

PRINCIPAL SUPERVISOR LEADERSHIP STANDARDS AND INDICATORS

STANDARD 1 Principal Supervisors dedicate their time to helping Principals grow as instructional leaders	STANDARD 2 Principal Supervisors coach and support individual Principals and engage in effective learning strategies to help Principals grow as instructional leaders	STANDARD 3 Principal Supervisors use 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	STANDARD 4 Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district
<p>Indicator 1 The Principal Supervisor spends time in schools observing Principals and the effects of their leadership efforts</p>	<p>Indicator 1 The Principal Supervisor uses evidence to provide Principals timely, actionable feedback on their work as instructional leaders</p>	<p>Indicator 1 The Principal Supervisor gathers qualitative, quantitative and observational evidence about Principals' capacity ensuring diverse learners' needs are met</p>	<p>Indicator 1 The Principal Supervisor uses evidence from a variety of data sources to identify areas of need in each school and common needs across schools in the district</p>
<p>Indicator 2 The Principal Supervisor communicates effectively with Principals and explains reasoning and research behind decisions and actions</p>	<p>Indicator 2 The Principal Supervisor supports Principal development as instructional leaders through coaching, supervision and connections to resources</p>	<p>Indicator 2 The Principal Supervisor uses evidence from a variety of sources to assess current levels of Principals' proficiency for managing change and ensuring equitable student access to appropriate, rigorous learning</p>	<p>Indicator 2 The Principal Supervisor works with the Principals and central office administrators to determine better strategies and enact change that addresses common needs and results in increased performance</p>
<p>Indicator 3 The Principal Supervisor develops efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to Principal development</p>	<p>Indicator 3 The Principal Supervisor provides or arranges differentiated learning opportunities to build Principals' capacity as instructional leaders</p>	<p>Indicator 3 The Principal Supervisor supports, through coaching, Principals' implementation of leadership strategies to manage change and improve equitable student access to appropriate, rigorous learning</p>	<p>Indicator 3 The Principal Supervisor provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning</p>
<p>Indicator 4 The Principal Supervisor monitors their use of time to ensure they are spending most of it in school developing Principals as instructional leaders.</p>	<p>Indicator 4 The Principal Supervisor builds relationships with Principals based on common goals, support, and mutual accountability</p>	<p>Indicator 4 The Principal Supervisor operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status</p>	<p>Indicator 4 The Principal Supervisor works with central office administrators to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement</p>

STANDARD 1: PRINCIPAL SUPERVISORS DEDICATE THEIR TIME TO HELPING PRINCIPALS GROW AS INSTRUCTIONAL LEADERS

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Practice	Optional Evidence Sources of Practice	Description/Notes
<p>Indicator 1</p> <p>The Principal Supervisor spends time in schools observing Principals and the effects of their leadership efforts</p>	<ul style="list-style-type: none"> • Supervisory calendar or coaching log • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal observation information, including dates, times and foci of observations • Principal professional development goals statements • Principal formative/summative performance assessment forms • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • Focuses a substantial portion of their time in schools developing instructional leadership capacity with individual Principals and/or groups of Principals • Spends very little of their time monitoring Principals' compliance • Spends a smaller portion of time at the central office • Time slots for engagements with Principals indicate a sufficient amount of time for a meaningful teaching and learning partnership
<p>Indicator 2</p> <p>The Principal Supervisor communicates effectively with Principals and explains reasoning and research behind decisions and actions</p>	<ul style="list-style-type: none"> • School Principal feedback • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Written Principal performance feedback • Written Principal professional development plan • Principal interview • Principal Supervisor note or coaching log • Observations of Principal Supervisors' conversations with Principals 	<ul style="list-style-type: none"> • Provides timely communications to Principals • Clearly schedules times to meet with Principals and others in the school • Uses a mix of communications approaches to send messages to Principals • References research, best practices, standards and frameworks when discussing leadership or changes in leadership practice • Provides clear questions or directions using action verbs
<p>Indicator 3</p> <p>The Principal Supervisor develops efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to Principal development</p>	<ul style="list-style-type: none"> • Supervisor calendar or coaching log • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal interview • School observation schedule/calendar • Principal Supervisor pre/post conference • Principal Supervisor notes 	<ul style="list-style-type: none"> • Limits participation in central office work processes that do not clearly support their focus on helping Principals grow as instructional leaders • Regularly participates in other central office work processes only selectively and strategically to maximize the extent to which they and their Principals focus on Principals' growth as instructional leaders

