

PRINCIPAL SUPERVISOR PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4
Principal Supervisors engage Principals in the formal Principal evaluation process in ways that help them grow as instructional leaders	Principal Supervisors engage in their own development and continuous improvement to help Principals grow as instructional leaders	Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and equitable access to resources necessary for the success of each student	Principal Supervisors support Principals in building coherence of organizational vision, policies and strategies to support schools and student learning
Indicator 1 The Principal Supervisor gathers high quality qualitative, quantitative and observational evidence about Principals' capacity for instructional leadership	Indicator 1 The Principal Supervisor uses feedback and data from multiple sources (e.g., Principals, Supervisor, and Principal Supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning	Indicator 1 The Principal Supervisor models and advocates for fair, equitable, and appropriate leadership practices with Principals, with particular emphasis on student achievement, equity and social justice	Indicator 1 The Principal Supervisor examines school-level goals and strategies to promote achievement and equity for students and ensure alignment with district vision, policies, and strategies to inform Principal evaluation and coaching
Indicator 2 The Principal Supervisor communicates and models how the NEPF evaluation process supports Principal's growth as instructional leader	Indicator 2 The Principal Supervisor seeks opportunities to increase their own professional knowledge in an effort to remain current on school leadership support, educational research and evidence-based practices	Indicator 2 The Principal Supervisor ensures Principals are aware of schoolwide access to the full range of integrated services to meet the diverse cultural and learning needs of each student	Indicator 2 The Principal Supervisor assists Principals in learning to allocate school resources in ways that best support staff and meet their school's needs
Indicator 3 The Principal Supervisor collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal	Indicator 3 The Principal Supervisor sets pertinent and measureable professional learning goals to improve their leadership practice	Indicator 3 The Principal Supervisor exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices	Indicator 3 The Principal Supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning
Indicator 4 The Principal Supervisor supports Principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed		Indicator 4 The Principal Supervisor follows policies, regulations, and procedures specific to role and responsibilities	Indicator 4 The Principal Supervisor provides feedback on the effectiveness of the district's systems to support school-level leaders

STANDARD 1: PRINCIPAL SUPERVISORS ENGAGE PRINCIPALS IN THE FORMAL PRINCIPAL EVALUATION PROCESS IN WAYS THAT HELP THEM GROW AS INSTRUCTIONAL LEADERS

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Administrator Practice	Confirmatory Evidence Sources of Administrator Practice	Description/Notes
<p>Indicator 1 The Principal Supervisor gathers high quality qualitative, quantitative and observational evidence about Principals’ capacity for instructional leadership</p>	<ul style="list-style-type: none"> Principal Supervisor evaluations of Principal performance Principal performance feedback forms One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Principal Supervisor pre/post conference observations Principal interviews Principal Supervisor notes or coaching logs Principal performance feedback forms 	<ul style="list-style-type: none"> Conducts frequent observations utilizing the NEPF and maintains accurate records of data on Principal practices Provides evidence- based, targeted and actionable feedback through focused pre and post observation conferences Utilizes Principal feedback (both formal and informal) to support Principal development in instructional practices
<p>Indicator 2 The Principal Supervisor communicates and models how the NEPF evaluation process supports Principal’s growth as instructional leader</p>	<ul style="list-style-type: none"> Principal Supervisor evaluation of Principal performance One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Principal Supervisor pre/post conference observations Principal interviews Principal Supervisor notes or coaching logs Principal performance feedback forms 	<ul style="list-style-type: none"> Collaborates with Principals to articulate and refine a district-wide shared vision and understanding of effective Principal instructional leadership and how the evaluation system supports the vision Implements and monitors a rigorous, consistent evaluation system aligned to NEPF requirements Ensure final evaluation ratings are evidence driven and incorporate multiple examples of Principal practice and student outcomes

