prohibits informal learning	Relies on whole group development sessions including trainings on how data should be used, with some specific supports; has sufficiently strong working relationships with some staff members that allow informal learning	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities; has sufficiently strong working relationships with most staff members that allow informal learning	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities; informal learning exists throughout the school between school leader and teacher and school leader and students	

Conditions for Student Learning				
7.1.5		Dimension 7 – Instruction		Element 7.1 – Instructional Expertise: Leader
Actions				
- Models personalization in student relationships that demonstrate the importance of teacher connectedness to students - Emphasizes equitable access to curriculum and academic practices appropriate to grade level for all learners⁴ - Supports teachers and staff in maintaining a classroom and school environment that ensures effective and equitable student learning and effective communication with teachers regarding student referrals and suspensions - Documents and analyzes classroom and school discipline data trends for inequities and efficacy				
Emerging	Developing	Meeting Standard	Exceeding	
Sends inconsistent messages about the school's values and behavioral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized; does not communicate student referrals or suspensions to teachers and staff. Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe. Insufficient focus on equitable course access.	Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences; proactively communicates decisions about student referrals and suspensions to teachers and staff. Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe; evidence of congeniality between school leader and students exist in informal interactions. Attempts to assure equitable course access for all students, with mixed results.	Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented; proactively communicates decisions about student referrals and suspensions to teachers and staff and welcomes feedback about decisions. Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure. Prioritizes equity of course access for all students and makes appropriate adjustments when necessary.	Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences; school leader proactively communicates decisions about student referrals and suspensions to teachers and staff and solicits feedback about how to prevent and address discipline issues Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure. Consistently evaluates equity of course access and teaching practices for all students.	

³ Professional learning structures are addressed in Management Dimensions related to high functioning team structures and decision-making

⁴ Equitable access for students who are placed at risk for underperformance, including English language learners, students with disabilities, African American students, students who identify as LGBTQ, and students from vulnerable families and communities that are in economic distress
OUSD LGDS 9.22.14 v.12

OUSD Focus Leadership Practices Rubric

Teacher, Staff and Student Evaluation Systems 8.1.3					Element 8.1 – Accountability Fundamentals		
8.1.3		Dimension 8 -Accountability					
Actions							
- Communicates teacher and staff evaluation systems and expectations to all staff, normalizes the importance teacher and staff evaluation practices as a key lever in improving student outcomes - Sets up systems for collecting and analyzing evidence from formal evaluations that can guide professional learning decisions and ensure a demonstrable connection between teacher performance and student learning - Schedules all formal observations to meet contractual requirements for completing formal observation cycle of teachers and staff, including input on evaluations of partner staff - Sets up systems for logistical and legal requirements related to administration for student assessments							
Emerging		Developing		Meeting Standard		Exceeding	
Does not conduct formal and informal observations for teachers, or observations are strictly procedural and offer little opportunity for teacher’s development		No policies or procedures exist to engage teacher feedback in the system of teacher observations; formal observations are set completely by the school leader’s schedule and needs; coaching and debrief after formal observations seem perfunctory; informal observations rarely exist or are seen by teachers as punitive; school leader collects data regarding school discipline		Teacher feedback for observations is systematically collected; teachers feel that they have a voice during the observation process; school leaders set observation schedules, but are flexible about rescheduling if a teacher needs to reschedule; coaching and debrief after formal observations are focused on teacher development and are specific to each teacher; informal observations happen monthly and most teachers agree that the school leader knows their teaching style; school leader collects data and informs school-wide strategy regarding school discipline		Teacher feedback for observations is systematically collected; teachers feel that they have a voice during the observation process; school leader blocks off time for observations to facilitate teachers self-selecting time for their observations; coaching and debrief after formal observations are focused on teacher development and are specific to each teacher; informal observations happen monthly and all teachers agree that the school leader knows their teaching style; school leader collects data to inform school-wide strategy regarding school discipline; evaluates the impact of any school-wide change and makes sure that the change has been productive for students, teachers, and staff	