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Practice	Optional Evidence Sources of Practice	Description/Notes
<p>Indicator 4</p> <p>The Principal Supervisor monitors their use of time to ensure they are spending most of it in school developing Principals as instructional leaders</p>	<ul style="list-style-type: none"> • Supervisory calendar or coaching log organized by the amount of time allocated to categories or work • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School observation schedule/calendar • Analysis of school Supervisor calendar or planner • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • Monitors the use of their time spent on observing, conducting school walkthroughs, reviewing school performance data, Principal performance data • Tracks the amount of time in “joint work” with Principals in modeling, coaching, or otherwise supporting professional learning of Principals • Evaluates the effectiveness of their time use Tracks the amount of time of “joint work” with Principals that helps them grow as instructional leaders • Tracks the amount of time of “joint work” with principals that helps them grow as instructional leaders

STANDARD 1: PRINCIPAL SUPERVISORS DEDICATE THEIR TIME TO HELPING PRINCIPALS GROW AS INSTRUCTIONAL LEADERS

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The Principal Supervisor spends time in schools observing Principals and the effects of their leadership efforts</p>	<p>Indicator 2</p> <p>The Principal Supervisor communicates effectively with Principals and explains reasoning and research behind decisions and actions</p>	<p>Indicator 3</p> <p>The Principal Supervisor develops efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to Principal development</p>	<p>Indicator 4</p> <p>The Principal Supervisor monitors their use of time to ensure they are spending most of it in school developing Principals as instructional leaders</p>
<p>Level 4</p> <p>The Principal Supervisor uses a majority of their time and a systematic process to maximize time on Principals' growth as instructional leaders observing Principals and the effects of their leadership efforts</p>	<p>Level 4</p> <p>The Principal Supervisor clearly communicates with the Principal three or more times each week about a substantive topic, and communications on coaching, supervision and support of Principals as instructional leaders and change agents</p>	<p>Level 4</p> <p>The Principal Supervisor protects his/her time for Principal coaching and supervision by efficiently scheduling meetings, avoiding additional tasks, and coming prepared to Principal engagements</p>	<p>Level 4</p> <p>The Principal Supervisor systematically reflects upon and takes always action to improve their use of the time they spend in the school supporting Principals' growth as instructional leaders</p>
<p>Level 3</p> <p>The Principal Supervisor uses a majority of their time, though not in a systematic way, focused on Principals' growth as instructional leaders, observing Principals and the effects of their leadership efforts</p>	<p>Level 3</p> <p>The Principal Supervisor clearly communicates with the Principal three or more times each week about a substantive topic, and communications vary by topic or focus</p>	<p>Level 3</p> <p>The Principal Supervisor usually protects his/her time for Principal coaching and supervision by avoiding additional tasks and coming prepared to Principal engagements; however, the Supervisor does not efficiently schedule Principal and other meetings</p>	<p>Level 3</p> <p>The Principal Supervisor systematically reflects upon and sometimes takes action to improve on their use of the time they spend in the school supporting Principals' growth as instructional leaders</p>
<p>Level 2</p> <p>The Principal Supervisor spends some time and a systematic process to focus on Principals' growth as instructional leaders, observing Principals and the effects of their leadership efforts</p>	<p>Level 2</p> <p>The Principal Supervisor communicates with the Principal three or more times each week about a substantive topic, and communications may not be clear with respect to what Principals can/should do or may vary with respect to topics and focus</p>	<p>Level 2</p> <p>The Principal Supervisor sometimes protects his/her time for Principal coaching and supervision by avoiding additional tasks and coming prepared to Principal engagements; however, the Supervisor does not efficiently schedule Principal and other meetings</p>	<p>Level 2</p> <p>The Principal Supervisor systematically reflects upon and rarely takes action to improve on their use of the time they spend in the school supporting Principals' growth as instructional leaders</p>