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Administrator Practice	Confirmatory Evidence Sources of Administrator Practice	Description/Notes
<p>Indicator 3 The Principal Supervisor collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal</p>	<ul style="list-style-type: none"> • Annual school Principal professional learning goals and plans statements • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference observations • Principal interviews • Principal Supervisor notes or coaching logs • Formative Principal performance feedback records 	<ul style="list-style-type: none"> • Through the formal evaluation processes, Principal Supervisors work collaboratively with Principals to identify the leadership strengths and specific areas they need to develop • Rigorous evaluation process is completed for every Principal • Recognizes where Principals are on a continuum of skills and needs and differentiates supports accordingly • Tailors Principal observations to the needs of each Principal and to school-wide initiatives • Monitors Principal performance to ensure feedback is incorporated into Principal practice
<p>Indicator 4 The Principal Supervisor supports Principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed</p>	<ul style="list-style-type: none"> • Annual school Principal professional learning goals and plans • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School Principal professional learning plan completion rates • Formative Principal performance feedback records • Principal interviews • Principal Supervisor notes or coaching logs 	<ul style="list-style-type: none"> • Uses a professional learning plan to support and hold Principals accountable for continuous improvement in their practice, which results in higher levels of student learning and achievement • Provides frequent feedback aligned to the Principal learning plan and goals • Links Principals with other learning resources available through the district and within the region

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PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The Principal Supervisor gathers high quality qualitative, quantitative and observational evidence about Principals’ capacity for instructional leadership</p>	<p>Indicator 2</p> <p>The Principal Supervisor communicates and models how the NEPF evaluation process supports Principal’s growth as instructional leader</p>	<p>Indicator 3</p> <p>The Principal Supervisor collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal</p>	<p>Indicator 4</p> <p>The Principal Supervisor supports Principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed</p>
<p>Level 4</p> <p>The Principal Supervisor effectively gathers high quality qualitative, quantitative and observational evidence about Principals’ capacity for instructional leadership and consistently uses collected data to inform performance evaluation, professional learning plans and coaching</p>	<p>Level 4</p> <p>The Principal Supervisor effectively communicates and models the NEPF evaluation process and its link to ongoing support of Principal’s growth as instructional leader</p>	<p>Level 4</p> <p>The Principal Supervisor effectively collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal</p>	<p>Level 4</p> <p>The Principal Supervisor supports Principals in reaching their goals by checking in on progress twice a month, at minimum providing frequent formative assessments, providing feedback and revising elements of the professional learning plan as needed</p>
<p>Level 3</p> <p>The Principal Supervisor effectively gathers high quality qualitative, quantitative and observational evidence about Principals’ capacity for instructional leadership but does not consistently use the data to inform performance evaluation, professional learning plans and coaching</p>	<p>Level 3</p> <p>The Principal Supervisor adequately communicates and models the NEPF evaluation process, but some steps may be incomplete or lacking quality The Supervisor links evaluation results with ongoing support of Principal’s growth as instructional leader</p>	<p>Level 3</p> <p>The Principal Supervisor adequately collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal</p>	<p>Level 3</p> <p>The Principal Supervisor supports Principals in reaching their goals by checking on progress once a month; providing frequent formative assessments; providing feedback, and revising elements of the professional learning plan as needed</p>