OUSD Focus Leadership Practices Rubric

Collaborative Capacity for Data Driven Inquiry Systems				Element 8.2 – Accountability Systems	
8.2.2		Dimension 8 – Accountability			
Actions		Emerging	Developing	Meeting Standard	Exceeding
- Builds capacity of teachers and teams in using data-driven cycles of inquiry (including data conferences) to improve student performance and student experience in learning (SQR 3.2) - Builds capacity of teachers to use evidence and data effectively (SQR 5.8) to collaboratively calibrate what constitutes high quality work and common scoring and grading practices - Engages teachers and teacher teams in using technology for data analysis and reporting - Provides opportunities for families to engage with and understand what their children are learning, why they're learning it, and what it looks like to perform well (SQR 4.6)		Unable to lead staff through continuous data review or lacks consistency in implementation	Supports staff in using data to identify/prioritize needs; data is used to drive school-wide practices; communicates about data with family and community members when prompted or required	Multiple sources are used to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school-wide priorities and to drive re-teaching plans and changes in practice for individual teachers; actively communicates about data to family and community members; professional learning focuses on how students operationalize and demonstrate mastery of academic concepts	Supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; build staff capacity to use data in determining team and individual goals; actively communicates about data to family and community members in multiple formats to ensure equitable access; professional learning focused on how students operationalize and demonstrate mastery of academic concepts; instructional planning done by teams, grades, and departments

Evidence Alignment for Focus Leadership Practices Rubric

INDICATOR	EVIDENCE		
	Artifacts	Observations	School Data and Outcomes
Collective Equity Goals (1.2.2)	- CSSSP Goals - CIG Meeting Notes - Academic Goals - Focused Annual Plan (Big Rock Plan)	- Community School Leadership Team Meetings - Other Stakeholder meetings – ELAC, PTA, School site council, etc. - RTI/Special Education Practices	Leadership Survey Site Plan Tracker Balanced Scorecard - All Graduate Profile Indicators (disaggregated) - EL Fluency - Special ED Identification - IEP Completion
Vision Implementation (2.2.2)	- CSSSP Strategies and Budget Allocation - Written communications (newsletters, website) - Handbook (including Vision Statement) - Focused Annual Plan (Big Rock Plan)	- Community School Leadership Team Meetings - Other Stakeholder meetings – ELAC, PTA, School site council, etc. - Staff meetings	Leadership Survey Site Plan Tracker Balanced Scorecard Continuous Improvement
Principal Emotional Intelligence (3.1.3)	- Leader Self-Reflection - Relational Trust Survey or other staff surveys	- Staff Meeting - Informal school walk-throughs	Leadership Survey Balanced Scorecard Uniform Complaints
Collaborative Responsibility for Resources (6.2.2)	- CSSSP Budget Targets - PLC Structure - Compliance Documents (Federal, State, District) - CIG Meeting Notes - Focused Annual Plan (Big Rock Plan)	- Community School Leadership Team Meetings - Other Stakeholder meetings – ELAC, PTA, School site council, ILT, etc.	Leadership Survey Site Plan Tracker Balanced Scorecard - Operational Excellence (HR, Contracts, PD) - Budget Expenditures Teacher Placement and Retention Info
High Functioning Teams (6.2.3)	- ILT agendas/evidence/reflection - Team meeting agendas and artifacts - Org Chart - Roles and Responsibilities Document - Recruitment descriptions and documents - Focused Annual Plan (Big Rock Plan)	- Team Meetings (COST, Grade level, Parent Leadership Team, Teacher Leaders, CIG) - School site councils - ILT Observation	Leadership Survey Site Plan Tracker
Pedagogical Expectations (7.1.2)	- Coaching and PD plans for individual teachers - Artifacts of observations providing actionable feedback for teachers - Competency Focus Docs (ex: academic language) - Focused Annual Plan (Big Rock Plan)	- ILT Meetings - Teacher Observations and Conferences	Leadership Survey Site Plan Tracker Balanced Scorecard - Common Core State Standards - SRI – Participation and Growth - College and Career Plans

Evidence Alignment for Focus Leadership Practices Rubric

INDICATOR	EVIDENCE		
	Artifacts	Observations	School Data and Outcomes
Conditions of Adult Learning (7.1.4)	- Schoolwide PD Plan/Calendar and PLC Artifacts - District PL session artifacts - Special Ed and CDC PD - New Teacher Support Plan - Focused Annual Plan (Big Rock Plan)	- Schoolwide or Department/Grade Specific PD - ILT Observation - PLC Meeting	Leadership Survey
Conditions of Student Learning (7.1.5)	- Behavior Management Plan - Master Schedule - Course lists and alignment with A-G requirements - School Culture Plan/ SEL Core Competencies artifacts - Focused Annual Plan (Big Rock Plan)	- Informal Leader/Student interactions - Walk-through of school	Leadership Survey Site Plan Tracker Balance Scorecard - Engagement Data - A-G Completion - Common Core - CHKS Survey Data
Teacher, Staff and Student Evaluations (8.1.3)	- Teacher evaluation schedule and templates - Log of evaluations/TGDS observation tracker - Post-conference/feedback forms - Assessment Schedule - Focused Annual Plan (Big Rock Plan)	Teacher Observation and Pre-/ Post-Conference	Leadership Survey Site Plan Tracker Balanced Scorecard Staff Evaluations
Collaborative Capacity for Data Driven Inquiry Systems (8.2.2)	- PLC Artifacts - Timeline for PD around data-driven inquiry and analysis - Agendas, notes, plans, 5x8 card data - CIG Meeting notes and plans - Focused Annual Plan (Big Rock Plan)	- Data Conference or PD - Parent-Teacher Conferences or Schoolwide Meetings	Leadership Survey Site Plan Tracker Academic Growth Measures



