**Context:**

In December 2020, MNPS Principal Supervisors provided detailed, observable, and precise indicators that would inform the observer on what the behavior (from the Leadership Framework responsibilities) should look like in action.

Below are the “look fors” or evidence that was generated from that discussion. A few comments were left to expanding one’s thinking around the evidence. This is not an exhuastive list, rather a list that can be iterative based on district and school needs.

**PRIORITIZE TALENT: Inspire a Shared Vision**

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| **Responsibility** | **Key Behaviors** | **Evidence/Look-Fors**  **Edit the below examples and add additional evidence in EACH section** |
| Inspired a shared vision | Collaboratively create a clear, **compelling vision centered on equity, diversity, and high academic achievement and growth** for all students | * *Teachers can verbally express the vision and mission of the school when asked, including specific school goals and purpose behind them* * *Vision, mission, and school goals are clearly posted in the school building* * *Walls/school decorations reference the specific mission and vision, values, and/or goals of the school* * *Students can verbally express school slogan, phrase, or goals when asked* * *Principal can connect goals to school’s current data or other reasoning behind the goals when asked* |
| **Establish goals and strategies** aligned to the vision | * *School improvement goals and action steps are aligned to vision* * *Classroom strategies are aligned to vision* * *Principal and teachers are able to clearly articulate goals and strategies and tie them to the vision* |
| **Articulate the rationale and purpose** behind the vision, goals, and strategies | * *Principal is able to articulate the relationship between the vision and the school improvement goals of the school.* * *Principal, school leadership team, and teachers use data to make connections between the rationale and purpose of the vision, goals, and strategies* * *Strategies utilized throughout the school, support and exemplify the vision of the school.* |
| Inspire others to own and commit to goals and strategies | * *Principal uses the vision of the school in the content of school messages, meetings, and conversations with staff and students.* * *School vision is displayed prominently in the building for all to see.* * *Teachers are encouraged to articulate the vision in their classrooms.* * *Parents can see the vision of the school in the assignments and activities given to their child.* * *Increased student and teacher voice* * *Teachers and students increase their leadership capacity as a result of being inspired by the vision.* |
| Develop and leverage **communication** systems that support and reinforce the vision | * *Principal uses multiple platforms to communicate the vision to all stakeholders* * *Vision is communicated to parents on school letterhead, call-outs, and meetings.* |

**PRIORITIZE TALENT: Develop Your People**

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| **Responsibility** | **Key Behaviors** | **Evidence/Look-Fors**  **Edit the below examples and add additional evidence in EACH section** |
| Develop your team | Provide **clear expectations** for staff performance | * *Messaging around teamwork, growth, continuous learning, and shared responsibility is present/posted in classrooms, hallways, office, etc.* * *Consistent framework/template lesson plan, classroom management* * *Provides clarity on collaborative lesson planning* * *Outline roles and responsibilities for each staff member* * *Clearly communicate expectations in trainings and general meeting agendas designed for parents, students, and staff* * *Specific goals are visible and expected expectations are defined* |
| **Communicate successes** to staff and **provide consistent feedback and support** when improvement in practice is necessary | * *Feedback systems are visible, if applicable* * *Highlights when goals are being achieved* * *Puts structures in place to effectively communicate with parents using newsletters or other frequent communication channels i.e. progress reports* * *Regularly gather stakeholder feedback and analyze and adjust work accordingly* * *Identifies differentiated support for staff* * *Implement consistent feedback cycles (timeline, researched-based coaching model, outcomes of specific goals)* |
| Demonstrate **effective recruitment, interview, and selection** skills | * *Established a school profile template and aligned the schools mission, vision, and staff expectations* * *Establish values of what aligns with the school culture* * *Proactively anticipate vacancies by participating in teachers fairs and other recruitment opportunities* |
| Prioritize **diversity, equity, and inclusion** in recruitment and selection processes | * *Diversity, equity and inclusion goals are set for recruitment process* * *Diversity, equity, and inclusion recruitment and selection goals are met* * *Recruitment and selection tools are regularly screened for bias* * *Bias training is provided for participants in the selection process* |
| Ensure access to and support **high-quality professional learning** opportunities to build capacity for all educators | * *Conducts a needs assessment with staff* * *Establishes a long term professional learning plan with specific behavior you want to see as a result of professional learning* * *Build in feedback for professional learning opportunities* * *Offer bridge-to-practice expectations for teachers* * *Calibrate on coaching practices with leadership team to identify look-fors* * *Offer consistent training for commonly used classroom tools/practices* |
| Prioritize and develop quality induction, mentorship, and **support for new and early career teachers** | * *Utilizes a mentor-teacher model to support new teachers* * *Offer specialized professional learning based on staff strengths and interests* * *Encourage a cohort system grouped by years of experience* * *Established an onboarding process prior to the start of the new role which outlines expectations and supports* |
| Create opportunities to **retain**, **grow**, and **leverage** effective educators | * *Conducts asset mapping to identify strengths and talents of educators* * *Encourages and supports professional learning for teacher leaders* * *Identifies pathway activities to leadership roles (i.e. administrative designee, team leader, grade-level lead, project manager)* |
| **Create structures that empower teachers** to use their collective strengths, skills and experiences to own and lead teams, deliver professional learning, and solve problems | * *Innovation and teacher personality is present in classrooms (i.e. not all the same, despite potentially having similar protocol/systems)* * *School staff has the resources, coaching, supplies they need to feel supported and successful* * *Teachers are implementing creative, innovative lessons and initiatives* * *Create a system that highlights teacher successes* |