Indicator 1 The Principal Supervisor gathers high quality qualitative, quantitative and observational evidence about Principals' capacity for instructional leadership	Indicator 2 The Principal Supervisor communicates and models how the NEPF evaluation process supports Principal's growth as instructional leader	Indicator 3 The Principal Supervisor collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal	Indicator 4 The Principal Supervisor supports Principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed
Level 2 The Principal Supervisor effectively gathers some high quality data on instructional leadership, but the data may provide an incomplete picture of Principal performance as an instructional leader or may be inconsistent in terms of type and quality, and/or the Supervisor does not use or provides little evidence of use of the data for performance evaluation, professional learning plans and coaching	Level 2 The Principal Supervisor inadequately communicates and models the NEPF evaluation process, with several steps in the process incomplete or lacking quality. The link between Principal evaluation results and Supervisor support for Principal's growth as instructional leader are unclear	Level 2 The Principal Supervisor inadequately collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal	Level 2 The Principal Supervisor supports Principals in reaching their goals by checking on progress once a month; providing frequent formative assessments and providing feedback However, the Supervisor does not provide Principals opportunities to revise learning plans as needs change
Level 1 The Principal Supervisor does not gather or provides no evidence or gathering and/or using data to inform performance evaluation, professional learning plans and coaching	Level 1 The Principal Supervisor does not communicate and model the NEPF evaluation process, so no link is evident between NEPF evaluation results and Principal learning as instructional leaders	Level 1 The Principal Supervisor does not collaborate with Principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, or develop a professional learning plan for achieving their goal	Level 1 The Principal Supervisor does not support Principals in reaching their goals by checking on progress; conducting formative assessments; providing feedback, and/or revising elements of the professional learning plan as needed

STANDARD 2: PRINCIPAL SUPERVISOR COMMUNICATES AND MODELS HOW THE NEPF EVALUATION PROCESS SUPPORTS PRINCIPAL'S GROWTH AS AN INSTRUCTIONAL LEADER

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 The Principal Supervisor uses feedback and data from multiple sources (e.g., Principals, Supervisor, and Principal Supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning</p>	<ul style="list-style-type: none"> • Principal Supervisor self-reflection form • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor notes • Principal Supervisor learning goals and professional development plan 	<ul style="list-style-type: none"> • Uses feedback and data to develop professional growth goals • Openly shares reflections on leadership practices with colleagues and staff to remain openly committed to growth in leadership skills and practices
<p>Indicator 2 The Principal Supervisor seeks opportunities to increase their own professional knowledge in an effort to remain current on school leadership support, educational research and evidence-based practices</p>	<ul style="list-style-type: none"> • Principal Supervisor professional development plan progress reports • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor learning goals and professional development plan • Principal Supervisor professional development records 	<ul style="list-style-type: none"> • Maintains membership in professional organizations to remain current in knowledge of research and best practices • Participates in local, regional, state and national conferences, workshops and seminars based on identified professional goals • Utilizes knowledge from professional learning experiences to support school improvement
<p>Indicator 3 The Principal Supervisor sets pertinent and measureable professional learning goals to improve their leadership practice</p>	<ul style="list-style-type: none"> • Principal Supervisor professional development goals and plan • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor self-reflection forms 	<ul style="list-style-type: none"> • Set goals and design and implement professional learning plans to meet those goals • Establishes structures for linking research to school performance planning and the design of action and monitoring steps

STANDARD 2: PRINCIPAL SUPERVISORS COMMUNICATES AND MODELS HOW THE NEPF EVALUATION PROCESS SUPPORTS PRINCIPAL'S GROWTH AS AN INSTRUCTIONAL LEADER

