

Redwood Coast Montessori Board of Directors

793 K Street, Arcata, CA 95521 (Room 5)

Zoom Meeting Link:

(<https://us06web.zoom.us/j/83073560631?pwd=d2xMRHN2bFRHY2w3Wng0NG5kdExNUT09>)

REGULAR MEETING

November 8, 2023 6:30 p.m.

AGENDA

A. CALL TO ORDER OF OPEN SESSION

B. OPEN SESSION: 6:30 P.M. LOCATION: REDWOOD COAST MONTESSORI, 793 K Street, Arcata, CA 95521

C. PUBLIC COMMENT

The public is invited to make announcements or comment on information to the Board that is relevant to the scope of authority of Redwood Coast Montessori. The Board may uniformly impose a time limit of 3 minutes to individual presentations to assure every subject is heard. By public law, the Board cannot take action on items not on the agenda.

D. GENERAL FUNCTION-CONSENT ITEMS– Approval w/ Single Motion:

Action

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items.

1. Approval of Draft Minutes of October 11, 2023 Regular Meeting

E. BUSINESS AND FINANCE

1. None

F. SCHOOL FUNCTIONS

1. Williams Site Visit Report
2. Admin (Director) Annual Review Selection of Evaluation Tool
3. Board Review of Curriculum

Information
Information/Action
Information/Action

G. Staff and Directors Reports

1. Staff Report
2. Director Reports

Information
Information

H. FUTURE AGENDA ITEMS

I. ADJOURNMENT OF OPEN SESSION

Action

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Redwood Coast Montessori Board of Directors

Remote Meeting

Zoom (<https://us06web.zoom.us/j/83073560631?pwd=d2xMRHN2bFRHY2w3Wng0NG5kdExNUT09>)

REGULAR MEETING

October 11, 2023 6:30 p.m.

MINUTES

A. CALL TO ORDER OF OPEN SESSION by Terry Weeks at 6:32 p.m.

- a. Present: Terry Weeks, Libbi Miller, Gabriel Ferreira, Susann Goodman

B. PUBLIC COMMENT - No public comments

D. GENERAL FUNCTION – [Action Item]

1. Approval of general consent items: M/S by Miller/Ferreira to approve the General Function-Consent Items. Board: ayes 4, noes 0. Motion carried.

E. BUSINESS AND FINANCE

1. None

F. SCHOOL FUNCTIONS

1. Admin (Director) annual review: Board discussed importance of regular performance reviews for administration. The previous example used for this process was provided to the Board. Miller offered to research additional evaluation tools that may be more objective and helpful to the process. This agenda item will be brought back to the November meeting.
2. Board Review of Curriculum: The Board discussed possible ways to become more familiar with the curriculum being used at RCM. No decisions were made. This item will be brought back to the November meeting.
3. Leadership Committee and Advisory Committee Update: The board was updated on progress made at the staff leadership meetings and the Advisory Committee.
4. WASC visit update – Bryan reported that RCM will have their WASC visit on March 15, 2024 and that there will be the need for some participation by the governing board.

G. STAFF AND DIRECTOR REPORTS

1. Staff: Michelle and Bryan presented information about recent events that have been taking place at both campuses.
2. Directors: None

ADJOURNMENT OF OPEN SESSION

- a. M/S by Goodman/Ferreira to adjourn meeting. Board ayes 4, noes 0. Motion carried at 7:07 p.m.

RCM School Board



Agenda Item: F1
Williams Report

Department/Program:
School wide

Background Information:
Beginning with the 2022-23 school year, RCM was placed on the Williams List. One of the requirements of the Williams legislation is that the Superintendent or designee conducts a visit to Redwood Coast Montessori and review curriculum, staffing, and facilities.

Recommendation:
No action required.

Fiscal Implications:
None

Contact Person:
Bryan Little

October 31, 2023

Redwood Coast Montessori
PO Box 6103
Eureka, CA 95501

Subject: 2023-2024 Williams Settlement Site Visit Report

Dear Governing Board:

California Education Code Section 1240 requires that I, or HCOE staff on my behalf, visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and reviews. I am pleased to provide, for submission to the district's governing board at a regularly scheduled November meeting, the annual report for fiscal year 2023-2024. This report presents the results of the visit and review of Redwood Coast Montessori.

The purpose of the visit(s), as specified in California Education Code 1240, was to:

1. Determine if students have *sufficient* standards-aligned instructional materials;
2. Determine if there is any facility condition that *poses an emergency or urgent threat to the health or safety of pupils or staff*; and
3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair."

The law further requires that I annually monitor and review teacher misassignments and teacher vacancies. This information is publicly reported on the California Statewide Assignment Accountability System (CalSAAS) platform.

Before proceeding with the report, let me define some basic terms:

- *Sufficient textbooks or instructional materials* means each pupil, including English language learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.
- A school facility condition that poses an *emergency or urgent threat* is a *condition that poses a threat to the health or safety of pupils or staff while at school*. *Good Repair* means the school facilities are clean, safe and functional as determined pursuant to the school Facility Inspection Tool (FIT).

Instructional Materials

As reported on the schoolwide Instructional Materials survey completed by site administration, and verified on the site visit September 8, 2023, instructional materials were found to be sufficient.

School Facilities

HCOE staff reviewed the condition of facilities, as reported in the most recent SARC, and determined the school to be in good repair and that the condition of the facility does not pose an emergency or urgent threat to the health or safety of pupils or staff.

School Accountability Report Card

Information on the SARC was available on the website at the time of the visit and contained information for the required elements.

Teacher Misassignments

According to the 2021-24 Williams Case – Schools Eligible for Monitoring List, 18.2% teachers were reported as misassigned. This data reflects teachers assigned during the 2020-21 school year.

Please extend to your governing board, administration and site staff my appreciation for their professionalism in addressing the compliance requirements for the Williams Settlement Legislation. If you need any clarification or assistance in regard to this report, please feel free to call me at (707) 445-7030.

Sincerely,



Michael Davies-Hughes

County Superintendent of Schools

cc: Bryan Little, Director
Humboldt County Board of Education
Humboldt County Board of Supervisors, with Attachments

RCM School Board



Agenda Item: F2
Administration Annual Review

Department/Program:
School wide

Background Information:
The Director/administrators for charter schools should be evaluated annually by the school governing board.

Recommendation:
Discuss administrative review tools and select tool and timeframe for review process.

Fiscal Implications:
None

Contact Person:
Bryan Little



**California Professional Standards
for
Education Leaders (CPSEL)**

**Adopted by the Commission
February 2014**

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Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, California 95811



Commission on Teacher Credentialing

State of California
Jerry Brown, Governor

Members of the Commission

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Constance Baumgardt Blackburn	Teacher Representative
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Ex Official Representatives

Shane Martin	Association of Independent California Colleges and Universities
Tine Sloan	University of California
Beverly Young	California State University

Executive Officer

Mary Sandy Vixie	Executive Director
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Membership of the Panel Update Work Group

Name	Affiliation
Danette Brown	California Teachers Association (CTA)
Teri Burns	California School Boards Association (CSBA)
Rebecca Cheung	University of California, Berkeley
Claudia Frandsen	Association of CA School Administrators (ACSA)
Cindy Gappa	Department of Education
Beth Higbee	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
JoAnn Isken	State Board of Education
Mary Jones	Commission on Teacher Credentialing
Gary Kinsey	California State University, Channel Islands
Dave Marken	Newark Unified School District
Gary Ravani	California Federation of Teachers (CFT)
Eileen Rohan	Ross Valley Elementary School District
Robin Sehart	Newark Unified School District
Peg Winkelman	California Association of Professors of Educational Administration (CAPEA)
L. Steven Winlock	California County Superintendents Educational Services Association(CCSESA) /Curriculum and Instruction Steering Committee (CISC)
Staff Support	
Karen Kearney	WestEd
Erin Koepke	Department of Education
Heather Mattson	WestEd
Gay Roby	Commission on Teacher Credentialing
Libby Rognier	WestEd
Ron Taylor	Department of Education

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Introduction

Introduction

The academic success and well being of California's students are outcomes that are highly connected to excellent educators – both teachers and administrators. Robert Marzano, Timothy Waters, and Brian A. McNulty made note in *School Leadership that Works: From Research to Results* that principal and teacher quality account for nearly 60% of a school's total impact on student achievement, and principals alone for a full 25%¹. Administrators - at site, district, regional and state levels - are education leaders who are key players in ensuring that all students, including those students who have been underserved, graduate ready for advanced learning and careers. They have the potential to create an environment where teachers want to work and where teachers and students learn and thrive.

The California Professional Standards for Education Leaders (CPSEL) identify what an administrator must know and be able to do in order to move into sustainable, effective practice. They are a set of broad policy standards that are the foundation for administrator preparation, induction, development, professional learning and evaluation in California. Taken together, the CPSEL describe critical areas of leadership for administrators and offer a structure for developing and supporting education leaders throughout their careers.

History of the California Professional Standards for Education Leaders

CPSEL have been a part of the California's education leader preparation continuum since 2001. The CPSEL were drafted through a collaboration of representatives from the California School Leadership Academy at WestEd, the Association of California School Administrators, the Commission on Teacher Credentialing (Commission), the California Department of Education (CDE), California public and private universities, and county offices of education. The CPSEL were adapted from the national Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996) to fit the California context and emerging accountability expectations. In 2004, the CPSEL were adopted as part of the standards-based program for the Administrative Services Clear Credential which licenses a broad range of education leaders, school principals, district superintendents and directors, county and state program administrators, and administrators in nursing, special education, counseling and technology. Locally, many districts have adopted or adapted the CPSEL for administrator induction programs, professional learning structures and evaluation. Finally, in California's SB 1292 (Liu), Chapter 435, Statutes of 2012, expectations for principal evaluations are now based on the CPSEL.

¹ Marzano, R. J.; Waters, T.; & B. McNulty (2005). *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development;

Still strongly supported a decade after the original CPSEL document was written, the Administrative Services Credential (ASC) Advisory Panel (2010-2011), the ASC writing panel (2011-2014), and the 2012 state Educator Excellence Task Force report, *Greatness by Design*, recognized the CPSEL as an important component of building a coherent leadership development system. However, the need for “refreshing” the CPSEL to better reflect the 21st century leader expectations, the current context for schooling, and needs of California’s widely diverse students was also identified. In October 2013, the Commission and the California CDE jointly convened a panel tasked with updating the CPSEL.

After reviewing the original CPSEL, research studies, professional literature, examples of national, state and district standards for administrators, as well as the newly adopted content and performance expectations for preliminary administrator certification, the CPSEL Update Panel drafted the updated set of CPSEL. The draft underwent review by the Commission and two public surveys soliciting comments. The refined CPSEL were approved by the Commission in February 2014.

Guiding Principles for the CPSEL

The updated CPSEL reflect current and emerging expectations for education leaders. They are built on a set of Guiding Principles, developed by the revision committee, that identify foundational beliefs supporting each CPSEL.

The CPSEL:

- Inform leadership development and performance across a career continuum
- Incorporate existing, accepted descriptions and guides for professional education leadership
- Consistently promote student attainment of performance and content expectations as well as student well being
- Acknowledge the need for ongoing dialogue, challenging assumptions and continued learning among staff and stakeholders
- Reflect the pervasive need to consider equity dilemmas, problems, and issues
- Promote action on the concepts of access, opportunity, and empowerment for all members of the school community

Organization of the CPSEL

The CPSEL are the professional standards for education leaders and broadly describe effective leadership.

The updated CPSEL are organized into three levels: standards, elements, and example indicators of practice. This format helps to describe, in increasing detail, the work of an education leader and parallels the structure of other state documents such as the *California Standards for the*

Teaching Profession (2009) and the Quality Professional Learning Standards (Torlakson, January 2014).

The standards are organized into six broad categories that represent the responsibilities of an education leader, reflecting both professional and personal practice. The updated standards maintain the basic footprint of the six major leadership areas of the original CPSEL. This continuity helps educators, policymakers and programs align and link the updated CPSEL with existing California state policies and local uses, the national ISLLC standards (2008), research, and evidence-based practices across the states. Each standard has a title that supports its identification and use:

- Development and Implementation of a Shared Vision
- Instructional Leadership
- Management and Learning Environment
- Family and Community Engagement
- Ethics and Integrity
- External Context and Policy

The elements highlight three to four main focus areas within each standard. They serve to clarify the intention of the standard and help to organize and define key areas of leader actions within the standard.

The indicators further delineate leader action. They are examples of how an education leader might demonstrate the element or standard within his or her practice. The indicators are not intended to be a comprehensive or required list of administrator behaviors, rather they are examples of practice that illustrate the intent of the standard and element. The indicators can be used and/or adapted in a variety of ways by state and local education leaders to guide and support administrator leaders from preparation through levels of increasingly accomplished practice.

Conclusion

The work of California's administrators has changed and expanded since the first edition of the California Professional Standards for Education Leaders in 2001. To reach every student and support every teacher in meeting increasingly complex outcomes demands a cadre of increasingly committed and effective administrators. Transforming our state's system for developing and supporting administrators to become excellent education leaders requires consensus about high expectations that are attainable over time with quality preparation, induction, and ongoing professional learning. The CPSEL serve as broadly supported leadership criteria that are a critical component of a coherent system of leadership development and support that ensures excellent education leaders throughout California.