**PRIORITIZE TALENT: Create a Culture of Belonging**

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| **Responsibility** | **Key Behaviors** | **Evidence/Look-Fors**  **Edit the below examples and add additional evidence in EACH section** |
| Create a culture of belonging | Set expectations for and **promote a safe and respectful culture** that embraces diverse perspectives | * *School pride, motto, mascot, etc. visible in school* * *Staff compliment and encourage one another* * *Staff attendance is high* * *Student attendance is high* * *Staff is friendly, inviting, and helpful, and works well in teams* * *Stakeholders (e.g., parents, community partners) are recognized for their contributions* |
| Build quality **feedback loops with stakeholders** | * *Structures are in place to gather input from multiple stakeholders (e.g., surveys)* * *Structures are in place to gather feedback that accommodate the language and diversity in the school* * *Processes to address or follow up on stakeholder feedback (in ways stakeholders recognize that voice was heard and/or action was taken)* |
| Developstructures that ensure that student, staff, parent, and community **voices are heard**, amplified, and acted on in key decisions | * *Teachers have a voice in decisions/school design* * *Students have opportunities to participate in clubs/organizations that give them voice in school decisions or contribute to school culture (especially important in secondary schools)* * *Staff, students, and families speak professionally and positively to one another* * *Teachers know their students’ families* |
| **Resolve conflict productively**, professionally, and directly | * *Structures in place that openly and honestly address challenges in a timely manner (e.g., faculty or student advisory committees, methods from bringing issues to school leadership team)* |

**DRIVE INSTRUCTION: Orient Toward Results**

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| **Responsibility** | **Key Behaviors** | **Evidence/Look-Fors**  **Edit the below examples and add additional evidence in EACH section** |
| Orient toward results | Recognize and **authentically celebrate** student, teacher and school successes | * *Progress towards academic goals is posted and celebrated when applicable* * *Teachers are celebrated for progress on individual and group practice goals that align to the school improvement plan.* * *Parents are incorporated into success celebrations for teachers and school in addition to their students* * *Parents and students and encouraged to lifting up individual staff and school successes* |
| **Use multiple forms of data to monitor and adjust** challenging goals for instruction, growth, achievement and school operations | * *Across all planning, monitoring, and use of data, principal is working to ensure equitable access for students and culturally responsive teaching* * *Principal leads the leadership team to clearly articulate school academic improvement plan/priorities and these are clearly communicated to all staff to ensure buy-in* * *Principal works with staff to promote a culture of data use and ownership of goals* * *Principal leads regular review with leadership team and staff of progress toward formative data goals with an explicit lens on ensuring equitable access for students and culturally responsive teaching* * *Principal creates tools, processes, and space for staff, teachers, students and parents to access and understand available data and goals* * *Teachers set and regularly monitor classroom goals for classroom and individual student success* * *Students are tracking or talking about data in classrooms* * *Parents are incorporated into goal setting for students* |
| Communicate high expectations for student success and inspire all school community members to hold themselves **accountable to expectations** | * *Students are able to articulate vision/goals when asked and how it clearly applies to their own goals and progress* * *Staff are able to articulate school wide goals around equitable growth, can cite their individual goals and actions they and other staff are taking towards those goals, and are regularly reviewing current data* * *Principal is providing or planning professional learning for staff around identified actions to meet goals*   + *Ex. Level alike teachers are engaged in a lesson study or action research* * *Principal is modeling holding high expectations through having clear individual professional goals for improvement and is sharing those goals and progress toward improvement with staff and school community* * *Principal creates formal and informal structures to engage students and parents in feedback on reaching learning goals* * *Motivational/goals-driven messaging is posted throughout school* |