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The Principal Supervisor uses feedback and data from multiple sources (eg, Principals, Supervisor, and Principal Supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning</p>	<p>Indicator 2</p> <p>The Principal Supervisor seeks opportunities to increase their own professional knowledge in an effort to remain current on school leadership support, educational research and evidence-based practices</p>	<p>Indicator 3</p> <p>The Principal Supervisor sets pertinent and measureable professional learning goals to improve their leadership practice</p>
<p>Level 4</p> <p>The Principal Supervisor reflects upon personal strengths and weaknesses by using feedback and data from multiple sources (e.g., Principals, Supervisor, and Principal Supervisor colleagues) and determines professional learning goals</p>	<p>Level 4</p> <p>The Principal Supervisor exceeds the professional learning plans and activities described in their professional learning plan, which involves engagement with educational research and evidence-based practices</p>	<p>Level 4</p> <p>The Principal Supervisor sets less than three substantive, relevant professional learning goals that are measureable, linked to performance data and time-bound</p>
<p>Level 3</p> <p>The Principal Supervisor reflects upon personal strengths and weaknesses by using feedback and data, but reflection relies primarily on a single source The Supervisor uses data to determine professional learning goals</p>	<p>Level 3</p> <p>The Principal Supervisor meets the professional learning plans and activities described in their professional learning plan, which involves engagement with educational research and evidence-based practices</p>	<p>Level 3</p> <p>The Principal Supervisor sets less than three, substantive and relevant professional learning goals, but several aspects of the goals statements may not show evidence of being pertinent, measureable, linked to performance data and time-bound</p>
<p>Level 2</p> <p>The Principal Supervisor reflects upon personal strengths and weaknesses by using feedback and data, but reflection relies primarily on a single source The link between performance data and professional learning goals is apparent but the rationale is not strong</p>	<p>Level 2</p> <p>The Principal Supervisor meets the professional learning plans and activities described in their professional learning plan, but the learning plan does not appear to involve engagement with educational research and evidence-based practices</p>	<p>Level 2</p> <p>The Principal Supervisor sets less than three professional learning goals, and the goals are not substantive and/or relevant Several goals statements are unevenly written because they lack evidence of being measureable, linked to performance data and/or time-bound in places</p>
<p>Level 1</p> <p>The Principal Supervisor reflects upon personal strengths and weaknesses by using feedback and data, but reflection relies primarily on a single source The link between performance data and professional learning goals is not evident</p>	<p>Level 1</p> <p>The Principal Supervisor does not meet the professional learning plans and activities described in their professional learning plan</p>	<p>Level 1</p> <p>The Principal Supervisor sets less than three professional learning goals that are substantive or relevant The goals statements consistently lack evidence of being measureable, linked to performance data and/or time-bound</p>

STANDARD 3: PRINCIPAL SUPERVISORS ASSIST THE DISTRICT IN ENSURING THE COMMUNITY OF SCHOOLS WITH WHICH THEY ENGAGE ARE CULTURALLY/SOCIALLY RESPONSIVE AND EQUITABLE ACCESS TO RESOURCES NECESSARY FOR THE SUCCESS OF EACH STUDENT; EVIDENCE OF PRINCIPALS’ EFFECTIVENESS TO DETERMINE NECESSARY IMPROVEMENTS IN PRINCIPALS’ PRACTICE TO FOSTER A POSITIVE EDUCATIONAL ENVIRONMENT THAT SUPPORTS THE DIVERSE CULTURAL AND LEARNING NEEDS OF STUDENTS

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 The administrator models and advocates for fair, equitable, and appropriate leadership practices with Principals, with particular emphasis on student achievement, equity and social justice other personnel, students and families</p>	<ul style="list-style-type: none"> • Principal Supervisor self-reflection form • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor meeting notes and coaching log • Principal interviews 	<ul style="list-style-type: none"> • Exemplifies fairness in all interactions with personnel, students, and families ensuring equitable outcomes despite constituents’ differences
<p>Indicator 2 The Principal Supervisor ensures Principals are aware of schoolwide access to the full range of integrated services to meet the diverse cultural and learning needs of each student</p>	<ul style="list-style-type: none"> • Principal Supervisor self-reflection form • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor meeting notes and coaching log • Principal interviews 	<ul style="list-style-type: none"> • Works with Principals to promote the understanding, appreciation , and use of the school and communities diverse cultural, linguistic, social, political, and intellectual resources • Ensures that each student is treated fairly and equitably and has physical access to the learning environment and academic access to excellent teachers
<p>Indicator 3 The Principal Supervisor exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices</p>	<ul style="list-style-type: none"> • Principal interviews • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor self-reflection form • Principal Supervisor meeting notes and coaching log • Principal Supervisor observations 	<ul style="list-style-type: none"> • Ensures that issues of student marginalization, deficit-based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed • Monitors schools as affirming and inclusive places
<p>Indicator 4 The Principal Supervisor follows policies, regulations, and procedures specific to role and responsibilities</p>	<ul style="list-style-type: none"> • Principal interviews • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor self-reflection form • Principal Supervisor meeting notes and coaching log • Principal Supervisor observations 	<ul style="list-style-type: none"> • Possesses thorough knowledge of and complies with federal, state, district and school regulations and policies • Holds employees accountable for compliance with expectations and takes action based on employee violation of or digression from expectations