Indicator 1 The Principal Supervisor spends time in schools observing Principals and the effects of their leadership efforts	Indicator 2 The Principal Supervisor communicates effectively with Principals and explains reasoning and research behind decisions and actions	Indicator 3 The Principal Supervisor develops efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to Principal development	Indicator 4 The Principal Supervisor monitors their use of time to ensure they are spending most of it in school developing Principals as instructional leaders
Level 1 The Principal Supervisor spends some time, though not in a systematic way, focused on Principals' growth as instructional leaders, observing Principals and the effects of their leadership efforts	Level 1 The Principal Supervisor communicates with the Principal less than three times per week or communications may be about surface-level topics	Level 1 The Principal often does not protect his/her time for Principal coaching and supervision	Level 1 The Principal Supervisor does not systematically reflect upon their use of the time they spend in the school supporting Principals' growth as instructional leaders

STANDARD 2: PRINCIPAL SUPERVISORS COACH AND SUPPORT INDIVIDUAL PRINCIPALS AND ENGAGE IN EFFECTIVE LEARNING STRATEGIES TO HELP PRINCIPALS GROW AS INSTRUCTIONAL LEADERS

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Practice	Optional Evidence Sources of Practice	Description/Notes
<p>Indicator 1 The Principal Supervisor uses evidence to provide Principals timely, actionable feedback on their work as instructional leaders</p>	<ul style="list-style-type: none"> Principal Supervisor observation or video One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Principal Supervisor pre/post conference Principal interviews Principal Supervisor notes 	<ul style="list-style-type: none"> Model culturally responsive best practices and effective leadership behaviors such as self-awareness, reflective practice, transparency, and ethical behavior that they expect Principals to exhibit Provides feedback to Principals about their leadership practices four or more time per month Draws upon evidence from multiple sources, including performance evaluations, when considering the quality of Principal practice and when providing feedback Communicates clearly with the Principal Engages Principal in identifying strengths and challenges, and in considering changes in practice References leadership and other research and best practices when providing feedback Facilitates development of professional learning goals and plans that are directly aligned with performance evidence
<p>Indicator 2 The Principal Supervisor supports Principal development as instructional leaders through coaching, supervision and connections to resources</p>	<ul style="list-style-type: none"> Direct evaluator observation One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Principal Supervisor pre/post conference video or documentation Principal interviews Principal Supervisor notes Principal coaching video Principal coaching log Individual Principal learning goals and learning plans 	<ul style="list-style-type: none"> Shift from being a coach to a Supervisor as necessary to push the learning of the Principal Engages in teaching practices associated with helping Principals grow as instructional leaders Broker district and external resources to support Principal learning goals and plans

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Practice	Optional Evidence Sources of Practice	Description/Notes
<p>Indicator 3 The Principal Supervisor provides or arranges differentiated learning opportunities to build Principals' capacity as instructional leaders</p>	<ul style="list-style-type: none"> • Individual Principal learning goals and learning plans • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • Differentiate the support given to each Principal through balancing the learning needs of the Principal and the instructional needs of the school • Establish and sustain safe and supportive learning communities that provide peer feedback and promote innovative thinking • Utilize professional learning strategies that are supported by research and known to be effective with Principals • Buffer Principals from conditions that interfere with their instruction leadership
<p>Indicator 4 The Principal Supervisor builds relationships with Principals based on common goals, support, and mutual accountability</p>	<ul style="list-style-type: none"> • Individual Principal learning goals and learning plans • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal interviews • Principal Supervisor notes • Principal professional community participation documentation 	<ul style="list-style-type: none"> • Build relationships with Principals based on the knowledge of adult learning theory, common goals, support and mutual accountability • Ensure the Principals' communities of practice stay focused on instructional leadership • Track learning goals and learning plans for all of their one-on-one meeting with Principals tied to a clear scope and sequence for each Principal • Learning plans rest on clear rationale for why particular plans may help each Principal grow as an instructional leader

STANDARD 2: PRINCIPAL SUPERVISORS COACH AND SUPPORT INDIVIDUAL PRINCIPALS AND ENGAGE IN EFFECTIVE LEARNING STRATEGIES TO HELP PRINCIPALS GROW AS INSTRUCTIONAL LEADERS