California Professional Standards for Education Leaders (CPSEL) Standards, Elements, and Example Indicators

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student–Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

Example Indicators:

- 1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.
- 1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
- 1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.
- 1A-4 Emphasize the expectation that all students will meet content and performance standards.

Element 1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Example Indicators:

- 1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.
- 1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.
- 1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
- 1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Example Indicators:

- 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.
- 1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

STANDARD 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Example Indicators:

- 2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
- 2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
- 2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.
- 2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

Example Indicators:

- 2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
- 2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
- 2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.
- 2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

Element 2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.

Example Indicators:

- 2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

- 2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
- 2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.
- 2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning
- 2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

STANDARD 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe, and clean learning environment.

Example Indicators:

- 3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.
- 3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.
- 3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
- 3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:

- 3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
- 3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality.
- 3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.
- 3B-4 Engage stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

Example Indicators:

- 3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.
- 3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.
- 3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:

- 3D-1 Provide clear rationale for decisions and distribute resources equitably to advance shared vision and goals focused on the needs of all students.
- 3D-2 Work with the district and school community to focus on both short and long-term fiscal management.
- 3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
- 3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
- 3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
- 3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Example Indicators:

- 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
- 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
- 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
- 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
- 4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Example Indicators:

- 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
- 4B-2 Share leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals.
- 4B-3 Treat all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being.
- 4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:

- 4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school.
- 4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.
- 4C-3 Work with community emergency and welfare agencies to develop positive relationships.
- 4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

Element 5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Example Indicators:

- 5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.
- 5A-2 Reflect on areas for improvement and take responsibility for change and growth.
- 5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
- 5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
- 5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Example Indicators:

- 5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
- 5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
- 5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination.
- 5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Example Indicators:

- 5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

- 5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
- 5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.
- 5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.
- 5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

STANDARD 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Example Indicators:

- 6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.
- 6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
- 6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support.
- 6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- 6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.

Example Indicators:

- 6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.
- 6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
- 6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

Example Indicators:

- 6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- 6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

Santa Cruz

Standard 1: Development and Implementation of a Shared Vision

Element 1A: Student-Centered Vision

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator understands that the site's purpose centers on increasing each students learning and well-being. The administrator makes public and transparent his/her core belief that the site's vision encompasses the value of education and equitable opportunity. He or she uses available data to identify current opportunities and outcomes for students with various academic, language, linguistic, cultural, social-emotional, behavioral, and physical development needs. He or she initiates staff discussions that identify various learning opportunities and supports that build on student assets and address student needs.	The administrator communicates that the vision of all students meeting content and performance standards is central to developing and implementing instructional activities and support services. S/he works with staff to commit to a vision focused on student-centered learning and on the well-being of each student. S/he draws attention to existing equity gaps for diverse student population. The administrator provides information for staff to learn about the range of academic, linguistic, cultural, social-emotional, behavioral, and physical development needs of the site's students. S/he builds staff capacity for implementing strategic initiatives that both build on students' assets and address the needs as a means to attain equity by closing opportunity and achievement gaps.	The leader and staff consistently work toward eliminating disparities among student groups. Working with staff, students, and others, the leader shapes a collective vision of equitable access and opportunity in support of all students' learning and well-being. S/he facilitates a review of varied sources of information about the academic, linguistic, cultural, social emotional, behavioral, and physical development of each learner to gauge the learner's progress in meeting content and performance outcomes. The leader solicits input about ways to institutionalize equitable access and opportunities for all students to meet expected outcomes. S/he empowers staff to use their experience and expertise to cultivate multiple learning and support opportunities that align with students' diverse assets and needs.	The leader manifests the vision of all students graduating ready for college and career. He or she does so by proactively engaging staff, students, and the broader community and evidence -rich conversations about equitable opportunities and outcomes for all students' learning and well-being. He or she makes certain that these opportunities are available to, and support, students with academic, linguistic, cultural, social emotional, behavioral, and physical development needs. In collaboration with stakeholders, he or she creatively designs and implements multiple learning opportunities with the goal of eliminating disparities in the opportunity and achievement among student groups. The leader sustains effective systems for students with differing abilities seeing to it that their needs are met with a sense of urgency and high expectations.

Element 1B: Developing Shared Vision

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator invites staff and a group of community leaders to become involved in developing the site's vision. S/he introduces these individuals to relevant local, state, and federal education laws and regulations that must serve as parameters for the vision. To make stakeholders aware of the resulting vision, the administrator articulates it through a variety of communication modes. S/he asks staff for ideas about how they can use the shared vision in their work and how best to convey the vision to families.	The administrator enlists staff and other stakeholders to participate in the vision-development process. In that process, S/he presents relevant local, state, and federal laws and regulations as a guide for framing a vision of equity and fairness. Engaging with individuals and groups of stakeholders, S/he facilitates the sharing of different views and helps participants reach consensus around a vision they can support. S/he asks staff involved in vision development to report to other staff about the process as it is underway and to share the vision with families, to help garner commitment to using the vision for decision-making. S/he aligns the site's vision and goals district state and federal regulations and links them to student needs targeted by stakeholders.	The leader recruits a broad range of staff, students, families, and others to actively engage in an inclusive and broadly supported vision development process. Before finalizing the vision, S/he works with others to check alignment with local, state, and federal laws and regulations. Once the vision is developed, the leader uses staff meetings and regular communications to consistently reinforce the shared vision and discuss what needs to be done to accomplish it. The leader engages staff and community leaders in taking responsibility to communicate the vision. S/he uses existing structures and systems to embed the vision and decision-making processes.	The leader mobilizes a broad range of stakeholders, offering a variety of activities to maximize their engagement in developing an authentic site vision. S/he helps staff and the community to understand local, state, and federal education laws and regulations that affect the vision, and S/he reviews and adjusts division as needed to create a systemic coherence. S/he uses various settings to communicate the vision to all stakeholders, building broad ownership. He or she demonstrates the vision's relevance for day-to-day work by holding staff accountable for making progress on strategies that are included in the vision. S/he models accountability by referencing it in progress reports at community meetings and events and asking other school community leaders to do the same.

Standard 1: Development and Implementation of a Shared Vision (continued)

Element 1C: Vision Planning and Implementation

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
<p>The administrator recognizes that, to realize the vision, he or she must direct planning and implementation activities. He or she understands that plans may evolve as circumstances change so implementation plans for the site's vision should be reviewed and updated if needed. He or she identifies multiple sources of evidence to be collected to determine whether the implementation plan is helping the site address its vision. The administrator refers to the site's vision when allocating resources.</p>	<p>The administrator guides development of an action plan detailing specific goals and strategies directed toward achieving the vision. He or she informally checks the effectiveness of selected strategies at regular staff meetings and checks over all progress more formally during annual program reviews that include additional stakeholders. The administrator works with staff to adjust activities in the action plan, as needed, in order to continuously progress toward the site's vision and goals. The administrator uses the sites of vision and goals as the basis for prioritizing and aligning available human, fiscal, and technological resources.</p>	<p>The leader engages staff and stakeholders in a process Of ongoing monitoring and assessment of progress toward realizing the vision. He or she works with staff to systematically collect and analyze data about the site's growth and gaps. The leader expects staff to communicate all results to site families and community members. He or she uses the results to build interest in and commitment to updating the implementation plans are necessary to achieve equitable results. The leader monitors the alignment of effort and resources to properly support the plan for implementing vision and goals. To that end, he or she maximizes existing resources and identifies any additional human, fiscal, or technological resources that are needed.</p>	<p>The leader works with staff and stakeholders to sustain a system of continuous improvement based on ongoing reviews and analysis of evidence to determine results and potential modification of activities. The leader presents stakeholders with buried opportunities to provide feedback on the effectiveness of implementation plans and he or she advocates for careful consideration of stakeholder input. Using a variety of evidence, the leader reprioritizes existing human, fiscal, and Technological resources and six new and creatively conceived resources, as needed.</p>

Standard 2: Instructional Leadership

Element 2A: Professional Learning Culture

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator recognizes that professional growth is essential for overall progress toward student achievement. S/he is knowledgeable about the state standards for educators and for professional learning. S/he presents staff with expectations that they will develop individual learning plan is linking their growth with the sites vision and goals. The administrator solicits staff to participate in planning professional learning activities that reflects that perspectives. S/he is beginning to use structures and processes to promote collaboration and joint problem solving.	The administrator seeks staff input in order to provide a range of professional learning for individuals and groups of staff that reflects the site's shared vision. S/he guides development and use of sight and individual professional learning plans to identify goals, strategies, and activities to increase their knowledge and skills necessary to meet student needs. The administrator at reviews the individual plans to identify staff strengths in research based and best practices, And he or she encourages staff to share their expertise in planning and delivering a professional learning activity for the site. S/he creates opportunities for staff to try out learning structures and processes, such as collaborative inquiry and a joint problem-solving, and then to share results with the rest of the staff.	The leader collaborates with staff in designing and implementing coherent professional learning opportunities that are aligned to the sites vision, and S/he consistently applies research based practices tied to teaching and student growth outcomes. S/he makes sure that professional growth activities for staff are embedded in relevant work; address the range of staff experience, skills, and needs; and are documented in professional learning plans for individuals in for the full staff. The leader leverages staff expertise by providing regular opportunities for them to serve as leaders in planning, convening, and assessing Professional learning activities. S/he builds staff trust and confidence by implementing structures and processes that promote collaborative inquiry and problem solving.	The leader uses his or her deep understanding of research and best practices for standards based teaching and learning to collaboratively organize and guide a coherent system of professional learning. S/he oversees a system that targets and extends the sides vision for student and staff growth. S/he shares leadership with staff in the building and implementing individual and site-wide professional learning plans that document a strategic and systematic approach to continuously improving instruction, support, and student growth. S/he co-leads development, implementation, and assessment of new professional learning structures and processes that integrate staff assess and needs with increase and problem-solving practices related to meeting site goals.

Element 2B: Curriculum and Instruction

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator references student content and performance expectations in discussions with staff about curriculum and instruction. S/he has a broad understanding of content and performance standards on which the adopted curriculum is based. The administrator gathers information about resources needed for delivering state-adopted curriculum.	The administrator guides staff and developing a shared understanding of curriculum, instructional strategies, and state assessments that is shaped by student content and performance standards. S/he monitors whether staff who are working in content areas that have a state frameworks and guides are using them when planning lessons. The administrator seeks staff input to understand whether staff has adequate resources to support the site's diverse students in meeting standards.	The leader creates subject and grade level teams that draw a shared understanding of student content and performance standards to plan goals and instruction. S/he works with staff to align curriculum with state expectations for all students and to use evidence-based instructional and support strategies. He or she engages staff in determining the varied resources needed for effective instruction and support services for students with a wide range of assets and needs. As part of sharing responsibility, the leader guides and facilitates staff involvement in assessing and continuously improving the alignment of curriculum, instruction, assessment, and professional learning.	The leader engages staff, students, and other stakeholders in developing a deep understanding of student content and performance expectations in order to solicit their participation in designing and providing innovative learning opportunities. S/he works with the established instructional leadership team to design effective curriculum for students with diverse assets and needs and to implement evidence-based instructional and supporting support strategies. S/he shares leadership with staff in identifying, acquiring, and distributing a variety of resources that are relevant in supporting all students to graduate ready for college and career. The leader also works with staff and other stakeholders engaging the success of implementing a seamless system of curriculum, instruction, assessment, and professional learning.

Standard 2: Instructional Leadership (continued)

Element 2C: Assessment and Accountability

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
<p>The administrator understands various purposes for collecting and using information about program, professional practice, and student outcomes. S/he understands how to analyze states student assessment and program information and it must be protected. S/he summarizes data and presents it to staff, initiating staff discussions about using information from a variety of sources to fairly assess program, personnel, or student results. S/he is developing knowledge about technology for gathering feedback, organizing data sources, and monitoring student progress. S/he uses teaching standards as the foundation for collecting data on the professional practice of staff.</p>	<p>The administrator works with staff to clarify their understanding of, and commitment to, collecting and using state and local information to assess program effectiveness, Professional practice, and student outcomes. S/he reviews and shares disaggregated student program data with staff and provides training on using multiple measures and varied sources of data to draw fair and accurate conclusions. The administrator works with a team to plan and recommend to staff various technologies to use when gathering and monitoring site generated information. The administrator explains district expectations for how S/he and the staff will use professional standards to guide, Support, monitor, and assess efforts to improve professional practice.</p>	<p>The leader works with all staff members to define clear goals and working agreements related to measuring and using outcome data for program, professional practice, and student accountability. The leader facilitates and supports staff in using formative and interim site and student assessments to gauge short and long-term progress in meeting expected student standards. In regularly scheduled sessions, the leader and staff extend their collective capacity to Apply a variety of tools and technology, disaggregate and analyze local and state assessment results, and identify changes needed to improve the site's program and staff practices. The leader collaborates with staff in using professional standards as the basis for staff professional learning and supervision process.</p>	<p>The leader engages the staff, students, and community in discussing assessment and accountability measures that inform progress on program, professional practice, and student outcomes. S/he facilitates regular opportunities for staff and community to monitor, disaggregate, and analyze local and state student assessment and program results, to build transparent accountability. With community support, S/he and staff employ resources that enable broad and deep data collection needed for fair and accurate conclusions about professional and student performance. He or she applies that data in driving changes needed to continuously strengthen teaching and learning. S/he shares leadership for incorporating professional standards into reviewing, supporting, and supervising all professional practice.</p>

Standard 3: Management and Learning Environment

Element 3A: Operations and Facilities

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator understands and commits to operating a well-functioning, clean, safe site that supports and environment focused on student learning. S/he knows about the state and local mandates for meeting accessibility, health, and welfare requirements and has a written emergency plan. The administrator provides staff and students with materials, equipment, and technology necessary for operations and instruction, keeping students with special needs in mind. S/he shares student services, operations and maintenance procedures with staff and follows safety and security regulations established by the district.	The administrator develops a schedule for regularly inspecting the site for any problems that might compromise a safe, well-functioning learning environment. He or she schedule safety and security trails. He or she enlists site and district staff For a committee to help identify accessibility, safety, health, and welfare issues to be considered for inclusion in their federal, state, and local improvement goals and plans. The administrator establishes a process for purchasing and monitoring materials, equipment, and technology for operations and instruction, and he or she encourages general education staff to work with staff specialists to address student needs for additional learning support.	The leader collaborates with staff in promoting Effective operations, accessibility, safety, health, and welfare policies and practices. S/he directs acquisition, distribution, and maintenance of equipment, materials, and technology for all staff and students, with attention to the academic, linguistic, cultural, social emotional and physical needs of the students. The leader convenes, facilitates, and collaborate district staff, stakeholders and exports to plan, implement, and communicate emergency and risk management procedures for individuals and the site. S/he sees that students and staff are trained in, and regularly practice, emergency and risk management procedures. S/he works with all staff, the district, and other partners to coordinate and sustain student services that support student learning, safety, health, and welfare.	The leaders share his leadership with staff and others in overseeing a coherent, integrated operations system. S/he engages students, families, in the community as partners in maintaining buildings and grounds and keeping equipment and technology in good condition. The leader advocate for acquiring and distributing equipment, materials, and technology that supports all staff and students, including students with specific academic, linguistic, cultural, social emotional, and physical needs. S/he works with the staff, district, local authorities, and other specialists to anticipate accessibility, health, welfare, and safety challenges and has contingency plans in cooperative agreements in place to address them quickly.

Element 3B: Plans and Procedures

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator considers site goals and the need to protect instructional tie as key factors in developing plans and procedures. S/he follows and directs established practices for determining student and staff placements, assignments, and schedules. S/he understands and applies laws and district requirements to the maintenance of staff and student confidentiality. The administrator sets up clear communication processes to share expectations and procedures with staff in a timely fashion. S/he understands the importance of staff involvement in solving problems, and sharing practices, and s/he encourages staff to participate in discussions that the administrator structures.	The administrator guides staff in making student placements and schedules decisions that are focused first on student learning. The administrator assigns staff responsibilities with attention to protecting instructional time, and s/he sets expectations, agendas, and meeting time for staff to share problems, practices and results with others. S/he establishes and maintains open lines of communication with staff for timely information flow, providing staff with information that builds their understanding of issues related to legal and contractual agreements and to student and staff security and privacy. When necessary, s/he organizes ad hoc committees for staff to identify potential changes aimed to improve site processes or procedures or to monitor and revise plans and programs.	The leader works with staff to develop processes and structures for organizing students and staff to consistently focus of instruction and student outcomes. S/he models and encourages open, safe communications, providing staff with opportunities to share in problem solving and decision-making, while safeguarding student and staff confidentiality. S/he shares leadership for moving policies into operational decisions related to curriculum planning, instruction, support programs, and assessments The leader manages legal and contractual agreements, gathering staff and other stakeholder input about the agreements' impact on teaching and learning. The leader protects time for staff to collaborate on instruction, assessments, and procedures affecting instruction. S/he engages staff and other stakeholders in reviewing the impact of established policies and processes on all students and in revising short- and long-term plans as necessary.	The leader, staff, and other stakeholders capitalize on their collective policy, procedures, and working agreements to organize and structure student-centered learning and support options. The leader reinforces and protects open, safe communications so that staff takes multiple opportunities to share leadership on instructional and management issues. S/he cultivates shares responsibility among staff and other stakeholders to guarantee confidentiality and safeguard the privacy of staff, students, parents and other community members. The leader facilitates opportunities for staff to lead short- and long-term cycles of planning with stakeholders, reviewing and applying relevant data and technology to determine the status of shares goals and outcomes.

Standard 3: Management and Learning Environment (continued)

Element 3C: Climate

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator draws staff attention to the importance of a safe, positive site climate for student success. S/he encourages staff participation in developing respectful environments that address varied staff and student needs. The administrator establishes and reinforces a student behavior system that includes the teaching of rules and consequences for any actions that hinder teaching and learning. S/he conveys clear behavioral expectations that are equally applicable to all students and encourages staff to acknowledge student achievements and behaviors that meet expectations. The administrator collects data about individual and group attendance and discipline referrals, communicating results to staff so they can use the data to help improve school climate.	The administrator builds staff and student capacity to understand and value the role of physical and emotional safety at the site in enabling student learning and well-being. S/he convenes staff to learn about behavior-management systems that stress fair and incremental responses to student discipline issues and that incorporate culturally responsive strategies. With staff, s/he discusses and uses site-specific data to raise questions about any student groups that are consistently identified for disciplinary action and the possible individual and collective reasons for any imbalances. The administrator engages a committee of staff and other stakeholders in developing or updating a site behavior-management plan that addresses student attendance, participation, discipline, and achievement. Together, committee members commit to working on improvement goals and acknowledging accomplishments.	The leader enlists that assistance of staff, students, and other stakeholders in establishing and monitoring an environment that employs engagement and participation strategies to increase a sense of belonging, self-worth, and dignity among all staff and students. S/he works with staff and students to implement and oversee a behavior-management system with incremental interventions based on prevention, personal responsibility, and restorative practices. S/he leads and collaborates with staff and stakeholders in analyzing and responding to all relevant data to build and sustain a safe, fair, and respectful climate that meets the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner. S/he initiates regular celebrations to mark student, staff, and site accomplishments.	The leader cultivates shared leadership among staff, students, and other stakeholders, empowering them to use disaggregated data to identify factors that impact student engagement, connection, and sense of belonging. S/he facilitates an integrated instructional and behavior-management system in which staff and other stakeholders lead and implement culturally responsive strategies that engage students and staff in individual and collective learning. The leader consistently sponsors actions that promote safe, fair, and respectful environment for all students, with extra support for students with intellectual, linguistic, cultural, social-emotional, physical, and other needs. In collaboration with others, the leader regularly reviews progress and next steps for continuously improving site climate and regularly acknowledges individual and group accomplishments.

Element 3D: Fiscal and Human Resources

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator understands federal, state, and local requirements and policies for managing fiscal and human resources. S/he references these requirements when talking with staff about fair short- and long-term resource decisions for local funding and accountability plans. The administrator knows the importance of professional learning for improving staff and student outcomes, and s/he solicits staff input on varied options before making plans final. S/he follows district human resources policies and labor agreements for establishing staff expectations, providing learning, monitoring performance, and conducting evaluations. S/he provides timely feedback to individual staff members, acknowledging positive accomplishments, and responds to poor or inappropriate behavior.	The administrator directs financial and personnel resources toward activities included in the site's vision, goals, and plans. S/he builds staff and community understanding of federal, state, and local regulations regarding fiscal allocations, uses, and restrictions. S/he initiates opportunities for inclusive, transparent, and sound short- and long-term fiscal and human resource planning and monitoring for local funding and accountability plans. S/he works with staff groups to coordinate contractual agreements and the equitable distribution of fiscal and human resources with student-centered interests and needs. S/he engages staff in a range of learning opportunities, from increasing individual knowledge to advising the administrator on hiring, placement, professional learning, and evaluation matters. S/he offers individual staff feedback on growth and performance during the evaluation process. S/he recognizes staff achievements and quickly attends to any poor or inappropriate staff behavior.	The leader engages staff and stakeholders in aligning fiscal and human resources to the site's visions and plans for a productive learning environment. S/he helps stakeholders use short- and long-term management strategies and procedures that reinforce consensus on consistent and equitable distribution of fiscal and human resources. The leader is deliberate in putting student academic and support goals at the center of staff hiring, placement, and professional learning decisions, working with established policies and contractual agreements. S/he promotes the continuous improvement of all staff by supporting a system of professional learning and personnel evaluation. With each staff member, the leader collects and uses varied evidence to evaluate individual professional growth and performance in meeting student outcome goals. S/he consistently monitors staff behavior and performance and provides specific and actionable feedback that addresses problems directly and swiftly.	The leader partners with staff and other stakeholders, through collaborative agreements and processes, to monitor, leverage and equitably align all fiscal and human resources with the site's goals, including a productive learning environment and desires student outcomes. The leader bases staff hiring, placement, professional learning, and evaluation on assets and gaps in the staff's site's capacity to equitably and effectively serve all students. Together, the leader and staff create a coherent system of professional learning and support for continuous improvement that integrates contractual agreements and established policies. For individual performance evaluations, the leader emphasizes a collaborative process that uses systematic feedback and multiple forms of evidence to assess areas of the strength and needed improvement. The leader immediately remedies poor performance or inappropriate behavior.

Standard 4: Family and Community Engagement

Element 4A: Parent and Family Engagement

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator is aware that parents and families have varied goals for students. S/he is aware of research and regulations regarding family involvement in site activities. S/he guides staff in identifying and prioritizing needs related to meaningful family engagement in student academic programs and expresses an expectation that staff will strengthen current practices. The administrator facilitates development of a plan for increased family engagement that brings in traditionally under-represented communities, and that aims to grow staff capacity for working effectively with diverse families. S/he works with staff to strengthen communications with the range of diverse families and to invite families to participate in their children's schooling.	The administrator understands the importance of recognizing diverse parent and family goals and aspirations for students. S/he stresses that federal, state, and local regulations set expectations for families to be active players in developing their students' academic and support plans. S/he initiates a plan to invite meaningful participation by families, including those from traditionally underrepresented communities. S/he prompts staff to identify specific site activities and committees that might benefit from including a broader range of family perspectives. The administrator develops staff commitment to making parent and family participation an integral part of planning and to reviewing goals, operations, and results related to that participation. S/he works with staff to strengthen and clarify communication that delivers information to families and that describes specific opportunities and processes for their participation in meaningful site activities.	The leader creates a respectful culture that stresses the involvement of all students' parents and families, including those who add to the school community's linguistic, cultural, and economic diversity. S/he uses mandates, policies, and legal agreements to help shape staff and community expectations for families to have a strong voice in airing concerns, ideas, and interests. The leader collaborates with staff and families, including those from underrepresented communities, in finding ways to make all communications timely, accessible, and understandable. The leader, with staff, engages family members to help in decision-making about academic programs and supports that build on individual and collective student assets and address their needs. S/he solicits a variety of interactions with families to exchange information and facilitates reciprocal relations that further build site capacity to achieve desired student and site outcomes.	The leader shares responsibility with staff and families to create and sustain a climate and culture in which respect for diverse viewpoints is expected and all stakeholders empathize with others' perspectives. The leader's behavior serves as a model for enacting strong collaborative relationships with diverse families that makes them feel valued and connected to the site vision and student goals. S/he guides staff and others in consistently following federal and state requirements and legal agreements as they co-create and implement innovative communications. As part of an ongoing partnership, staff and families collaborate in determining which academic and support programs to implement. Together, they then monitor the effectiveness with which the programs are tailored for individuals, groups of students, or all students. The leader and staff form mutually beneficial relationships with families, recognizing assets and areas of growth needed for both the site and the families in order to support student learning and well-being.