STANDARD 3: PRINCIPAL SUPERVISORS ASSIST THE DISTRICT IN ENSURING THE COMMUNITY OF SCHOOLS WITH WHICH THEY ENGAGE ARE CULTURALLY/SOCIALLY RESPONSIVE AND EQUITABLE ACCESS TO RESOURCES NECESSARY FOR THE SUCCESS OF EACH STUDENT; EVIDENCE OF PRINCIPALS’ EFFECTIVENESS TO DETERMINE NECESSARY IMPROVEMENTS IN PRINCIPALS’ PRACTICE TO FOSTER A POSITIVE EDUCATIONAL ENVIRONMENT THAT SUPPORTS THE DIVERSE CULTURAL AND LEARNING NEEDS OF STUDENTS

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The Principal Supervisor models and advocates for fair, equitable, and appropriate leadership practices with Principals, with particular emphasis on student achievement, equity and social justice other personnel, students and families</p>	<p>Indicator 2</p> <p>The Principal Supervisor ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student</p>	<p>Indicator 3</p> <p>The Principal Supervisor exhibits cultural competency in interactions and decision-making within the school and to high- quality instructional practices</p>	<p>Indicator 4</p> <p>The administrator follows policies, regulations, and procedures specific to role and responsibilities</p>
<p>Level 4 The Principal Supervisor models, advocates, trains, and supports Principals to be effective in leading learning about social justice issues and ensuring fairness and equity. The Supervisor also supports other leaders, staff, and community members in providing fair, equitable, and appropriate treatment of all personnel, students, and families. The Principal Supervisor takes immediate actions that fully address and resolve issues of unfair, inequitable, and inappropriate treatment of others</p>	<p>Level 4 The Principal Supervisor consistently checks that the Principal is aware of schoolwide resources, initiatives and models for integrated services to meet the diverse cultural and learning needs of each student and readily provides information and access to resources as needed</p>	<p>Level 4 The Principal Supervisor consistently and effectively exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices, and the Principal Supervisor consistently references cultural competency in modeling leadership practice</p>	<p>Level 4 The Principal Supervisor consistently and fully follows policies, regulations, and procedures specific to role and responsibilities, and encourages and supports school staff in doing the same. The Principal Supervisor also consistently monitors and provides feedback on the school instructional environment to ensure Principals and staff follow policies, regulations, and procedures</p>

Indicator 1 The Principal Supervisor models and advocates for fair, equitable, and appropriate leadership practices with Principals, with particular emphasis on student achievement, equity and social justice other personnel, students and families	Indicator 2 The Principal Supervisor ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student	Indicator 3 The Principal Supervisor exhibits cultural competency in interactions and decision-making within the school and to high- quality instructional practices	Indicator 4 The administrator follows policies, regulations, and procedures specific to role and responsibilities
Level 3 The Principal Supervisor models, advocates, trains, and supports Principals to be effective in leading learning about social justice issues and ensuring fairness and equity. The Principal Supervisor takes appropriate and sufficient actions that address issues of unfair, inequitable, and inappropriate treatment of others	Level 3 The Principal Supervisor adequately checks that the Principal is aware of schoolwide resources, initiatives and models for integrated services to meet the diverse cultural and learning needs of each student and provides information and access to resources as needed	Level 3 The Principal Supervisor adequately exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices, and the Principal Supervisor occasionally references cultural competency in modeling leadership practice	Level 3 The Principal Supervisor consistently follows all policies, regulations, and procedures specific to his or her role and responsibilities. The Principal Supervisor inconsistently monitors and provides feedback on the school instructional environment to ensure Principals and staff follow policies, regulations, and procedures
Level 2 The Principal Supervisor advocates and supports Principals to be effective in leading learning about social justice and ensuring fairness and equity, but the Supervisor may not model or training Principals on these issues. The Principal Supervisor hesitates in taking action or takes insufficient actions that only partially address issues of unfair, inequitable, and inappropriate treatment of others	Level 2 The Principal Supervisor occasionally checks that the Principal is aware of schoolwide resources, initiatives and models for integrated services to meet the diverse cultural and learning needs of each student and occasionally provides information and access to resources as needed	Level 2 The Principal Supervisor inadequately exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices, and the Principal Supervisor rarely references cultural competency in modeling leadership practice	Level 2 The Principal Supervisor consistently follows all policies, regulations, and procedures specific to his or her role and responsibilities The Principal Supervisor rarely monitors and provides feedback on the school instructional environment to ensure the Principal and staff follow policies, regulations, and procedures

Indicator 1 The Principal Supervisor models and advocates for fair, equitable, and appropriate leadership practices with Principals, with particular emphasis on student achievement, equity and social justice other personnel, students and families	Indicator 2 The Principal Supervisor ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student	Indicator 3 The Principal Supervisor exhibits cultural competency in interactions and decision-making within the school and to high- quality instructional practices	Indicator 4 The administrator follows policies, regulations, and procedures specific to role and responsibilities
Level 1 The Principal Supervisor advocates and supports Principals to be effective in leading learning about social justice and ensuring fairness and equity, but the Supervisor may not model or training Principals on these issues. The Principal Supervisor does not or rarely takes action or takes ineffective actions that fail to address issues of unfair, inequitable, and inappropriate treatment of others	Level 1 The Principal Supervisor does not check that the Principal is aware of schoolwide resources, initiatives and models for integrated services to meet the diverse cultural and learning needs of each student and/or does not provide information and access to resources as needed	Level 1 The Principal Supervisor does not exhibit cultural competency in interactions and decision-making within the school and to high-quality instructional practices, and/or the Principal Supervisor rarely references cultural competency in modeling leadership practice	Level 1 The Principal Supervisor does not follow one or more policies, regulations, and procedures specific to his or her role and responsibilities. The Principal Supervisor does not or rarely monitor the school instructional environment to ensure staff follows policies, regulations, and procedures

STANDARD 4: PRINCIPAL SUPERVISORS ADVOCATE FOR AND INFORM THE COHERENCE OF ORGANIZATIONAL VISION, POLICIES AND STRATEGIES TO SUPPORT SCHOOLS AND STUDENT LEARNING

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 The Principal Supervisor examines school-level goals and strategies to promote achievement and equity for students and ensure alignment with district vision, policies, and strategies to inform Principal evaluation and coaching</p>	<ul style="list-style-type: none"> Principal Supervisor notes or coaching log One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Principal Supervisor pre/post conference Principal interviews Principal performance evaluation feedback 	<ul style="list-style-type: none"> Communicates the vision, goals, and strategies of the district with all internal and external stakeholders Serve as a conduit for two-way communication between the central office and individual Principals
<p>Indicator 2 The Principal Supervisor assists Principals in learning to allocate school resources in ways that best support staff and meet their school's needs</p>	<ul style="list-style-type: none"> Principal Supervisor notes or coaching log One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Principal Supervisor pre/post conference Principal interviews Principal Supervisor self- reflection form 	<ul style="list-style-type: none"> Connects Principals to central office resources and personnel to support the Principals' work Helps Principals create and support distributed leadership systems and structures that support teaching and learning Coaches Principals to maximize the school leadership team
<p>Indicator 3 The Principal Supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning</p>	<ul style="list-style-type: none"> Principal Supervisor self- reflection form One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Principal Supervisor pre/post conference Principal interviews Central office administrator interviews Principal Supervisor notes or coaching logs 	<ul style="list-style-type: none"> Identify operational and other central office supports for Principals to implement change Provide feedback to central office staff about ways to improve services that support Principals, schools, and student learning
<p>Indicator 4 The Principal Supervisor provides feedback on the effectiveness of the district's systems to support school-level leaders</p>	<ul style="list-style-type: none"> Principal Supervisor self- reflection form One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Central office administrator interviews Principal Supervisor notes or coaching logs 	<ul style="list-style-type: none"> Provide feedback to central office staff about ways to improve services that support school-level leaders

STANDARD 4: PRINCIPAL SUPERVISORS ADVOCATE FOR AND INFORM THE COHERENCE OF ORGANIZATIONAL VISION, POLICIES AND STRATEGIES TO SUPPORT SCHOOLS AND STUDENT LEARNING

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The Principal Supervisor examines school-level goals and strategies to promote achievement and equity for students and ensure alignment with district vision, policies, and strategies to inform Principal evaluation and coaching</p>	<p>Indicator 2</p> <p>The Principal Supervisor assists Principals in learning to allocate school resources in ways that best support staff and meet their school’s needs</p>	<p>Indicator 3</p> <p>The Principal Supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning</p>	<p>Indicator 4</p> <p>The Principal Supervisor provides feedback on the effectiveness of the district’s systems to support school-level leaders</p>
<p>Level 4</p> <p>The Principal Supervisor fully examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies and consistently links the examination to Principal evaluation and coaching activities</p>	<p>Level 4</p> <p>The Principal Supervisor consistently raises questions and coaches Principals on the effective and efficient allocation of school resources to best support staff and students</p>	<p>Level 4</p> <p>The Principal Supervisor consistently and proactively gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning The feedback is evidence-based and timely</p>	<p>Level 4</p> <p>The Principal Supervisor consistently and proactively provides feedback on the effectiveness of the district’s systems to support schools and student learning The feedback is evidence-based and timely</p>
<p>Level 3</p> <p>The Principal Supervisor examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies and occasionally links the examination to Principal evaluation and coaching activities</p>	<p>Level 3</p> <p>The Principal Supervisor adequately raises questions and coaches Principals on school resource allocation, but advice may prioritize either efficiency or effectiveness with respect to support staff and students</p>	<p>Level 3</p> <p>The Principal Supervisor adequately responds to requests to gather and provide feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning The feedback is evidence-based and timely</p>	<p>Level 3</p> <p>The Principal Supervisor adequately responds to requests to provide feedback on the effectiveness of the district’s systems to support schools and student learning The feedback is evidence-based and timely</p>

Indicator 1 The Principal Supervisor examines school-level goals and strategies to promote achievement and equity for students and ensure alignment with district vision, policies, and strategies to inform Principal evaluation and coaching	Indicator 2 The Principal Supervisor assists Principals in learning to allocate school resources in ways that best support staff and meet their school’s needs	Indicator 3 The Principal Supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning	Indicator 4 The Principal Supervisor provides feedback on the effectiveness of the district’s systems to support school-level leaders
Level 2 The Principal Supervisor shows some, detailed understanding of school-level goals and strategies to promote equity for students and occasionally links the examination to Principal evaluation and coaching activities	Level 2 The Principal Supervisor occasionally raises questions and coaches Principals on school resource allocation, and advice may prioritize either efficiency or effectiveness with respect to support staff and students	Level 2 The Principal Supervisor inadequately responds to requests for to gather and provide feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning The feedback is lacking evidence or timeliness	Level 2 The Principal Supervisor inadequately responds to requests to provide feedback on the effectiveness of the district’s systems to support schools and student learning The feedback is lacking evidence or timeliness
Level 1 The Principal Supervisor does not show a detailed understanding of school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies	Level 1 The Principal Supervisor does not assist Principals in learning to allocate school resources in ways that best support staff and meet their school’s needs	Level 1 The Principal Supervisor does not respond to requests to gather and provide feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning	Level 1 The Principal Supervisor does not respond to requests to provide feedback on the effectiveness of the district’s systems to support schools and student learning