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The Principal Supervisor uses evidence to provide Principals timely, actionable feedback on their work as instructional leaders</p>	<p>Indicator 2</p> <p>The Principal Supervisor supports Principal development as instructional leaders through coaching, supervision and connections to resources</p>	<p>Indicator 3</p> <p>The Principal Supervisor provides or arranges differentiated learning opportunities to build Principals' capacity as instructional leaders</p>	<p>Indicator 4</p> <p>The Principal Supervisor builds relationships with Principals based on common goals, support, and mutual accountability</p>
<p>Level 4</p> <p>The Principal Supervisor centers Principal feedback on performance evidence of Principal practice, teacher performance and/or student work and the Principal performance framework during feedback sessions Feedback is delivered at least four times per month. The Supervisor models culturally- responsive best practices when providing feedback</p>	<p>Level 4</p> <p>The Principal Supervisor engages Principals in creating professional learning goals and plans that align with performance evidence; regularly checks in with Principals to ensure the learning plan is followed and provides coaching or other professional development to support the Principals' professional learning plan</p>	<p>Level 4</p> <p>The Principal Supervisor provides effective differentiated learning opportunities to build Principals' capacity as instructional leaders and adequately ensures Principals have dedicated time to learn</p>	<p>Level 4</p> <p>The Principal Supervisor effectively builds relationships with Principals based on common goals, support, and mutual accountability</p>
<p>Level 3</p> <p>The Principal Supervisor gives feedback on Principal practice at least four times per month, and the feedback refers to some performance evidence, such as Principal practice, teacher performance or student work. The Principal Supervisor feedback models culturally-responsive best practices</p>	<p>Level 3</p> <p>The Principal Supervisor engages Principals in creating professional learning goals and plans that align with performance evidence; provides; occasionally checks in with Principals to ensure the learning plan is followed; and provides direct coaching or other professional development to support the Principals' learning plans</p>	<p>Level 3</p> <p>The Principal Supervisor provides adequate differentiated learning opportunities to build Principals' capacity as instructional leaders and adequately ensures Principals have dedicated time to learn</p>	<p>Level 3</p> <p>The Principal Supervisor adequately builds relationships with Principals based on common goals, support, and mutual accountability</p>

Indicator 1 The Principal Supervisor uses evidence to provide Principals timely, actionable feedback on their work as instructional leaders	Indicator 2 The Principal Supervisor supports Principal development as instructional leaders through coaching, supervision and connections to resources	Indicator 3 The Principal Supervisor provides or arranges differentiated learning opportunities to build Principals' capacity as instructional leaders	Indicator 4 The Principal Supervisor builds relationships with Principals based on common goals, support, and mutual accountability
Level 2 The Principal Supervisor gives feedback on Principal practice less than four times per month, and the feedback refers to some performance evidence. The Principal Supervisor feedback models culturally-responsive best practices	Level 2 The Principal Supervisor engages Principals in creating professional learning goals and plans that align with performance evidence and provides direct coaching or other professional development to support the Principals' learning plans	Level 2 The Principal Supervisor provides inadequate differentiated learning opportunities to build Principals' capacity as instructional leaders and adequately ensures Principals have dedicated time to learn	Level 2 The Principal Supervisor inadequately builds relationships with Principals based on common goals, support, and mutual accountability
Level 1 The Principal Supervisor gives feedback less than four times per month, and the feedback refers to some performance evidence. The feedback does not model culturally-responsive best practices in one or more ways	Level 1 The Principal Supervisor engages Principals in creating professional learning goals and plans that align with performance evidence but does not provide coaching or additional supports to ensure Principals enact the learning plan	Level 1 The Principal Supervisor does not provide differentiated learning opportunities to build Principals' capacity as instructional leaders or does not adequately ensure Principals have dedicated time to learn	Level 1 The Principal Supervisor does not build relationships with Principals based on common goals, support, and mutual accountability