Element 4B: Community Partnerships

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator is knowledgeable about the need to collect information regarding community expectations to inform decision-making and provides opportunities for such input. S/he initiates partnerships with community groups to solicit funds and other resources to address site needs. The administrator invites community members into the site and initiates relationships that signal her/his interest in establishing fair and respectful partnerships to address expectations for students. S/he periodically meets with community-service and local news organizations to share site news and accomplishments.	The administrator establishes a plan to engage community members, organizations, businesses, and institutions in partnerships that can help support site goals. S/he involves staff groups in identifying potential partners and broadening the focus of partnerships to support student readiness for college and career. S/he reminds staff to consider family and community expectations for students in their own planning and decision-making processes. The administrator encourages staff to deepen their commitment to, and hone their skills for, treating all partner groups with fairness and respect. The administrator communicates with key community organizations and leaders about site needs, activities, and accomplishments.	The leader regularly collaborates with stakeholders to pursue and maintain mutually beneficial partnerships with a range of stakeholders, including business and community members, organizations and agencies, county offices of education, and universities. S/he regularly reinforces for staff and others that partnerships are directed toward reaching the site's vision of all students becoming ready for college and career. S/he models fair and respectful engagement with community members and partner organizations, incorporating their diverse perspectives when planning and assessing education programs and services. S/he is consistently visible, accessible, and responsive in interacting with a broad range of community members to promote site and student successes.	The leader shares leadership for engaging a broad range of stakeholders to communicate their expectations and needs, then using that information in program planning and decision-making directed toward the site's visions and goals. Together, s/he is skilled in negotiating community partnerships that reflect shared goals and decisions that are widely understood and supported by stakeholders. S/he monitors and reinforces staff and community agreements to operate inclusive partnerships with fairness and respect. S/he is highly visible in local activities and proactive in regularly delivering progress reports that staff, students, and families communicate, in turn, to the broader community.

Standard 4: Family and Community Engagement (continued)

Element 4C: Community Resources and Services

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
<p>The administrator is aware that students and their families sometimes need extra support for students to be successful in learning. S/he reviews available data to identify areas in which students would benefit from community support services. S/he researches and identifies external resources that provide academic, cognitive, linguistic, cultural, social-emotional, physical, and other supports. The administrator and staff develop an outreach plan for contacting community resource and service providers. They also explore how the site and community services can cooperate to increase resources.</p>	<p>The administrator works with staff to assess specific academic, cognitive, linguistic, culture, social-emotional, physical, or other support needs of the site's students and families. S/he uses multiple sources of data to identify areas in which community resources and services provide the support her/his students need to succeed. The administrator initiates linkages between the site and community service, emergency, and welfare agencies that most directly match site needs and can offer support. S/he works with select staff to develop options for site and community coordination services, to make the most of resources. The administrator and staff communicate with families in understandable ways about existing community services and how to access them.</p>	<p>The leader and staff seek out and collaborate with community services that support the academic, cognitive, linguistic, culture, social-emotional, physical, and economic needs that inhibit student learning and well-being. The leader supports staff in expanding their capacity to respond effectively to student and family needs and to broker the connections between students and families and appropriate on-site or community-based services. S/he and staff are committed to building and sustaining positive partnerships and working agreements with local community, emergency, and welfare agencies by building mutually beneficial relationships that coordinate the use of site and community facilities and services. S/he capitalizes on community relationships to sustain existing resources and identify new resources to address needs.</p>	<p>The leader establishes a culture in which staff and stakeholders engage every available avenue and resource to support student learning and well-being. S/he advocates for students and their families by actively eliciting support for them from varied community service agencies and by connecting students and families with those services. The leader collaborates with staff and other stakeholders to regularly assess emerging needs and to review the effectiveness of partnerships and student progress related to support services. Together, they develop and implement new programs and delivery systems based on those data. The leader continuously seeks new opportunities to develop positive relationships, and s/he partners with external organizations that have mutual interests in sustaining and extending community resources to support students in reaching their goals.</p>

Standard 5: Ethics and Integrity

Element 5A: Reflective Practice

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator knows about ethical and moral issues in education and the potential consequences of related action. S/he understands that personal assumptions, values, and beliefs influence how s/he acknowledges student assets and addresses students' various academic, linguistic, cultural, social-emotional, physical, and economic needs. S/he is able and willing to reflect on personal and professional challenges in order to identify areas in need of improvement, but is inconsistent in making time to do so. The administrator realizes that it is her/his ethical responsibility to keep up to date on research and best practices that apply to increasing student learning and well-being and seeks out opportunities for professional and personal learning. S/he is searching for ways to balance professional and personal responsibilities.	The administrator reflects on and refines personal assumptions, values and beliefs as a way to align her/his personal code of ethics with her/his professional responsibilities for addressing students' various academic, linguistic, cultural, social-emotional, physical, and economic needs and on building their assets. S/he takes responsibility for personal growth by identifying and initiating professional learning that strengthens her/his ability to promote equitable practices and access to appropriate resources for staff and for students. The administrator engages in opportunities to develop cultural proficiency skills and identify relevant research, best practices, and trends in curriculum, instruction, and assessment appropriate for supporting all students' learning and well-being. S/he initiates a plan for balancing professional and personal responsibilities so as to maintain her/his motivation, commitment, energy, and health.	The leader models self-awareness by engaging in reflective practice that results in greater insight into personal assumptions, values, and beliefs that affect her/his actions. S/he demonstrates her/his values and beliefs through personal and professional codes of ethics that promote equitable practices that address students' various academic, linguistic, cultural, social-emotional, physical, and economic needs that build on student's assets. The leader regularly examines her/his performance, considering how personal actions affect others and influence progress toward the goal of having all students graduate ready for college and career. The leader continuously improves her/his performance by actively engaging in ongoing professional learning that incorporates research and best practices focused on standards-based curriculum, instruction, assessment, and on cultural proficiency. The leader balances professional and personal responsibilities in order to sustain personal motivation, commitment, energy, and health.	The leader regularly analyzes her/his values and beliefs to reflect on how her/his personal and professional codes of ethics shape collaborations with students, staff, and stakeholders. The leader publicly shares her/his codes of ethics and explicitly connects the with the advocacy and actions required to implement and sustain equitable practices that address students' various academic, linguistic, cultural, social-emotional, physical, and economic needs that build on their assets. The leader continuously improves her/his performance by capitalizing on research and best practices focused on curriculum, instruction, assessment, and culturally proficient behavior to transform teaching and learning. The leader's behaviors model a work/life balance that sustains personal motivation, commitment, energy, and health.

Element 5B: Ethical Decision-Making

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator is able to analyze and draw conclusions about many of the moral implications and potential legal consequences of decisions. S/he explains to staff the importance of using relevant research and evidence in making fair decisions. The administrator supports staff's access to various sources of information about effective teaching and learning, leadership, management practices, equity and other content that contribute to making fair and ethical decisions about instruction and support services. The administrator facilitates staff discussions about personal and institutional biases that are obstacles to student learning and well-being and strategizes with them on ways to individually and collectively address those biases. The leader articulates her/his personal commitment to fair and ethical decisions and practices.	The administrator dialogues with site and district staff when considering potential moral and legal consequences of individual and site decisions. S/he regularly engages staff in examining student data and guides them in using the information appropriately and fairly. S/he supports staff to review their individual assumptions and beliefs about teaching and learning, and then, to identify any biases institutionalized in site policies and practices. Together, s/he and staff consider these obstacles to student learning and ways to remove barriers, including those specifically related to economic, social-emotional, racial, linguistic, cultural, physical, gender, or any other sources of education disadvantage or discrimination. S/he commits to making difficult decisions in the service of equitable outcomes for students, staff, and the community.	The leader works with site and district staff and others to adopt a set of guiding criteria for considering and evaluating potential moral and legal consequences of individual and collective decisions. Together, s/he and staff consistently apply current research on effective teaching and learning, leadership, management practices, and equity, coupled with data from multiple sources, to make fair and ethical decisions. S/he coaches staff and community members to examine and address personal and institutional biases that are barriers to student learning, including those specifically related to economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of education disadvantage or discrimination. S/he is transparent about the criteria and an ethical principle applied in decision-making and honors her/his commitment to prioritize the needs of students, staff, and the school community when resolving conflicts.	The leader shares leadership with staff and community members in monitoring and updating criteria and processes for considering and evaluating potential moral and legal consequences of individual and collective decisions. With staff, along with external experts, s/he reviews pertinent existing research and collaborates with them in conducting action-research related to their own questions about effective teaching and learning, leadership, management, and equity relevant to making fair and ethical decisions on behalf of students and the community. S/he and staff escalate action that eliminates personal and institutional barrier emanating from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of education disadvantage or discrimination. The leader works with others to grow collective capacity and commitment to persist in making difficult decisions aimed at achieving equitable outcomes for students, staff, and the community.

Standard 5: Ethics and Integrity (continued)

Element 5C: Ethical Action

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
<p>The administrator recognizes that her/his role can lead to professional influence. S/he expresses the necessity of having a climate of trust, respect, and communication in order to make their decisions for students. S/he communicates expectations that staff decisions reflect ethics, integrity, justice and equity. The administrator guide staff and discussing assumptions and beliefs about teaching and learning that can negatively affect outcomes for students. S/he strives to be a role model for staff. S/he protect students and staff confidentiality by following legal, social, and ethical use of technology and encouraging staff to do the same.</p>	<p>Do you administer activate her/his professional influence with staff by initiating activities that develop the climate of trust, respect, and communication needed to make a fair and equitable decisions for students. Administrator communicates and supports the expectation that staff actions reflect ethics, integrity, justice, and equity. The administrator facilitates a process By which staff can safely examine any personal assumptions and with the leaves about teaching and learning that negatively affect outcomes for students. The administrator set an example for high expectations and transparent action that colleagues notice and are inspired to emulate in their own performance, commitment, and accountable behavior. The administrator protects the rights and confidentiality of staff and students and promote staff understanding of the legal, social, and ethical use of technology.</p>	<p>The leader uses her/his professional influence to engage staff in the community in nurturing a climate of trust, mutual respect, and honest communication that undergirds fair and equitable decisions for all students. The leader bases her/his actions on a foundation reflecting ethics, integrity, justice, and equity, and S/he communicates expectations and provides support for the same professional behavior from staff. S/He employs varied strategies to support staff and community members in safely examining their own assumptions about teaching and learning and to respectfully challenge any beliefs that undermine equitable outcomes for all students. S/he models transparent, accountable behavior to encourage staff and others to higher levels of performance, commitment, and motivation. The leader consistently protects the rights and confidentiality of students, staff, and families and guides the legal, social, and ethical use of technology.</p>	<p>The leader intentionally extends her/his professional influence to staff, students, and community members so that together they support and sustain the climate of trust, Mutual respect and honesty medication needed for fair and equitable actions on behalf of all students./he collaborates with staff and the community to monitor and refined collective actions to reflect ethics, integrity, justice, and equity. S/he enables staff and community members to use strategies that assist them and other stakeholders in safely and regularly challenging assumptions and beliefs about teaching and learning that negatively affect actions taken on behalf of all students. The leader models, monitors, and coaches transparent and accountable behavior to lift staff, Students, and community members to higher levels of performance, commitment, and motivation. S/she works with staff and other stakeholders to understand and protect students, staff, and family confidentiality, and to adhere to legal, social, and ethical technology use.</p>

Standard 6: External Context and Policy

Element 6A: Understanding and Communicating Policy

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator manages her/his site to comply with federal, state, and local laws and policies, following district direction./He invites the local community to the site to discuss how to improve education programs and student achievement for all students. Including those needing extra support. In that discussion, S/he incorporates information about federal, state, and local education laws and policies. S/he knows the rules of school leaders, education board, legislators, and other key stakeholders and making education policy. The administrators participate in district meetings to understand the district parameters for an administrator's engagement in policy discussions and development.	The administrator, during planning and monitoring processes, discusses with staff and site governance groups the major federal, state, and local laws, regulations, and policies affect in the state and how the site operates within them. Ask/he understands and can explain the rules of School leaders, education boards, legislators, and other decision-makers developing education policy. The administrator encourages the local community, and at times the broader public audience, to participate in plant activities to talk with her/him and staff about how to improve student learning and achievement for all students, including English learners and students needing additional supports/he uses these opportunities to elicit a broader perspective about future site and student needs.	The leader guides and support staff and community members in operating consistently with local, state, and federal parameters. S/P structures of various opportunities for staff and community to build understanding of federal, state, and local laws, policies, regulations, and statutory requirements, I hosting and facilitating conversations that explain them and how they affect education programs and outcomes for all students, including English learners and students needing additional support. The leader uses her/his understanding of the relationships between and among school leaders, education boards, legislators, and other key stakeholders to explain policy development processes to staff and community members. The leader leverage is increased public understanding of education policy to identify and address emerging trends and initiatives that affect School and district priorities and actions.	The leader shares responsibility and accountability with staff and stakeholders to operate consistently within federal, state, and local laws, regulations, and policies. The leader establishes and co-facilitates regularly scheduled study sessions and forms in which staff and stakeholders discuss continuously improving education programs and outcomes for all students, including English learners and those needing additional support, and how federal, state, and local education laws, policies, regulations, and statutory requirements relate to the site's goals. S/he engages Community members in expanding their collective understanding of how the work of school leaders, education boards, legislators, and other key stakeholders connect, and S/he explores potential conflicts or agreements among agencies or stakeholders that may arise during the development of policies. Together they analyze emerging policy trends to forecast External factors that may affect side and district goals, programs, practices, and resources.

Element 6B: Professional Influence

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
The administrator discusses with staff the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of their site's students and families. S/he facilitates discussions at staff meetings to identify ways the site can work on ensuring the adequacy and equitable allocation of student resources and supports so that every student has the opportunity to meet education goals. The administrator follows public policies and procedures that are relevant to student and family needs. The administrator publicizes opportunities for staff and the broader site community to participate in planning for the equitable distribution of resources and support services.	The administrator supports staff in developing a common understanding of what the adequacy and equitable allocation of student resources and supports means at the site, and s/he discusses site issues and solutions with them highlighting the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of their students and families. S/he supports public policies and procedures that provide for the current needs of all children and families that improve equity outcomes that lead to having every student graduate ready for college and career. The administrator engages staff and the local community in planning for the equitable distribution of resources and support services for all students.	The leader works with staff and community members to identify equitable policies and practices that address the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of the site's students and families, and s/he advocates for adequacy and equitable allocation of student resources and supports. S/he supports public policies and administrative procedures intended to address present and future student and family needs and focuses attention on improving education so that all students graduate ready for college and career. The leader sponsors staff and community participation in working with her/him to promote public policies directed toward the equitable distribution of resources and support services for all students.	The leader collaborates with staff and community members to develop collective capacity to advocate for equitable actions directed toward addressing the education, linguistic, cultural, social-emotional, legal, physical, and economic needs of students and families. S/he shapes policies and procedures to actively address the present and future needs of students and families with ongoing action that results in all students graduating ready for college and career. With the community and external stakeholders, the leader promotes public policies and plans for the adequacy and equitable allocation of resources and support services for all students.

Standard 6: External Context and Policy (continued)

Element 6C: Policy Engagement

Does Not Meet Standard	Emerging Standard	Proficient	Distinguished
<p>The administrator responds to invitations from the governing board and with district and local leaders to discuss policies that benefit students and support the improvement of teaching and learning. S/he explores building relationships with stakeholders, policymakers, and researchers to identify issues and potential changes that could affect education. The administrator identifies community leaders, stakeholders, and researchers to contact when addressing cultural, economic, and social issues related to students and their families.</p>	<p>The administrator works with the governing board and with district and local leaders to influence local policies that benefit students and support the improvement of teaching the learning. S/he teams with stakeholders, policymakers, and researchers representing a range of interests and expertise, working with them to identify and address issues, trends, and potential changes that could affect the context and conduct of education. The administrator initiates relationships with community leaders, stakeholders, and researchers to support her/him in program planning to address cultural, economic, and social issues affecting students and their families.</p>	<p>The leader shares responsibility with the governing board and with district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. S/he actively develops relationships with stakeholders, policymakers, and researchers, who have varied areas of interest and expertise, to identify and address issues, trends, and potential changes that could affect the context and conduct of education. The leader partners with community leaders, stakeholders, and researchers – all with identified expertise – to inform specific district and school planning, policies, and programs that address current and emerging cultural, economic, and social issues affecting students and their families.</p>	<p>The leader shares responsibility with the governing board and with district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. S/he capitalizes on well-developed relationships with stakeholders, policymakers, and researchers who have varied areas of interest and expertise, to affect policy changes related to the most important issues and trends of education. The leader is engaged with community leaders, stakeholders, and researchers in active and ongoing collaborations to inform district and site planning, policies, and programs that respond to current and emerging cultural, economic, and social issues that affect students and their families.</p>



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Evaluation Packet for Certificated Administrators

2018-19

SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Administrative Evaluation Process – At a Glance

1	Administrators are evaluated at least once every two years	
2	Based upon California Professional Standards for Educational Leaders (CPSELs – revised 2014)	<i>Pages 2-9</i>
3	Inherent in each standard is demonstration of, and commitment to, Excellence through Equity, and the District priorities adopted by the Board of Education	
4	Choose Standard 2* and agree on one other standard – include prior year's recommendations and own personal professional growth * For a non-site-based administrator, the evaluator and evaluatee may mutually agree on an alternative to Standard 2	<i>Pages 3-5</i>
5	Submit Part A – Objectives & Activities by November 7. Approved by evaluator by November 14	<i>Page 10</i>
6	Evidence and Artifacts due by February 1	<i>Page 11</i>
7	End of the year conference by June 28	<i>Pages 12-13</i>

California Professional Standards for Educational Leaders (CPSELS)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

Standard 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

Element 1A: Student-Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities and outcomes for all students.

Example Indicators:

- 1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral and physical development of each learner.
- 1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.
- 1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial and linguistic differences; and disadvantaged socio-economic backgrounds.
- 1A-4 Emphasize the expectation that all students will meet content and performance standards.

Element 1B: Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

Example Indicators:

- 1B-1 Embrace diverse perspectives and craft consensus about vision and goals.
- 1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.
- 1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.
- 1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

Element 1C: Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

Example Indicators:

- 1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification), based on the systematic review of evidence and progress.
- 1C-2 Use evidence (including, but not limited to, student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs and activities that advance the vision.
- 1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

California Professional Standards for Educational Leaders (CPSELS)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

Standard 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.

Element 2A: Professional Learning Culture

Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

Example Indicators:

- 2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.
- 2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.
- 2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement and assess professional learning.
- 2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem-solving.

Element 2B: Curriculum and Instruction

Leaders guide and support the implementation of standards-based curriculum, instruction and assessments that address student expectations and outcomes.

Example Indicators:

- 2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.
- 2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.
- 2B-3 Provide access to a variety of resources that are needed for effective instruction and differentiated support of all students.
- 2B-4 Guide and monitor the alignment of curriculum, instruction, assessment and professional practice.

Element 2C: Assessment and Accountability

Leaders develop and use assessment and accountability systems to monitor, improve and extend educator practice, program outcomes and student learning.

Example Indicators:

- 2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.
- 2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.
- 2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation and revisions.
- 2C-4 Use professional expectations and standards to guide, monitor, support and supervise to improve teaching and learning.
- 2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

California Professional Standards for Educational Leaders (CPSELS)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

Standard 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

Element 3A: Operations and Facilities

Leaders provide and oversee a functional, safe and clean learning environment.

Example Indicators:

- 3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.
- 3A-2 Collaborate with the district to monitor and maintain student services (e.g. food, transportation) that contribute to student learning, health and welfare.
- 3A-3 Manage the acquisition, distribution and maintenance of equipment, materials and technology needed to meet the academic, linguistic, cultural, social-emotional and physical requirements for students.
- 3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Element 3B: Plans and Procedures

Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

Example Indicators:

- 3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.
- 3B-2 Manage legal and contractual agreements, and storage of confidential records (both paper and electronic) to insure student security and confidentiality.
- 3B-3 Set clear working agreements that support sharing problems, practices and results within a safe and supportive environment.
- 3B-4 Engage stakeholders in using problem-solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.

Element 3C: Climate

Leaders facilitate safe, fair and respectful environments that meet the intellectual, linguistic, cultural, social-emotional and physical needs of each learner.

Example Indicators:

- 3C-1 Strengthen school climate through participation, engagement, connection and a sense of belonging among all students and staff.
- 3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention, and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally-responsive, and celebrate student and school achievement.
- 3C-3 Consistently monitor, review and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Element 3D: Fiscal and Human Resources

Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

Example Indicators:

- 3D-1 Provide clear rationale for decisions, and distribute resources equitably to advance shared vision and goals focused on the needs of all students.
- 3D-2 Work with the district and school community to focus on both short and long-term fiscal management.
- 3D-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.
- 3D-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.
- 3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.
- 3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

California Professional Standards for Educational Leaders (CPSELS)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

Standard 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

Element 4A: Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

Example Indicators:

- 4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.
- 4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.
- 4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.
- 4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.
- 4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Element 4B: Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Example Indicators:

- 4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.
- 4B-2 Share leadership responsibility by establishing community, business, institutional, and civic partnerships that invest in and support the vision and goals.
- 4B-3 Treat all stakeholder groups with fairness and respect, and work to bring consensus on key issues that affect student learning and well-being.
- 4B-4 Participate in local activities that engage community members and staff in communicating school successes to the broader community.

Element 4C: Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

Example Indicators:

- 4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical or other support to succeed in school.
- 4C-2 Build mutually-beneficial relationships with external organizations to coordinate the use of school and community facilities.
- 4C-3 Work with community emergency and welfare agencies to develop positive relationships.
- 4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

California Professional Standards for Educational Leaders (CPSELS)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

Standard 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice and equity, and hold staff to the same standard.

Element 5A: Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

Example Indicators:

- 5A-1 Examine personal assumptions, values and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical and economic assets and needs, and to promote equitable practices and access appropriate resources.
- 5A-2 Reflect on areas for improvement and take responsibility for change and growth.
- 5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.
- 5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.
- 5A-5 Sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities.

Element 5B: Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

Example Indicators:

- 5B-1 Consider and evaluate the potential moral and legal consequences of decisions.
- 5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making.
- 5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender or other sources of educational disadvantage or discrimination.
- 5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff and the school community.

Element 5C: Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

Example Indicators:

- 5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice and equity.
- 5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.
- 5C-3 Encourage and inspire others to higher levels of performance, commitment and motivation by modeling transparent and accountable behavior.
- 5C-4 Protect the rights and appropriate confidentiality of students, staff and families.

- 5C-5 Promote understanding and follow the legal, social and ethical use of technology among all members of the school community.

California Professional Standards for Educational Leaders (CPSELS)

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool. A school administrator is an educational leader who promotes the success of all students by:

Standard 6: EXTERNAL CONTEXT AND POLICY

Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Element 6A: Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

Example Indicators:

- 6A-1 Operate consistently within the parameters of federal, state and local laws, policies, regulations and statutory requirements.
- 6A-2 Understand and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy.
- 6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners and students needing additional support.
- 6A-4 Facilitate discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- 6A-5 Work with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.

Element 6B: Professional Influence

Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career.

Example Indicators:

- 6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical and economic needs, so every student can meet education expectations and goals.
- 6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
- 6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

Element 6C: Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving for all students.

Example Indicators:

- 6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.
- 6C-2 Actively develop relationships with a range of stakeholders, policymakers and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.
- 6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
CERTIFICATED ADMINISTRATOR EVALUATION**

NAME:	TITLE:
SITE:	SCHOOL YEAR: 2018-19

PART A: OBJECTIVES AND ACTIVITIES

Rationale: The Santa Monica-Malibu Unified School District believes in the power of Standards-Based Evaluation not only as a means of evaluating performance, but even more importantly, the provide concrete goals for professional growth and to provide feedback on those goals. The certificated administrator evaluation is based on the California Professional Standards for Educational Leaders (CPSELs *revised 2014*). Inherent in each standard is demonstration of, and commitment to, Excellence through Equity, and District priorities. More information on the CPSLEs is provided in this packet. This comprehensive process allows for self-reflection, feedback from peers, and feedback from the supervisor. It is based on the self-reflections, artifacts, and conversations and observations with and from the supervisor.

Instructions for Part A: The evaluatee should list performance objectives followed by specific activities. Use one page for each selected standard. For the 2018-19 school year, each evaluatee will be evaluated on Standard 2* and each evaluatee will collaborate with the supervisor to choose one additional standard. The objectives are to be related to the Board of Education and Superintendent priorities, the SMMUSD Code of Ethics, duties and responsibilities as specific on the appropriate management position description, and recommendations from prior year's evaluation. The objectives should be prepared by evaluatee by November 7, and approved by the evaluator by November 14. Evidence towards meeting standards shall include discussion and observations with/by the evaluator, and at least one artifact prepared by, described by, and reflected upon by the evaluatee. This artifact is to be submitted by February 1. The end-of-year evaluation conference will be scheduled and held with the evaluator by June 28.

* For a non-site-based administrator, the evaluator and evaluatee may mutually agree on an alternative to Standard 2

LEADERSHIP STANDARD: _____

COMMENTS:

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
CERTIFICATED ADMINISTRATOR EVALUATION**

NAME:	TITLE:
SITE:	SCHOOL YEAR: 2018-19

PART B: ARTIFACT

Instructions for Part B: Evidence towards meeting standards shall include discussions and observations with/by the evaluator, and at least one artifact prepared by, described by, and reflected upon by the evaluatee. The evaluatee must (1) choose an artifact the demonstrates achievement towards the standard, (2) describe how/why the artifact was created, including actions that led to it, and (3) evaluate the success or lack of success achieved as a result of the artifact. Examples of artifacts would include: Agendas, Minutes, Memos, Data Analysis, Initiatives, Written Plans, and anything else that would demonstrate evidence and efforts towards the standard. This artifact is to be submitted by February 1.

LEADERSHIP STANDARD:	ELEMENT #:
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The items below must be completed by the evaluatee. You may either use this form or attach documents

1. Brief description of Artifact

2. Provide background leading up to the creation of the Artifact.

3. Evaluation of the success of the artifact towards the leadership standard(s) and the element(s) that you have chosen in this evaluation process.

4. What are the next steps to be taken to continue the efforts demonstrated by the Artifact?

**SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT
CERTIFICATED ADMINISTRATOR EVALUATION**

NAME:	TITLE:
SITE:	SCHOOL YEAR: 2018-19

PART C: JOB PERFORMANCE RATING

4 = Exemplary: Meets or exceeds expectations toward standards

3 = Satisfactory: Meets all expectations toward standards

2 = Needs Improvement

1 = Unsatisfactory

LEADERSHIP STANDARD: _____

The Santa Monica-Malibu Unified School District Certificated Administrator Evaluation Instrument is based on the California Professional Standards for Educational Leaders (CPSELs, *Revised 2014*). Inherent in each standard is demonstration of, and commitment to, Excellence through Equity, and District priorities.