**DRIVE INSTRUCTION: Recognize and Develop Rigorous Instruction**

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| **Responsibility** | **Key Behaviors** | **Evidence/Look-Fors**  **Edit the below examples and add additional evidence in EACH section** |
| Recognize and develop rigorous instruction | **Create and sustain shared accountability** for achievement and growth goals | * *Staff goals are connected to professional learning and have scheduled check-ins to monitor throughout the year* * *Teachers are observing others/being observed and have the time and resources to do so* * *Teachers and students have SMART goals and have scheduled check-ins to monitor goals throughout the year* * *Teachers are accountable for following scope and sequence and for using HQ Curriculum and materials* |
| **Build capacity of educators** to deliver high quality instruction aligned to grade-level standards | * *School-based professional learning is connected to school foci and goals* * *Teacher leaders lead professional learning within the school community* * *Needs assessments drive and differentiate professional learning* |
| Create structures that **support educators in planning, implementing and assessing** grade-level content | * *Create HQ PLCs that determine what students need to learn and track mastery towards those objectives that is focused on reaching school goals* * *Leveraging the strengths of the team to coach, model best practices* * *Create structures and/or culture that promote ownership for improving self-practice and student learning* |
| Maintain systems for **monitoring student work** for rigor and curricular alignment | * *Students are receiving instruction and completing activities that are grade-level appropriate and rigorous* * *Exceptional Ed and ELL students are supported in completing grade-level appropriate assignments and assessments* * *EE and EL models are implemented at the beginning of the year* * *Teachers are teaching classes that match their subject expertise and interests* * *All students are engaged in classroom activities, differentiated instruction is happening, students are held to a consistent set of expectations* |

**DRIVE INSTRUCTION: Focus on Continuous Improvement**

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| **Responsibility** | **Key Behaviors** | **Evidence/Look-Fors**  **Edit the below examples and add additional evidence in EACH section** |
| Focus on continuous improvement | **Seek out opportunities for feedback** | * *Have established meeting agendas, schedule, minutes from meetings where they have sought feedback, including a scheduled time in place for principals to seek feedback from teachers (from variety of stakeholders, other than mandated survey)* * *Hosting events or other set times for families to provide feedback* * *Suggestion or comment box placed in front office for families or students to give feedback* * *Principal and executive director engage in building walk-throughs with debrief opportunities, monthly* * *Student Advisory Group, Teacher Advisory Group in place and meeting regularly* * *Leverages PTO or other parent advisory group to provide feedback and be informed* |
| Acknowledge and reflect on missed opportunities/failures within the school community, and **draw on others’ expertise** | * *Principal hires support staff to address increased discipline actions* * *School-wide data plan that includes student progress tracking, strategies to meet or exceed benchmark goals, involves strategy adjustment* * *Principal creates a culture and system where school-wide data is tracked, communicated, and leads to specific strategies.* * *Student data folders in classroom and in use, mastery walls within classrooms, and/or data trackers to track student progress* * *Processes for engaging families* * *Staff analyzing student data* * *Protocols in place for analyzing student work* * *Building a conglomerate of experts outside of the school to provide a fresh outlook on what is happening in the school* * *Learning walks done by district coaches, principals from other schools, outside supports who can provide feedback, validation, new perspective* * *Teacher-leaders are facilitating discussions or reviews of formative and summative assessment data* * *Feedback is actionable and provide next steps with follow-up* * *All stakeholders are aware of opportunities to provide feedback - know that voice is heard* * *Email, newsletter, social media, website used as communication tool as avenue to follow-up on feedback, ask for feedback* * *Principal is sharing both good news and benchmarks not met in an intentional way* |
| **Model continuous improvement by developing systems of feedback and support to improve teacher practice** | * *Team evaluations are used to drive feedback and coaching* * *Seeing evidence of classroom observation/feedback in lesson plans, unit plans* * *Creating a cycle of continuous observation and feedback that is embedded in everyday practice - coaching cycle* * *Providing professional development/learning opportunities* * *Feedback is actionable and provide next steps with follow-up* * *Teachers have professional development plans* * *Establishing PLCs for teachers/staff and opportunities to work with peers* * *Conducting regular needs assessment in order to drive what the professional development plans would look like for teachers* |