STANDARD 3: PRINCIPAL SUPERVISORS USE 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 Practice	Optional Evidence Sources of Practice	Description/Notes
<p>Indicator 1 The Principal Supervisor gathers qualitative, quantitative and observational evidence about Principals’ capacity for ensuring diverse learners’ needs are met</p>	<ul style="list-style-type: none"> • Principal performance evaluation forms • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor school walkthrough data • School improvement plan • Student/parent survey data • School culture data • School leadership team meeting notes and agendas • Teacher performance data 	<ul style="list-style-type: none"> • Effectively focus principals’ learning by gathering and examining a wide variety of evidence from the school, district, and community, including student achievement data, teacher, student and parent perception surveys, school climate surveys, and the principals’ personal reflections
<p>Indicator 2 The Principal Supervisor uses evidence from a variety of sources to assess current levels of Principals’ proficiency for managing change and ensuring equitable student access to appropriate, rigorous learning</p>	<ul style="list-style-type: none"> • Principal performance evaluation forms • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes • School culture survey data • School improvement plan • Student performance, matriculation, and disciplinary evidence • Student/parent survey data 	<ul style="list-style-type: none"> • Analyzes evidence to make inferences about principals’ current level of knowledge and skills, provide differentiated feedback to principals about their work

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Practice	Optional Evidence Sources of Practice	Description/Notes
<p>Indicator 3 The Principal Supervisor supports, through coaching, Principals' implementation of leadership strategies to manage change and improve equitable student access to appropriate, rigorous learning</p>	<ul style="list-style-type: none"> • Principal professional learning goals and plans • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • Uses evidence to target areas for professional learning both for individual principals and the principal learning community • Provides purposeful, timely, goal-aligned, and actionable feedback to principals • Monitors the effects of principals' implementation of prescribed actions • Initiates conversations with principals about social issues and inequities within or beyond the school that can affect students' abilities to learn • Models change facilitation through interactions with the Principal and wider school community
<p>Indicator 4 The Principal Supervisor operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<ul style="list-style-type: none"> • School improvement plans • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal interviews • Principal Supervisor meeting notes or coaching log • School improvement plan benchmark attainment evidence • School culture surveys • Observations of Principal-led data team meetings • School leadership team notes 	<ul style="list-style-type: none"> • Connects principals with pertinent school-level and district-level data on student matriculation, discipline, safety, and performance • Supports implementation of schoolwide culture surveys and/or surveys of students or parents • Supports principals in instigating conversations about social issues and inequities that can affect students' abilities to learn

STANDARD 3: PRINCIPAL SUPERVISORS USE 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 gathers qualitative, quantitative and observational evidence about Principals’ capacity ensuring diverse learners’ needs are met</p>	<p>Indicator 2</p> <p>The Principal Supervisor uses evidence from a variety of sources to assess current levels of Principals’ proficiency for managing change and ensuring equitable student access to appropriate, rigorous learning</p>	<p>Indicator 3</p> <p>The Principal Supervisor supports, through coaching, Principals’ implementation of leadership strategies to manage change and improve equitable student access to appropriate, rigorous learning</p>	<p>Indicator 4</p> <p>The Principal Supervisor operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>
<p>Level 4</p> <p>The Principal Supervisor effectively gathers Principal leadership and school evidence, including information about effects and processes, about Principals’ abilities to ensure diverse learners’ needs are met</p>	<p>Level 4</p> <p>The Principal Supervisor effectively uses evidence from a variety of sources to assess current levels of Principals’ proficiency in managing schoolwide change and ensuring students have access to appropriate and rigorous learning when planning Principal professional development and school improvement strategies with the Principal</p>	<p>Level 4</p> <p>The Principal Supervisor effectively, formatively assesses how well Principals’ initiate and sustain efforts to improve student access to appropriate and rigorous learning, and uses formative information in coaching conversations school leadership and instructional practices that support or inhibit educational equity</p>	<p>Level 4</p> <p>The Principal Supervisor models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio- economic status, or ability. The administrator builds collective school responsibility to ensure that students have equitable opportunities to achieve</p>
<p>Level 3</p> <p>The Principal Supervisor adequately gathers Principal leadership and school evidence, including information about effects and processes, about Principals’ abilities to ensure diverse learners’ needs are met</p>	<p>Level 3</p> <p>The Principal Supervisor adequately uses evidence from a variety of sources to assess current levels of Principals’ proficiency in managing schoolwide change and ensuring students have access to appropriate and rigorous learning when planning Principal professional development and school improvement strategies with the Principal</p>	<p>Level 3</p> <p>The Principal Supervisor adequately formatively assesses how well Principals’ initiate and sustain efforts to improve student access to appropriate and rigorous learning, and uses formative information in coaching conversations school leadership and instructional practices that support or inhibit educational equity</p>	<p>Level 3</p> <p>The Principal Supervisor models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio- economic status, or ability</p>