Standard	Title & Description	Job Performance Rating
1	Development and Implementation of a Shared Vision Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.	
2	Instructional Leadership Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.	
3	Management and Learning Environment Education leaders manage the organization to cultivate a safe and productive learning and working environment.	
4	Family and Community Engagement Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.	
5	Ethics and Integrity Education leaders make decisions, model and behave in ways that demonstrate professionalism, ethics, integrity, justice and equity, and hold staff to the same standard.	
6	External Context and Policy Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.	

NAME:

PART C: COMMENTS:

ADMINISTRATIVE SIGNATURES

Administrator (evaluate)

Date

Evaluator

Date

ACSA

California Professional Standards for Education Leaders
STANDARD ONE - DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION
District Goal = DG

CPSEL One	Ineffective	Developing	Effective	Highly Effective
1A. Student Centered Vision (DG 3.2)	Does not share a mission statement.	Delivers a canned mission statement that few stakeholders remember.	Produces a memorable, succinct, results-oriented mission statement that is known by all staff.	Wins staff and student buy-in for a succinct, inspiring, results-oriented mission statement.
1A. Student Centered Vision (DG 3.3)	Is too caught up in daily crisis to focus on emerging data.	Occasionally focuses on key data points and prods colleagues to improve.	Periodically measures progress, listens to feedback, and revises the strategic plan.	Regularly tracks progress, gives and takes feedback, and continuously improves.
1B. Developing Shared Vision (DG 3.2, 5.3)	Does almost everything by him or herself.	Does not delegate tasks that should be done by others.	Delegates appropriate tasks to competent staff members and checks on progress.	Has highly competent people in all key roles and is able to entrust them with maximum responsibility.
1B. Developing Shared Vision (DG 1)	Convenes grade level, leadership, and other teams only when there is a crisis or an immediate need.	Needs to call team meetings because they are not in people's calendars and there is no shared development.	Ensures key teams meet regularly (grade level, leadership, student support).	Successfully gets all teams meeting regularly and taking responsibility for productive agendas.
1B. Developing Shared Vision (DG 1.1)	Says that hard work improves achievement but shows doubts that progress can be made.	Accepts colleagues current notions of how student achievement is improved.	Researches and writes action plans for improving achievement.	Wins staff ownership for a robust, research-based theory of action for improving achievement.
1B. Developing Shared Vision (DG 3.1)	Recycles the previous year's strategic plan.	Writes a cumbersome, non-accountable strategic plan.	Gives input and writes a comprehensive, measurable SPSA.	Collaboratively crafts a lean, comprehensive, results-oriented SPSA with clear goals.
1B. Developing Shared Vision (DG 3.4)	Neglects relationship building with district and external staff and doesn't have their support to get things done.	Is correct and professional with district and external staff but does not enlist their active support.	Builds relationships with district and external staff so they will be helpful with paperwork and logistics.	Builds strong relationships with key district and external personnel and gets them excited about the school mission.
1C. Vision Planning and Implementation (DG 1, 2, 3)	Has a list in his or her head of tasks to be accomplished each day, but often loses track.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Plans for the year, month, week, and day keeping the highest-leverage activities front and center.	Plans for the month, year, week, and day relentlessly getting the highest-leverage
1C. Vision Planning and Implementation (DG 3.2)	Often tolerates discipline violations and enforces the rules inconsistently.	Urges staff to demand good student behavior but allows different standards in different classrooms.	Sets expectations for student behavior and establishes schoolwide routines and consequences.	Gets staff buy-in for clear school-wide student-behavior standards, routines, and consequences.
1C. Vision Planning Implementation (DG 3.3)	Is unable to gather much information on the school's strong and weak points.	Makes a quick assessment of the school's strengths and weaknesses.	Carefully assesses the school's strengths and areas for development.	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.
1C. Vision Planning and Implementation (DG 1)	Takes one year at a time and does not have goals.	Expresses confidence that student achievement will improve each year through hard work.	Builds staff support for a 3-4 year student achievement target.	Gets strong staff commitment on a bold, ambitious 3-4 year student achievement target.
SCORE				

California Professional Standards for Education Leaders
STANDARD TWO - CURRICULUM AND INSTRUCTION
District Goal = DG

CPSEL Two	Ineffective	Developing	Effective	Highly Effective
2A. Professional Learning Culture (DG 2.2)	Often works in isolation.	Enlists one or two like-minded colleagues to provide advice and support.	Works collaboratively with leadership team with a balance of skills.	Recruits and develops a leadership team and its commitment at a high level.
2A. Professional Learning Culture (DG 2.1)	Urges teachers to improve student achievement, but without measurable outcome goals.	Urges grade level/content teams to set measurable outcome goals for the current year.	Works with grade level/content area teams to set measurable outcome goals for the current year.	Gets each grade level/content area team vested in reaching measurable, results-oriented, year-end goals.
2B. Curriculum and Instruction (DG 2)	Does not insist on common interim/formative assessments, allowing teachers to use their own classroom tests.	Leads teacher teams in the development of common formative assessments for the purpose of monitoring student learning.	Orchestrates the cycle of continuous improvement many times throughout the year and uses assessments to monitor student learning.	Ensures that high quality, aligned, common interim/formative assessments are given by all teachers teams through at least four fifteen-day cycles a year.
2B. Curriculum and Instruction (DG 1)	Plays it safe and sticks with the status quo of the school site.	Explores macro strategies that might improve achievement.	Ensures effective macro strategies to improve student achievement (team teaching, coaching, peer observation).	Implements proven macro strategies that boost student learning (team teaching, coaching, lesson study).
2B. Curriculum and Instruction (DG 2.1)	Leaves teacher teams to fend for themselves in terms of leadership and direction.	Has teacher teams appoint a facilitator to support collaboration.	Ensures that teacher teams have facilitators so meetings are focused and substantive.	Gives teacher teams the training, facilitation, and resources needed to make meetings highly effective.
2B. Curriculum and Instruction (DG 2.2)	Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.	Provides staff development workshops that rarely engage staff or improve instruction.	Organizes aligned, on-going coaching and training that builds classroom proficiency.	Orchestrates aligned, high quality coaching, mentoring, workshops, school visits, and other professional learning tuned to staff needs.
2C. Assessment and Accountability (DG 2)	Does not exercise leadership in looking for underlying causes of student difficulties.	Ensures that teachers focus on the areas in which students struggle.	Ensures that data analysis includes what students got wrong and delve into WHY.	Gets collaboration meetings engaged in a no-blame, highly productive search for root causes and hypothesis testing.
2C. Assessment and Accountability (DG 2)	Does not provide time or leadership for follow up after assessments.	Expects that teachers use interim assessment data to help struggling students.	Asks teams to follow up each interim assessment with reteaching and remediation.	Gets teams invested in following up assessments with effective reteaching, tutoring, and other interventions.
2C. Assessment and Accountability (DG 2)	Is inattentive to important school data.	Monitors attendance and discipline data to inform decisions.	Monitors data in several key areas and uses them to inform improvement efforts.	Uses data on grades, attendance, behavior and other variables to monitor and drive continuous improvements toward goals.
2C. Assessment and Accountability (DG 2)	Does not provide test data to teachers.	Refers teachers to previous year test data as a baseline for current year instruction.	Provides teacher teams with access to previous year test data and asks them to assess students' current levels.	Ensures all teams use summative data from the previous year and fresh diagnostic data to plan instruction.
2C. Assessment and Accountability (DG 2)	Does not emphasize teamwork and teachers work mostly in isolation.	Ensures that teacher teams work together to develop a plan.	Orchestrates regular collaboration meetings as the prime locus for improving student learning.	Gets teams to take ownership for data and student work to drive constant refinement of teaching.
SCORE				

California Professional Standards for Education Leaders

STANDARD THREE - MANAGEMENT AND LEARNING ENVIRONMENT

District Goal = DG

CPSEL Three	Ineffective	Developing	Effective	Highly Effective
3A. Operations and Facilities (DG 3)	Leaves campus cleanliness and safety to custodial staff.	Works with custodial staff to keep the campus clean and safe.	Supervises staff to keep the campus clean, attractive, and safe.	Leads staff to ensure effective, creative use of space and a clean, safe, and inviting campus.
3A. Operations and Facilities (DG 3)	Rarely supervises student entry, dismissal, and common spaces that are frequent problems.	Intermittently supervises student entry, dismissal, transitions, and meal times.	Supervises orderly student entry, dismissal, meals, class transitions and recesses.	Ensures efficient, friendly, student entry, dismissal, meal times, transitions, and recesses every day.
3B. Plans and Procedures (DG 1.4)	Large portions of the day are consumed with crisis and time wasting.	Tries to prevent them but crisis and time wasters eat up a lot of time.	Is effective at preventing or deflecting crisis and time wasters.	Takes the initiative so that crisis and time wasters are always averted.
3B. Plans and Procedures (DG 1.4)	Creates a daily schedule with inequities, technical flaws, and little time for teacher teams to give input.	Creates a schedule with some flaws and few opportunities for real input.	Creates a schedule that is agreeable to most teacher teams and allows time for input and feedback.	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.
3B. Plans and Procedures (DG 1.4)	Is constantly reminding staff what they should be doing in management and discipline.	Periodically reminds staff of policies on management and discipline.	Makes sure staff knows what is expected in management and discipline.	Has total staff buy-in on what is expected for management and discipline procedures.
3C. Climate (DG 3.2)	Is discouraged and immobilized by staff resistance, fear of change, and low expectations.	Works on persuading resistant staff members to get on board with the plan.	Manages resistance, low expectations, and fear of change.	Masterfully wins over resistant staff members who feared change and/or harbored low expectations.
3C. Climate (DG 3.2)	Rarely praises students and fails to build school pride.	Praises well behaved students and student academic achievement.	Praises student achievement and works to build school spirit.	Publicly celebrates kindness, effort, and academic achievement and improvement and builds students' pride in their school.
3C. Climate (DG 3.2)	Focuses mainly on discipline and punishment with highly disruptive and troubled students.	Tries to get crisis counseling for highly disruptive and troubled students.	Identifies struggling students and works to get support services to meet their needs.	Is highly effective in getting counseling services, mentoring, and other supports for high needs students.
3C. Climate (DG 3.2)	Does little to build teacher skills in classroom management.	Urges teachers to get better at classroom management.	Organizes workshops and suggests articles and books on classroom management.	Ensures all staff are skilled in positive discipline and sensitive handling of student issues.
3C. Climate (DG 3.2)	Tries to deal with disruptive students but is swamped with the problems.	Deals firmly with students who are disruptive in classrooms, but doesn't get to root causes.	Deals quickly with disruptions to learning and looks for underlying causes.	Deals effectively with any disruptions to teaching and learning, analyzes patterns, and works on prevention.
3C. Climate (DG 3.2)	Is way behind on email, paperwork, and administrative chores, to the detriment of the school's mission.	Tries to stay on top of email, paperwork, administrative chores, but is often behind.	Has a system for dealing with email, paperwork, and administrative chores.	Counsels or dismisses most ineffective staff following contractual requirements scrupulously.
3D. Fiscal and Human Resources (DG 5)	Does not initiate dismissal procedures despite evidence that some staff are ineffective.	Tries to dismiss one or two ineffective staff but stymied by procedural errors.	Counsels out or dismisses most ineffective staff following contractual requirements.	Counsels or dismisses most ineffective staff following contractual requirements scrupulously.
3D. Fiscal and Human Resources (DG 5)	Shies away from giving honest feedback and redirection to staff who are not doing well.	Criticizes struggling staff but does not give much help improving their performance.	Provides redirection and support to staff who are less than proficient.	Courageously engages in difficult conversations with below proficient staff helping them improve.
3D. Fiscal and Human Resources (DG 5)	Only observes teachers on formal observations visits.	Tries to get into classrooms but is often distracted by other events.	Makes unannounced visits to a few classrooms everyday and gives helpful feedback to teachers.	Ensures each classroom is visited at least once a week and gives helpful face to face feedback to teachers within 24 hours.
3D. Fiscal and Human Resources (DG 5)	Makes errors in managing the budget and finances and misses opportunities to further the mission.	Manages budget and finances with few errors, but misses opportunities to support the strategic plan.	Manages the school's budget and finances to support the strategic plan.	Skillfully manages the school's budget and finances to maximize student achievement and staff growth.
SCORE				

California Professional Standards for Education Leaders
STANDARD FOUR - PARENT AND FAMILY ENGAGEMENT
District Goal = DG