**MANAGE OPERATIONS: Strategically Plan and Manage Towards Goals**

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| **Responsibility** | **Key Behaviors** | **Evidence/Look-Fors (EDIT THIS)**  **Edit the below examples and add additional evidence in EACH section** |
| Strategically plan and manage towards goals | Define, communicate, and enforce **school procedures for safety and fiscal responsibility** | * *Schedules are clearly posted* * *Classrooms and school building contain clear directional signage* * *Proper front-office protocol is clearly posted (i.e. how/where to check in as a guest, if you are dropping off a student late, etc.)* * *Emergency plans are accessible and clear to understand* * *Emergency drills (fire, tornado, active shooter) are executed timely* * *Maintenance logs are present* * *Frequent maintenance inspection are logged* |
| **Align strategies and allocate resources** towards achieving goals | * *Demonstrates the ways that the budget supports the school goals* * *Creates staffing and class scheduling that maximizes time and is aligned to school’s vision and goals* * *Advocates for school needs/resources and distribute them in a way that is equitable and aligned to achieving vision/goals* * *Network outside of school in the community when needed or appropriate for additional resources, programs, or partnerships* |
| Create classroom and **school-wide systems that promote urgency**, high expectations, and continued growth | * *Evidence of classroom and school-wide systems/procedures (i.e. posters on walls, student job assignments)* * *Operations and systems are designed with the “user” (teacher, student, family member, etc.) in mind* * *Create systems that hold self, students, and staff accountable to expectations, while providing the resources and support necessary to do so* |
| Collect, analyze, and use multiple forms of **data to drive decision-making** | * *Progress monitoring towards academic goals is public as appropriate* * *Staff is aware of progress towards goals* * *Academic and instructional conversations are data-centered and result-driven* |
| Embed **continuous improvement** cycles into all operations | * *Identifies and implements needed non-academic/behavior interventions* * *Creates meaningful feedback channels with students and families and use their feedback in making decisions when possible* * *Resolves conflict productively, professionally, and directly* * *Builds authentic and meaningful relationships with students and families as appropriate* |
| Monitor progress and **adjust strategies as needed** | * *Principal is able to speak to challenges, opportunities and adjustments in conversation with principal supervisor* |
| Collaborate with students, staff, families and the community to **develop a school improvement plan** aligned to the school’s vision | * *Meetings are held with students, staff, and families to receive feedback on school improvement plan* * *Intentionally and regularly seeks out the input of families, particularly those who face barriers in being physically present in the school building or easily reached by typical methods of communication* * *District policies and support services are considered to achieve the school’s vision* |

**MANAGE OPERATIONS: Build Partnerships**

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| **Responsibility** | **Key Behaviors** | **Evidence/Look-Fors**  **Edit the below examples and add additional evidence in EACH section** |
| Build partnerships | **Identify, align, and leverage community resources** to the school improvement plan | * *Community partners are present in the school* * *Opportunities for intern- and externships* * *Teachers engaging with business partners to develop curriculum* * *Evidence of community volunteers in the school* * *Evidence of community partners/businesses investing in the school (e.g., computer lab supports, community garden/greenhouses, athletic program, etc.)* * *Evidence of guest speakers* * *Community activism - partners sharing information (e.g., how to vote, drug-free cultures, etc.)* * *Leveraging no-cost partners and resources* * *Music Makes Us partners/involvement* * *Academy HS model (built around relationships with business partners)* * *Alumni organizations and activities* * *SIP planning process requires community engagement partner and parent involvement (milestone meetings, etc. - might be a required goal in the SIP)* * *Neighborhood associations* * *Expertise/use of Academy Coach in HS* * *Relevant visuals in place in school (e.g., Edgehill bear throwing snowball at Eakin, etc.)* |
| Develop and implement structures that **provide multiple ways for families to become involved** in their child’s education | * *Students and family members know where things are/who to talk to at school* * *School is welcoming and accessible to all students and families, regardless of race, language, ability, religion, identity, or other aspect of self* * *Leverage technology and social media to inform families about school activities (in Schoology too)* * *Scheduled progress reports/updates with families/implementation of protocols and procedures to “automate” touch points with families* * *Academic events that bring families into the school* * *Parent volunteers are present* * *Regular PTO meetings; existence of a PTO or parent advisory committee* |
| Ensure effective **communication** with families, partners, and all stakeholders | * *School engages in multiple ways to get feedback from families* * *The school has access to translators (or on staff even)* * *All materials translated and disseminated at same time* * *Regular, weekly communication to families* * *Website updated regularly and consistently and calendar online is updated with all critical info for families* * *On website, access to list of faculty and staff with contact information* * *Relevant visuals in place in school* * *Emails responded to within 24-48 hours* * *Teachers communicating regularly with parents in addition to principals* * *Evidence of syllabus or general overview of what to expect over the course of the semester/9 weeks, etc.* * *Effective engagement through online platform like Schoology; resources and tools organized well, two-way communication process efficient and effective, etc.* * *Protocols in place re: truancy/attendance and using effective communications through the attendance plan* * *Updated and disseminated school handbook* * *Role of the Navigator touching base with students and families* |