Leadership Growth and Development System Suggested Implementation Calendar 2014-2015

JUNE						
S	M	T	W	T	F	7
1	2	3	4	5	6	14
8	9	10	11	12	13	21
15	16	17	18	19	20	28
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29	30					

JULY						
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AUGUST						
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31						

8/25: First Day of School

SEPTEMBER						
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OCTOBER						
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NOVEMBER						
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NO SCHOOL

9/8-10/17: 1st Observation Window
 10/17: Principal Self-Assessment and Initial Observation Complete
 Goal Setting and Planning Conference Complete
 10/31 Goal Setting and Action Plan Complete
 11/21 Self Assessment on 10 Focus Indicators Complete

DECEMBER						
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28	29	30	31			

JANUARY						
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FEBRUARY						
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12/1-1/30: 2nd Observation
 2/27: Mid-Year Conference Complete
 2/2-5/29: 3rd and 4th Observations Window

MARCH						
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APRIL						
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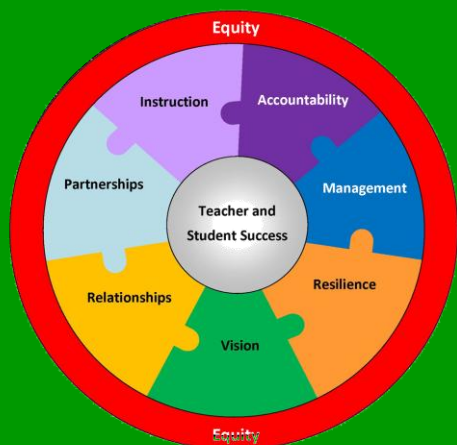
MAY						
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3/9-4/3: Leadership Survey Window
 5/29: Observation Window Closes

JUNE						
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6/11 Final Day Classes

6/30: Summative Reports Due



A Homegrown Full Service Community Schools Leadership Framework serving OUSD leaders, teachers, students, and our communities.

Launched in 2011 as an outgrowth of the Strategic Plan, the OUSD Leadership Task Force (LTF) developed a homegrown framework for effective leadership supported by district and national research.

The LTF (composed of more than 50 Oakland principals, assistant principals, UAOS leadership, OUSD leadership, teachers, and community and university partners) developed and piloted a corresponding professional learning and evaluation model to support the development of leaders' capacities as outlined in the framework.

Both the evaluation and the professional learning are grounded in the specific priorities, context and needs of Oakland's leaders and schools. The resulting Oakland Leadership Dimensions, Asset-Based Cycle of Inquiry, Professional Critical Friends model, and Principal Evaluation Pilot were implemented during the 2013-2014 academic year.

Throughout the pilot year, the task force reflected on the initial implementation and refined the proposals for continued development and implementation to meet the needs of Oakland leaders. Additionally, the principals' work has been bolstered by district CORE Waiver commitments to develop and implement new leadership effectiveness systems.

In 2014-15, we are implementing the pilot district wide.



The Leadership Growth and Development System (LGDS) that has been developed by the LTF aims to provide leaders with meaningful professional learning and evaluation experiences using the following design principles:

- **Clear, rigorous and equity-focused expectations:** Grounded in the Oakland Leadership Dimensions, a tool that represents research-based leadership practices, priorities and needs of leaders and schools.
- **Developmentally focused:** The Oakland Leadership Dimensions offer leaders a developmental continuum to assess leadership actions.
- **Include multiple measures and perspectives:** Leaders evaluation ratings are based on multiple measures that allow for a comprehensive and objective picture of leadership practice and provide leaders with a rich bank of evidence to improve practice.
- **Evidence- and data-based:** Supervisors, in collaboration with the principals, concur on data and evidence that supports goal attainment and satisfactory ranking on key indicators.
- **Focus and Transparency:** The evaluation system includes both narrow goals and holistic assessment of key leadership practices. The balance of these two elements allows leaders to focus on key contextualized growth areas while maintaining accountability for key leadership practices.
- **Aligned Professional Learning:** The evaluation system recognizes and underlines the importance of coupling evaluation with aligned and differentiated professional learning opportunities.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students