CPSEL Four	Ineffective	Developing	Effective	Highly Effective
4A. Parent and Family Engagement (DG 3.4)	Makes little effort to reach out to families and is defensive when parents reach out with concerns.	Reaches out to parents and tries to understand their perspective.	Makes parents feel welcome, listens to their concerns, and tries to get them involved.	Makes families feel welcome and respected, responds to concerns, and gets a number of them directly involved in the school.
4A. Parent and Family Engagement (DG 3.3)	Does not send home the school's learning expectations.	Sends home an annual list of grade level learning expectations.	Sends home a list of grade level learning expectations and how parents can help at home.	Informs parents of monthly learning expectations and specific ways they can support their children's learning.
4A. Parent and Family Engagement (DG 3.5)	Leaves parent contact and communication up to individual teachers.	Expects that teachers communicate regularly with parents.	Sends home a periodic school newsletter and asks teachers to have regular channels of communication of their own.	Regularly communicates with parents through multimedia.
4A. Parent and Family Engagement (DG 3.2)	Rarely or never reaches out to others for feedback or help.	Occasionally asks staff, students, parents, or external partners for feedback.	Regularly reaches out to staff, students, parents, and external partners for feedback and help.	Frequently solicits and uses feedback and help from staff, students, parents, and external partners.
4A. Parent and Family Engagement (DG 3.3)	Provides little or no monitoring of the report card process.	Makes sure that report cards are completed correctly and provided to all parents.	Works to maximize the number of contacts teachers have with parents regarding grade reporting.	Orchestrates productive parent/teacher communications in which parents and students get specific suggestions for next steps.
4B. Community Partnerships (DG 3.3)	Does not reach out to community to establish partners in education.	Reaches out minimally to the community to work with one or two established partners.	Establishes several community partners who engage in activities to support the school mission.	Establishes several community partners and leverages the partnerships strategically to support the mission of the school.
4C. Community Resources and Services (DG 3.3)	Does not provide assistance for students faced with challenges.	Provides ad hoc, occasional support for students faced with challenges.	Provides programs for most students faced with challenges.	Leverages district and community resources and provides programs and assistance for all students with challenges.
SCORE				

California Professional Standards for Education Leaders

STANDARD FIVE - ETHICS AND INTEGRITY

District Goal = DG

CPSEL Five	Ineffective	Developing	Effective	Highly Effective
5A. Reflective Practice (DG 3.3)	Rarely convenes staff meetings or uses meetings for one way lectures on policies.	Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	Uses all staff meetings to get teachers sharing strategies and becoming more cohesive.	In all staff meetings, gets teachers highly invested in discussing results, learning best strategies, and building trust and respect.
5A. Reflective Practice (DG 5.1)	Is unproductive and irritable because of fatigue and stress.	Is sometimes unfocused and inattentive because of fatigue and stress.	Is healthy and focused by balancing work demands with healthy habits.	Remains sharp and fresh by tending to family, friends, fun, exercise, nutrition, sleep, and vacations.
5B. Ethical Decision Making (DG 5.4)	Frequently mishandles bureaucratic, contractual, and legal issues to distract teachers from their work.	Sometimes allows bureaucratic, contractual, and legal issues to distract teachers from their work.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Deftly handles bureaucratic, contractual, and legal issues and sometimes contributes to teaching and learning.
5B. Ethical Decision Making (DG 1.2)	Bemoans students low achievement and shows fatalism about bringing significant change.	Presents data without a vision or a vision without data.	Motivates colleagues by comparing students' current achievement with rigorous expectations.	Challenges colleagues by presenting the gap between current student data and a vision for college success.
5C. Ethical Action (DG 5.4)	Makes decisions with little or no consultation, causing frequent resentment and morale problems.	Tries to be transparent about decision making, but stakeholders sometimes feel shut out.	Ensures that staff members know how and why key decisions are being made.	Is transparent about how and why decisions are made, involving stakeholders whenever possible.
5C. Ethical Action (DG 3.2)	Takes credit for improvements for school performance or misses opportunities for celebration.	Congratulates individuals on successes.	Draws attention to students, classroom, and school-wide successes, giving credit where credit is due.	Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.
SCORE				

California Professional Standards for Education Leaders
STANDARD SIX - EXTERNAL CONTEXT AND POLICY
District Goal = DG

CPSEL Six	Ineffective	Developing	Effective	Highly Effective
6A. Understanding and Communicating Policy (DG 3.2)	Is not an effective communicator, and others are often left guessing about policies and direction.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Uses a variety of means to communicate goals to others (face-to-face, email, newsletters, websites).	Successfully communicates goals to all constituencies by skillfully using a variety of channels.
6A. Understanding and Communicating Policy (DG 3.2)	Gets the necessary signatures for the SPSA but there is little ownership or support.	Presents the annual plan to stakeholders and asks them to support it.	Builds ownership and support among stakeholders for achieving annual goals.	Fosters a sense of urgency and responsibility among all stakeholders for achieving annual goals.
6A. Understanding and Communicating Policy (DG 3.2)	Has difficulty keeping the school in compliance with district and other external requirements.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Fulfills compliance and reporting responsibilities to the district and beyond.	Fulfills all compliance and reporting requirements and creates new opportunities to support learning.
6B. Professional Influence (DG 4.1)	Engages in no outward learning or networking opportunities.	Engages minimally through email or casual conversations with external sources.	Intentionally seeks opportunities outside of the district to lean outward and learn from other professional practitioners.	Intentionally leverages inward/outward learning from a well defined network of professional practitioners such as ACSA, colleges, other districts connections.
6C. Policy Engagement	Is not aware of or involved with policy including knowledge of district LCAP, DELAC, SARB processes.	Is aware of and can speak to policy including district LCAP, DELAC, and SARB processes and references policy occasionally.	Leverages knowledge of external policies, advocates for students through policy opportunities, and encourages all stakeholders to be involved.	Attends district level meetings and participates in opportunities to provide input, influence others, and advocate for stakeholder involvement.
SCORE				

MODESTO CITY SCHOOLS SITE ADMINISTRATION EVALUATION

Evaluatee Name:	Position:
School:	School Year:
Evaluator:	Position:

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS RUBRIC SCORING FOR INDIVIDUAL CPSELS

CPSEL 1 - DEVELOPMENT AND IMPLEMENTATION OF SHARED VISION

Ineffective	Developing	Effective	Highly Effective
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CPSEL 2 - INSTRUCTIONAL LEADERSHIP

Ineffective	Developing	Effective	Highly Effective
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CPSEL 3 - MANAGEMENT AND LEARNING ENVIRONMENT

Ineffective	Developing	Effective	Highly Effective
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CPSEL 4 - FAMILY AND COMMUNITY ENGAGEMENT

Ineffective	Developing	Effective	Highly Effective
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CPSEL 5 - ETHICS AND INTEGRITY

Ineffective	Developing	Effective	Highly Effective
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CPSEL 6 - EXTERNAL CONTEXT AND POLICY

Ineffective	Developing	Effective	Highly Effective
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MODESTO CITY SCHOOLS LEADERSHIP OVERALL RATING:

Ineffective	Developing	Effective	Highly Effective
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Overall Comments by Evaluator:

Overall Comments by Evaluatee:

Evaluator's Signature

Date

Evaluatee's Signature

Date

The Evaluatee's signature merely acknowledges completion of the evaluation process.

MODESTO CITY SCHOOLS SITE ADMINISTRATION PLAN OF IMPROVEMENT

Evaluatee Name:	Position:
School:	School Year:
Evaluator:	Position:

Area(s) of concern and needed improvement:

Evidence to be collected to measure improvement:

Guidance and assistance to be provided:

Signature of Admin.

Date

Signature of Supervisor

Date

Results of Plan of Improvement

- ☐ Performance deficiencies have been improved.
- ☐ The performance deficiencies have not been improved.

Signature of Admin.

Date

Signature of Supervisor

Date

MODESTO CITY SCHOOLS STRATEGIC GOALS

Every Student Matters, Every Moment Counts

Goal One: Increase academic achievement and ensure equitable access to enable all students to attain college and career readiness.

Strategies:

- 1.1 Ensure great instruction first time.
- 1.2 Increase students being identified as “prepared” in the college/career indicators.
- 1.3 Increase English Learner growth toward English proficiency.
- 1.4 Develop a multi-tiered system of support for all students.
- 1.5 Ensure students have access to enrichment activities at all school sites.
- 1.6 Increase access to general education for students with disabilities.

Goal Two: Ensure all employees have access to high quality professional development.

Strategies:

- 2.1 Increase targeted professional development in the areas of early literacy, mathematics, English Language Development (ELD), effective PLC teams, culturally responsive instruction, and leadership development.
- 2.2 Ensure all staff has professional development in the area of building their capacities as professionals.
- 2.3 Ensure training is available to support students in their development of MCS Character Traits.

Goal Three: Provide a safe, welcoming, and respectful learning environment for every member of the school community while ensuring effective district- wide communication for students, staff, families, and community partners.

Strategies:

- 3.1 Implement the recommendations identified through the Safety Task Force.
- 3.2 Promote outstanding students, families, staff, programs, schools, and community partners.
- 3.3 Increase regular two-way communication with stakeholders regarding student progress and other important issues.
- 3.4 Improve customer service for students, families, staff, and community to support welcoming school environments.
- 3.5 Improve operational efficiencies through the use of technology, and improved network infrastructure.

Goal Four: Ensure the District is fiscally and operationally sound.

Strategies:

- 4.1 Implement sustainable plan for the budget under the Local Control Funding Formula.
- 4.2 Engage stakeholders in a District Budget Committee process.
- 4.3 Invest in school facilities and infrastructure for safe and clean facilities.
- 4.4 Plan and implement short and long-term strategies to decrease declining enrollment.

Goal Five: Recruit, hire, train, and retain high quality staff.

Strategies:

- 5.1 Create a District culture of valuing all employees to facilitate hiring and maximize retention.
- 5.2 Strengthen partnerships with local teaching, training, and employment programs.
- 5.3 Expand recruiting and hiring processes to provide support, maximize retention, and increase diversity in the certificated, classified, and management workforce.
- 5.4 Improve communication and collaboration within and between Human Resources and other departments and sites to better meet the District’s vision, mission, values, and strategic goals.

Appendix A

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Appendix B

MODESTO CITY SCHOOLS SITE ADMINISTRATOR CONTINUUM FOR PROFESSIONAL DEVELOPMENT PLANNING

Principal	CPSEL 1	CPSEL 2	CPSEL 3	CPSEL 4	CPSEL 5	CPSEL 6	Score Total
A	3	3	3	1	3	3	16
B	3	3	3	2	3	3	17
C	3	2	2	2	3	4	16
D	3	3	3	1	3	4	17
E	3	3	3	2	3	3	17
F	4	4	4	4	4	4	24
G	3	3	3	1	3	3	16
H	2	2	3	2	2	1	12
I	4	4	4	4	4	4	24

This form can be created in Informed K-12 and tallied down to specific indicators on the rubric for the purpose of better understanding PD needs with site admin. This is also a calibration tool for principal supervisors and site principals completing evaluations.



*Every Student Matters,
Every Moment Counts.*



Porterville Unified School District

Administrator Evaluation Process

Philosophy of Evaluation

Research and review of best practices confirm that highly skilled school administrators are crucial to successful teaching and learning. High-quality student performance depends on high-quality school leadership. An effective administrator must assume multiple roles, but above all they must serve as instructional leaders whose decisions and actions focus upon the goal that all students achieve academic proficiency.

The Administrator Evaluation Process is a collaborative endeavor between administrators and their supervisors designed to evaluate the effectiveness of the complex and multiple roles of a school administrator in relationship to the California Professional Standards for Educational Leaders, district wide goals, school plans, and the goals set by the administrator. The evaluation process must be acknowledged as a continual process to encourage self-reflection and continuing professional growth.

Evaluation Process

Administrators will be evaluated on a two year cycle. School plans and goals will be submitted and reviewed each year. Evaluations can be scheduled more frequently if there is a need.

The Evaluation Process will consist of preparation of materials, goals and standards conference with supervisor, and a follow-up meeting to review written evaluation. Meetings will be scheduled each fall.

1. Preparation Prior to Conference

- a. Review California Professional Standards for Educational Leaders (CPSEL) and complete self-evaluation.
- b. Updated school wide plan.*
- c. Document progress if there is currently an assistance plan in place.
- d. Prepare to discuss:
 - teacher evaluation process and progress
 - assessment data analysis process
 - student interventions
 - school safety
 - accountability data
 - personal professional goals

2. Goals/Standards Conference

- a. Discussion and comparison of self and evaluators CPSEL rankings.
- b. Review of progress on school wide action plan.
- c. Discussion and mutual agreement upon new goals.
- d. Evaluation on achievement of objectives if there is an active assistance plan.
- e. Discussion of annual summary evaluation form.
- f. Schedule meeting for review of written evaluation.

3. Evaluation Meeting

- a. Review of Summary Evaluation Form
- b. Review of assistance plan if the need for a formalized plan to address areas in need of improvement is documented.

*Adjustment may be made for evaluation of co-administrators in areas of school wide plan.

**PORTERVILLE UNIFIED SCHOOL DISTRICT
ADMINISTRATOR EVALUATION INSTRUMENT**

Administrator_____

Evaluator_____

School_____

Position_____

School Year_____

- A. Progress toward implementation of school wide action plans, that are aligned with district priorities.

Support Statement:

Recommendations:

- B. Progress toward meeting California Professional Standards for Educational Leaders.

Support Statement:

Recommendations:

C. Progress toward meeting annual goals, that are aligned with district priorities.

Support Statement:

Recommendations:

Summative Evaluation

_____ Competent and satisfactory administrative performance.

_____ There are weaknesses in performance that need to be strengthened prior to next evaluation.

Other Comments:

I acknowledge that I have seen this evaluation and have been provide with suggestions where improvement in performance is indicated. I understand that my signature does not necessarily mean that I agree with this evaluation and that I may submit a statement in writing to accompany this form.

(signature)

(date)

Evaluator _____ Date _____
cc: Evaluator
Personnel

NCMPS

Executive Appraisal Instrument

The Executive Appraisal Instrument (EAI) supports formative and summative assessment of leadership practice in public Montessori schools. Blending research on authentic leadership, systems theory, and change management¹ together with extensive consultation with executive directors, principals, and heads of public Montessori schools, the tool anchors a comprehensive, skills-focused annual review protocol. In addition to the EAI, the system includes the following tools: Job Description, Essential Elements Rubric, Reflective Practice Inventory, Goal Setting, School Climate Survey, and an Annual Review Portfolio Checklist.

The EAI guides assessment across three Domains: **Leading Authentically**, **Leading Others**, and **Leading the Future**. Each Domain is broken into Standards, which are assessed according to sets of discrete Indicators. Together, Domains, Standards and Indicators comprise a picture of leader behavior that supports complex, relational, and mission-driven communities of educational practice, such as public Montessori schools. The EAI Domains are adapted from the Women in Leadership Model developed by Linkage, Inc.

LEADING OTHERS											
NOT PRESENT		RARELY PRESENT		OCCASIONALLY PRESENT		CONSISTENTLY PRESENT		PRESENT AS A STRENGTH		MODEL FOR THE COMMUNITY	
1	2	3	4	5	6	7	8	9			
WORKING TOWARD THE STANDARD		STANDARDS AND INDICATORS						WORKING BEYOND THE STANDARD			
FACILITATION AND TEAMWORK											
		<ul style="list-style-type: none">Understands the feelings and perspectives of others, and assumes the best intentions of all.Is an excellent listener, giving full attention to those who are speaking.Actively seeks to enfranchise others, cultivating talent, respecting dissent, and celebrating success.Makes structured teamwork a priority of the school culture.						7	This is a demonstrable strength; listening is the hallmark		
								8			
								9			
STEWARDSHIP											
Still gaining expertise in the specifics of the Montessori program, and how to advocate to external constituents Sometimes, work with families is undermined by a desire to please		4	<ul style="list-style-type: none">Actively aims to elevate and amplify the work of the entire organization by preparing an environment that supports complex practice, protects against unwarranted intrusion from outside influences, and drives reflective practice through intentional teamwork.Explicitly puts the larger goals of the enterprise ahead of special interests, personal gain, or short-term fixes.						8		
		3							9		
CLARITY AND CONSISTENCY											
		<ul style="list-style-type: none">Able to convey high-level messages to external audiences in a compelling and persuasive manner.Verbal and written interactions are clear, crisp and accurate.Behavior is predictable; community members report feeling relaxed around leader.Decisions are made through a transparent and consistent process.Always prepared for events; opens and closes meetings on time.						7			
								7			
								8			
								9			
NEGOTIATION AND CONFLICT RESOLUTION											
		<ul style="list-style-type: none">Meticulous about promoting open, honest and direct communication across the school community—taking care to avoid triangles, splitting or other dysfunctional patterns of conflict management/avoidance.Decision-making processes are transparent, particularly in consultation with members of the faculty, family community, or board.Skillfully mediates conflict and maximizes outcomes of a deliberative process.						7			
								4			
								6			

Using the Tool

The EAI should be used twice a year, as a joint project of the executive and the evaluator. Both score each Indicator from one to nine (marking scores of six and above to the right of the item, and scores below six to the left). Scores are totaled for the Standards and the Domains. The evaluator and the executive use Standard scores to identify specific areas of strength and growth, and Domain scores for a more holistic view of the leader's practice. In the sample (left), the executive is working close to or slightly below the standard is most of the indicators. While communication and compassion are clear strengths, this leader strains in the face of parental demands, which, at times, make her behavior unpredictable and opaque. The specificity enabled by this tool is meant to support coaching and planning for future improvement.

¹ Gardner, William L., Claudia C. Cogliser, Kelly M. Davis, and Matthew P. Dickens. "Authentic Leadership: A Review of the Literature and Research Agenda." *The Leadership Quarterly* 22, no. 6 (2011): 1120–45; Neider, Linda L., and Chester A. Schriesheim. "The Authentic Leadership Inventory (ALI): Development and Empirical Tests." *The Leadership Quarterly* 22, no. 6 (December 2011): 1146–64; Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. Doubleday/Currency, 1990; Stroh, David Peter. *Systems Thinking For Social Change: A Practical Guide to Solving Complex Problems, Avoiding Unintended Consequences, and Achieving Lasting Results*. White River Junction, Vermont: Chelsea Green Publishing, 2015.

LEADING AUTHENTICALLY									
NOT PRESENT	1	2	3	4	5	6	7	8	9
WORKING TOWARD THE STANDARD			STANDARD/INDICATORS				WORKING BEYOND THE STANDARD		
SELF-AWARENESS AND SELF-MANAGEMENT									
			<ul style="list-style-type: none"> Displays a realistic appreciation of his/her strengths and weaknesses, and delegates responsibilities based, in part, on that awareness. Manages her/his time effectively. Remains calm in the face of stress. Understands his/her emotional triggers and takes steps to mitigate their impact on the organization. 						
ENGAGEMENT IN THE MISSION AND MODELING FOR THE COMMUNITY									
			<ul style="list-style-type: none"> Has a thorough grasp the school's mission, as made evident in written and verbal communication. Is a consistent and reliable presence in all facets of school operation—from classrooms and common spaces to boardroom. Embodies core values of the school with all community members—children, trained and untrained staff, families, and other stakeholders. Intentionally practices grace and courtesy. 						
CURIOSITY AND FRIENDLINESS WITH ERROR									
			<ul style="list-style-type: none"> Whether or not Montessori trained, deliberately demonstrates curiosity about what goes in classrooms, and seeks to build a deeper knowledge base of Montessori theory and practice. Seeks feedback from all members of the community, and asking questions, and listening authentically to multiple points-of-view. Willingly takes responsibility for errors and encourages others to take risks in order to improve practice. Resilient and able to recover from setbacks. 						
COURAGE, INTEGRITY, AND HUMILITY									
			<ul style="list-style-type: none"> Clearly puts the needs of the organization as a whole above individual preference or self-preservation. takes consistent stands for the integrity of the school's mission and sustainability. 						
TOTAL STANDARD SCORES: Self-Awareness and Management ____/36 Curiosity and Friendliness with Error ____/36 Courage, Integrity, and Humility ____/18									
TOTAL DOMAIN SCORE: ____/126									

NOT PRESENT		RARELY PRESENT		OCCASIONALLY PRESENT		CONSISTENTLY PRESENT		PRESENT AS A STRENGTH		MODEL FOR THE COMMUNITY	
1	2	3	4	5	6	7	8	9			
WORKING TOWARD THE STANDARD		STANDARD/INDICATORS									
		FACILITATION AND TEAMWORK									
		<ul style="list-style-type: none">Understands the feelings and perspectives of others, and assumes the best intentions of all.Is an excellent listener, giving full attention to those who are speaking.Actively seeks to enfranchise others, cultivating talent, respecting dissent, and celebrating success.Makes structured teamwork a priority of the school culture.									
		STEWARDSHIP									
		<ul style="list-style-type: none">Actively aims to elevate and amplify the work of the entire organization by preparing an environment that supports complex practice, protects against unwarranted intrusion from outside influences, and drives reflective practice through intentional teamwork.Explicitly puts the larger goals of the enterprise ahead of special interests, personal gain, or short-term fixes.									
		CLARITY AND CONSISTENCY									
		<ul style="list-style-type: none">Able to convey high-level messages to external audiences in a compelling and persuasive manner.Verbal and written interactions are clear, crisp and accurate.Behavior is predictable; community members report feeling relaxed around leader.Decisions are made through a transparent and consistent process.Always prepared for events; opens and closes meetings on time.									
		NEGOTIATION AND CONFLICT RESOLUTION									
		<ul style="list-style-type: none">Meticulous about promoting open, honest and direct communication across the school community—taking care to avoid triangles, splitting or other dysfunctional patterns of conflict management/avoidance.Decision-making processes are transparent, particularly in consultation with members of the faculty, family community, or board.Skillfully mediates conflict and maximizes outcomes of a deliberative process.									
TOTAL STANDARD SCORES: Empathy ____/36 Stewardship ____/18 Clarity and Consistency ____/45 Negotiation and Conflict Resolution ____/27											
TOTAL DOMAIN SCORE: ____/126											

		LEADING THE FUTURE						
NOT PRESENT		RARELY PRESENT	OCCASIONALLY PRESENT	CONSISTENTLY PRESENT	PRESENT AS A STRENGTH	MODEL FOR THE COMMUNITY		
1	2	3	4	5	6	7	8 9	
WORKING TOWARD THE STANDARD		STANDARD/INDICATOR					WORKING BEYOND THE STANDARD	
VISION AND MISSION								
		<ul style="list-style-type: none"> • Able to explain the vision and mission of the school in easy-to-understand language for a variety of audiences • Operational decisions are consistent with the vision and mission of the school. 						
SYSTEMS THINKING & STRATEGIC PLANNING								
		<ul style="list-style-type: none"> • Demonstrates a deep and flexible understanding of the complexity and interdependence of the school organization. • Creates and/or manages an ongoing process of continuous improvement, prioritizing time for deliberation. • Planning is based on ongoing cycles of implementation, feedback, and reflection. 						
CHANGE MANAGEMENT								
		<ul style="list-style-type: none"> • All members of the school community have opportunities to participate in strategic planning and reflection opportunities. • Unafraid to make and enforce decisions that may be unpopular individuals or selected stakeholders. • Confident yet respectful in responding to operational or strategic questions. • Interacts confidently and constructively with board members and other oversight officials. 						
TOTAL STANDARD SCORES: Vision and Mission ____/18 Systems Thinking and Strategic Planning ____/27 Change Management ____/36								
TOTAL DOMAIN SCORE: ____/81								

DOMAIN	CONSISTENTLY PRESENT	PERSONAL TOTAL
Leading Authentically	84/126	
Leading Others	84/126	
Leading the Future	54/81	

QUALITATIVE APPRAISAL	
AREAS OF STRENGTH List all areas with a score of 6 and above and describe specific instances of how this strength is evidenced in the leader's practice.	
AREAS OF GROWTH List all areas with a score of 4 and below and make specific recommendations for how the leader may address these areas.	
OVERALL APPRAISAL	

Annual Review Portfolio: Executive Director

The Executive Director Annual Review Portfolio is a curated file of evidence and reflection on the performance of the school's executive. The Portfolio is compiled by the executive and submitted along with the check-lists/ coversheet below.

CATEGORY/KEY ELEMENTS	EVIDENCE		REFLECTION
ORGANIZATIONAL LEADERSHIP			
<ul style="list-style-type: none">• Deep understanding of school mission, immersion in Montessori theory and practice• Staffing & enrollment models reflect/advance school mission• Culture of high expectations, consistently articulated, modeled, and nurtured• Effective recruiting and supervision of diverse and effective staff	Written communications to internal and external stakeholders		
	Organizational chart		
	Staff evaluation and retention records		
PROGRAMMATIC OVERSIGHT			
<ul style="list-style-type: none">• Systems for comprehensive oversight and monitoring on inputs and outcomes• Collaboration with Coach/Director of Curriculum and Instruction on programmatic and staff evaluation	Dashboard		
	Staff evaluation and retention records		
	Climate Survey		
DEVELOPMENT, OUTREACH AND COMMUNICATIONS			
<ul style="list-style-type: none">• Collaboration with Director of Family/Community Engagement• Admissions process that enables diversity• Family Engagement processes that optimally balance staff resources and family time• Strong, appropriate relationships with staff, families, other external stakeholders	Climate Survey		
	Admissions, Retention statistics		
	Family Handbook		
	Marketing materials		
	Family Engagement statistics		
OPERATIONS, FACILITY, SAFETY			
<ul style="list-style-type: none">• Sustainable financial management and reporting• Spotless, orderly environment, inside & out• Up-to-date and regularly-reviewed safety protocols	Budgets, balance sheets		
	Climate Survey		
	Safety/Emergency Protocols		

Additional Data Sources

ITEM	REFLECTION
Reflective Practice Inventory	
Executive Appraisal Instrument	

RCM School Board



Agenda Item: F3

School Board review of curriculum

Department/Program:

School wide

Background Information:

Governance of all areas of Redwood Coast Montessori, including curriculum oversight, is the responsibility of the school board.

Recommendation:

Discuss possible ways for the school board to develop a plan for reviewing curriculum at all levels of the program.

Fiscal Implications:

None

Contact Person:

Bryan Little