Indicator 1 The Principal Supervisor gathers qualitative, quantitative and observational evidence about Principals’ capacity ensuring diverse learners’ needs are met	Indicator 2 The Principal Supervisor uses evidence from a variety of sources to assess current levels of Principals’ proficiency for managing change and ensuring equitable student access to appropriate, rigorous learning	Indicator 3 The Principal Supervisor supports, through coaching, Principals’ implementation of leadership strategies to manage change and improve equitable student access to appropriate, rigorous learning	Indicator 4 The Principal Supervisor operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Level 2 The Principal Supervisor inadequately gathers Principal leadership and school evidence, including information about effects and processes, about Principals’ abilities to ensure diverse learners’ needs are met	Level 2 The Principal Supervisor inadequately uses evidence from a variety of sources to assess current levels of Principals’ proficiency in managing schoolwide change and ensuring students have access to appropriate and rigorous learning when planning Principal professional development and school improvement strategies with the Principal	Level 2 The Principal Supervisor inadequately formatively assesses how well Principals’ initiate and sustain efforts to improve student access to appropriate and rigorous learning, and uses formative information in coaching conversations school leadership and instructional practices that support or inhibit educational equity	Level 2 The Principal Supervisor demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability
Level 1 The Principal Supervisor does not gather Principal leadership and school evidence, including information about effects and processes, about Principals’ abilities to ensure diverse learners’ needs are met	Level 1 The Principal Supervisor does not use evidence from a variety of sources to assess current levels of Principals’ proficiency in managing schoolwide change and ensuring students have access to appropriate and rigorous learning when planning Principal professional development and school improvement strategies with the Principal	Level 1 The Principal Supervisor does not formatively assess how well Principals’ initiate and sustain efforts to improve student access to appropriate and rigorous learning, and uses formative information in coaching conversations school leadership and instructional practices that support or inhibit educational equity	Level 1 The Principal Supervisor demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability

STANDARD 4: PRINCIPAL SUPERVISORS LEAD STRATEGIC CHANGE THAT CONTINUOUSLY ELEVATES THE PERFORMANCE OF SCHOOLS AND SUSTAINS HIGH-QUALITY EDUCATIONAL PROGRAMS AND OPPORTUNITIES ACROSS THE DISTRICT

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Practice	Optional Evidence Sources of Practice	Description/Notes
<p>Indicator 1 The Principal Supervisor uses evidence from a variety of data sources to identify areas of need in each school and common needs across schools in the district</p>	<ul style="list-style-type: none"> • Principal performance evaluation observations or notes • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal interviews • Principal Supervisor notes or coaching logs • School leadership team meeting notes 	<ul style="list-style-type: none"> • Drives changes to Principal practice and school-level leadership by analyzing multiple sources evidence of student expectations, performance and equitable access • Supports school leadership team and school improvement planning by the Principal • Supports continuous improvement strategies at the school, grade/content area, and teacher levels • Supports alignment between district and school efforts to ensure student achievement and equity
<p>Indicator 2 The Principal Supervisor works with the Principals and central office administrators to determine better strategies and enact change that addresses common needs and results in increased performance</p>	<ul style="list-style-type: none"> • School improvement plans and planning information • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal interviews • Principal Supervisor notes or coaching logs • School leadership team meeting notes • Principal Supervisor performance evaluations 	<ul style="list-style-type: none"> • Determine situationally-appropriate strategies for improvement, including transformational and incremental approaches, in response to identified Principal and school performance needs • Employ innovative thinking and strategic planning to create change in response to identified school performance need
<p>Indicator 3 The Principal Supervisor provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning</p>	<ul style="list-style-type: none"> • District school leadership professional development plans and planning notes • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor notes • Principal talent management plans and planning notes • Principal pipeline plans and planning notes • Principal Supervisor performance evaluation 	<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 • Support district planning to streamline and improve consistency of professional learning and other supports to Principal • Ensure alignment between district and school level initiatives

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Practice	Optional Evidence Sources of Practice	Description/Notes
<p>Indicator 4 The Principal Supervisor works with central office administrators to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes • Principal Supervisor performance evaluation 	<ul style="list-style-type: none"> • Communicate to Principals and district the need and the means for effecting and embracing change • Assess the Principal’s effectiveness in leading change at the school level • Assist central office administrators to understand school-level issues and achievements pertaining to implementation of strategies, policies and procedures

STANDARD 4: PRINCIPAL SUPERVISORS LEAD STRATEGIC CHANGE THAT CONTINUOUSLY ELEVATES THE PERFORMANCE OF SCHOOLS AND SUSTAINS HIGH-QUALITY EDUCATIONAL PROGRAMS AND OPPORTUNITIES ACROSS THE DISTRICT

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The Principal Supervisor uses evidence from a variety of data sources to identify areas of need in each school and common needs across schools in the district</p>	<p>Indicator 2</p> <p>The Principal Supervisor works with the Principals and central office administrators to determine better strategies and enact change that addresses common needs and results in increased performance</p>	<p>Indicator 3</p> <p>The Principal Supervisor provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning</p>	<p>Indicator 4</p> <p>The Principal Supervisor works with central office administrators to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement</p>
<p>Level 4</p> <p>The Principal Supervisor effectively uses evidence from a variety of data sources to identify areas that need improvement in each school as well as across schools to inform district responses</p>	<p>Level 4</p> <p>The Principal Supervisor consistently focuses on school improvement in conversations with Principals about improving leadership practice, leadership distribution, teaching and student initiatives, and the Principal Supervisor regularly engages with central office staff to identify common school-level leadership strengths and needs for support</p>	<p>Level 4</p> <p>The Principal Supervisor effectively provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning</p>	<p>Level 4</p> <p>The Principal Supervisor effectively uses data to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement</p>
<p>Level 3</p> <p>The Principal Supervisor adequately uses evidence from a variety of data sources to identify areas that need improvement in each school as well as across schools to inform district responses</p>	<p>Level 3</p> <p>The Principal Supervisor consistently focuses on school improvement in conversations with Principals about improving leadership practice, leadership distribution, teaching and student initiatives, and the Principal Supervisor occasionally engages with central office staff to identify common school-level leadership strengths and needs for support</p>	<p>Level 3</p> <p>The Principal Supervisor adequately provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning</p>	<p>Level 3</p> <p>The Principal Supervisor adequately uses data to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement</p>

Indicator 1 The Principal Supervisor uses evidence from a variety of data sources to identify areas of need in each school and common needs across schools in the district	Indicator 2 The Principal Supervisor works with the Principals and central office administrators to determine better strategies and enact change that addresses common needs and results in increased performance	Indicator 3 The Principal Supervisor provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning	Indicator 4 The Principal Supervisor works with central office administrators to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement
Level 2 The Principal Supervisor inadequately uses evidence from a variety of data sources to identify areas that need improvement in each school as well as across schools to inform district responses	Level 2 The Principal Supervisor inadequately focuses on school improvement in conversations with Principals about improving leadership practice, leadership distribution, teaching and student initiatives, and the Principal Supervisor occasionally engages with central office staff to identify common school-level leadership strengths and needs for support	Level 2 The Principal Supervisor inadequately provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning	Level 2 The Principal Supervisor inadequately uses data to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement
Level 1 The Principal Supervisor uses no or almost no evidence to identify areas that need improvement in each school as well as across schools to inform district responses	Level 1 The Principal Supervisor does not consistently focus on school improvement in conversations with Principals about improving leadership practice, leadership distribution, teaching and student initiatives, or the Principal Supervisor rarely engages with central office staff to identify common school-level leadership strengths and needs for support	Level 1 The Principal Supervisor provides no or almost no feedback to central office staff about ways to improve services that support Principals, schools, and student learning	Level 1 The Principal Supervisor use no or almost no data to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement