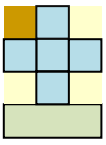


The Thoughtful Classroom Principal Effectiveness Framework

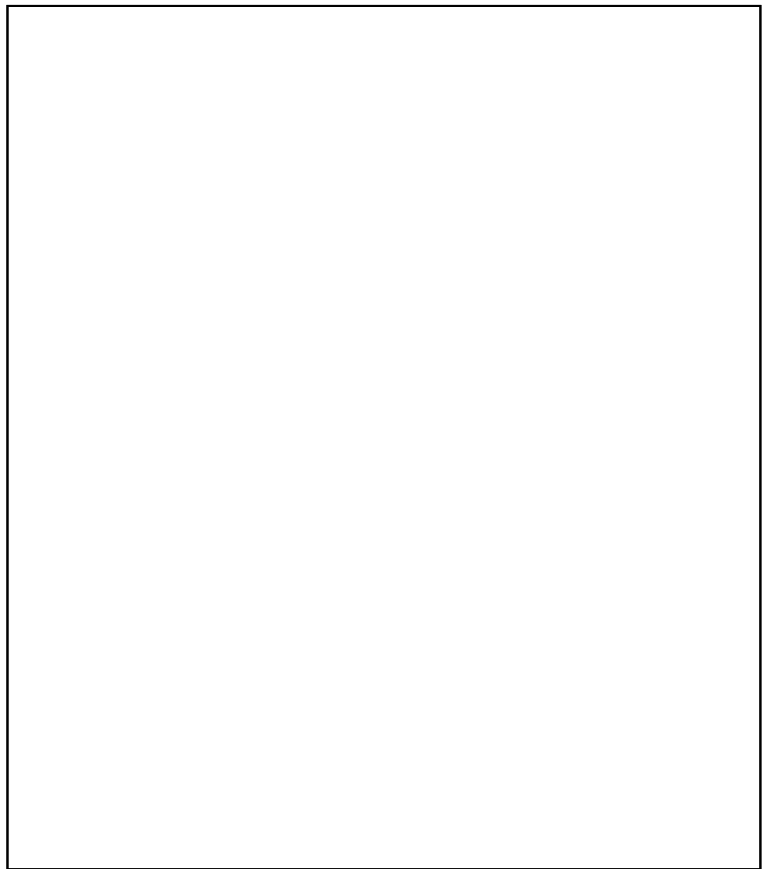
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|---|--|--|
| <p>Corner stone 1</p> <p>1 Organization, Rules, and Procedures How does a school leader organize the school and establish procedures that clarify expectations and enhance learning?</p> <p>1.1 Ensures that the school curriculum and processes align with local, state, and national standards and policies 1.2 Establishes clear systems and procedures for the daily operation of the school 1.3 Organizes the school for safety, equal access, and to support the needs and learning of all students 1.4 Operates within budgetary guidelines and maximizes the use of available resources to improve teaching and learning 1.5 Establishes clear leadership structures, roles, and responsibilities within the organization and effectively supervises and manages school personnel 1.6 Ensures the proper use of technology and school equipment 1.7 Recruits and retains quality teachers and school personnel</p> | <p>5 Establishing Goals for Improvement How does a school leader identify and establish meaningful school improvement goals?</p> <p>5.1 Analyzes varied sources of data and student performance trends to inform goal setting 5.2 Engages all stakeholders in the goal-setting process 5.3 Establishes a manageable set of goals, with a clear focus on how these goals will improve teaching and learning 5.4 Aligns goals with the mission of the school and district as well as to state and federal policies 5.5 Ensures that outcomes and expectations are measurable for teachers, students, and school leaders 5.6 Assesses organizational effectiveness to identify and address potential stumbling blocks toward achieving goals</p> <p style="text-align: center;">SCHOOL IMPROVEMENT PROCESS</p> | <p>Corner stone 2</p> <p>2 Positive Relationships How does a school leader build meaningful relationships with and among staff, students, and the community to promote learning?</p> <p>2.1 Earns the trust of the staff through fairness, a positive attitude, and the idea that “we’re all in this together” 2.2 Involves the staff in decisions that affect the operations of the school and seeks input on how to enhance its effectiveness in serving students 2.3</p> |
| <p>III</p> | <p>II</p> | <p>V</p> |
| | <p>IV</p> | |





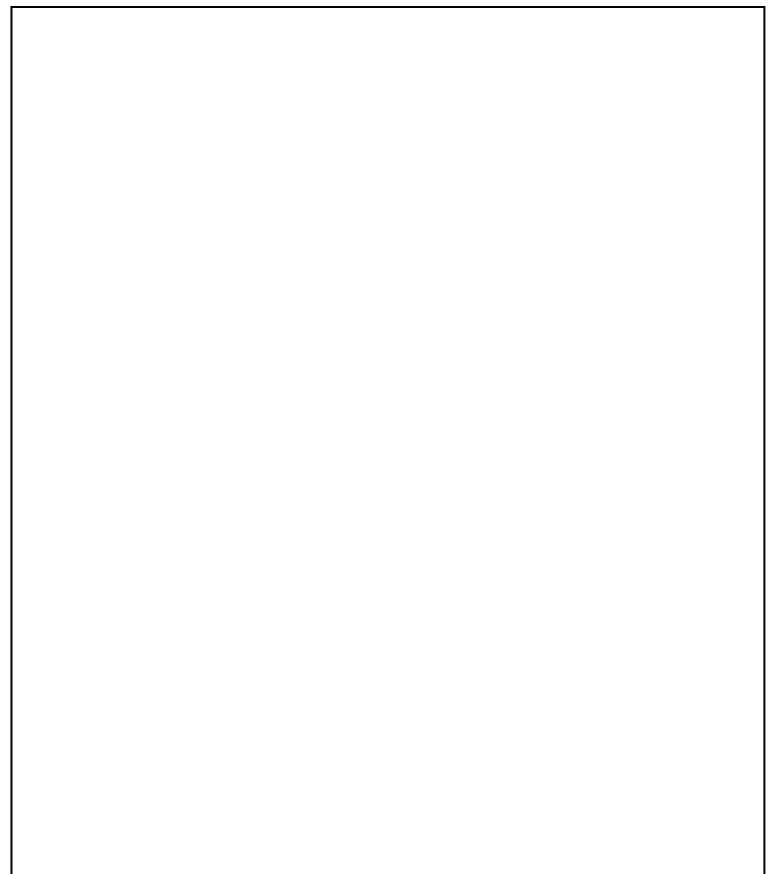
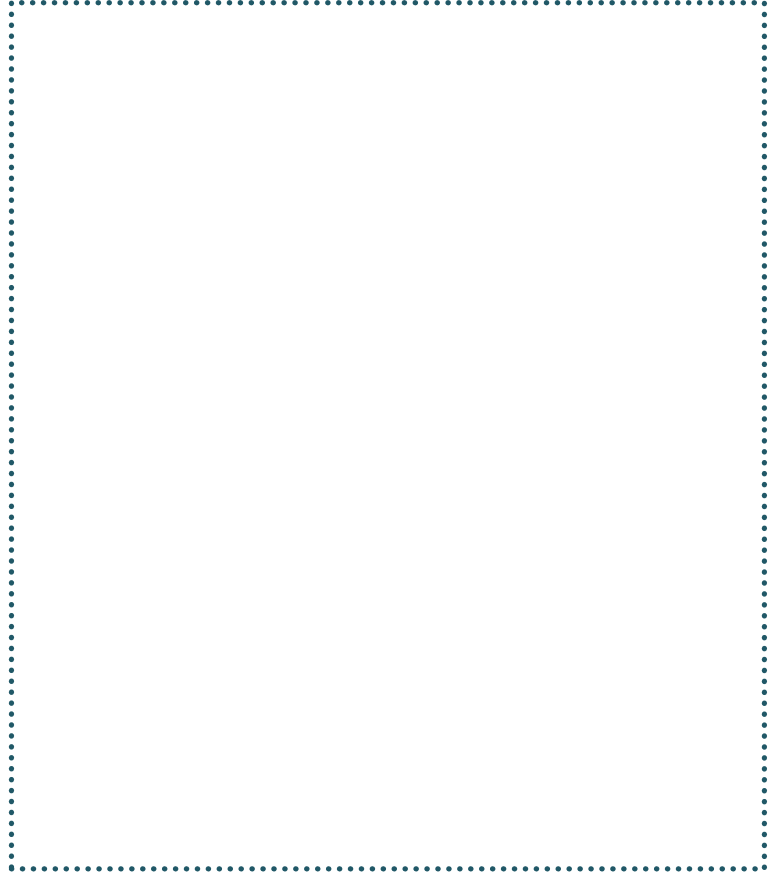
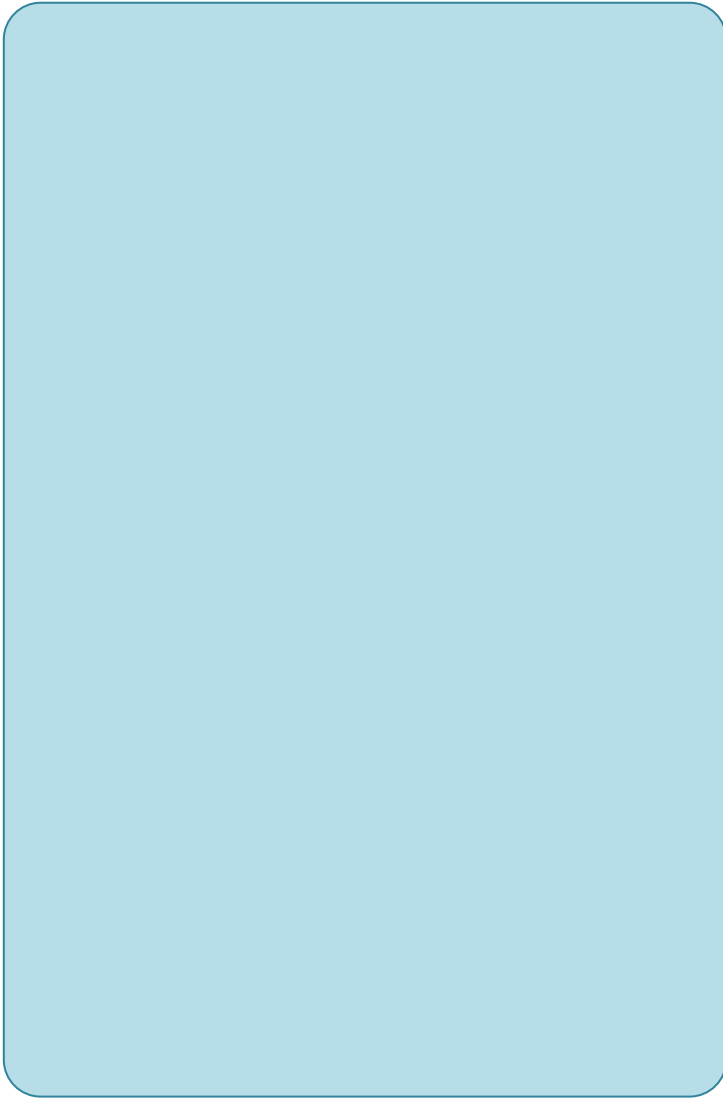
Assessing Dimension One: Organization, Rules, and Procedures

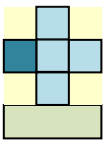
Essential Question:



Assessing Dimension Six: Developing a Plan of Action

Essential Question: How does the school leader develop a plan of action for system-wide implementation?





Assessing Dimension Seven: Building Capacity and Professional Development

Essential Question: How does the school leader help the staff develop the knowledge and skills they need to implement the plan?

Key Leadership Practices (Indicators)

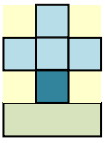
Review the leadership practices associated with this that are clear strengths of the school leader. Place a to the school leader.

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- ___ 7.1 Develops effective strategies for training, coaching, and supporting teachers as they implement research-based techniques in their classrooms
- ___ 7.2 Establishes PLCs that empower teachers to learn together, observe each other in the classroom, and refine their practices as partners in professional development
- ___ 7.3 Empowers teacher-leaders to play an active role in the school's professional development
- ___ 7.4 Uses a research-based teacher

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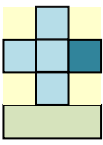
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Assessing Dimension Eight: Implementing Change Across the System

Essential Question:

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Assessing Dimension Nine: Refining Practice and Sustaining Change

Essential Question: How does the school leader learn from the process so that the work can be refined and sustained?

Key Leadership Practices (Indicators)

Review the leadership practices associated with this dimension that are clear strengths of the school leader. Place a checkmark next to the school leader.

- 9.1 Communicate regularly with the staff and community to celebrate success and highlight areas for growth
- 9.2 Evaluate and revise processes and operations to increase the effectiveness of the system
- 9.3 Engage the staff in data analysis and reflection to refine practices and establish new goals for school improvement and professional growth.
- 9.4 Support continuous improvement by modeling lifelong learning as a school leader and by encouraging and inspiring the staff to enhance their skills
- 9.5 Provide teachers with clear and timely evaluations of their effectiveness based on multiple measures

GENERAL RUBRIC

After you have collected enough evidence, use the rubric to determine the school leader's level of proficiency in this dimension.

- (1) Novice The school leader shows minimal or no commitment to this dimension. Relevant leadership practices are not being applied or are not having their intended effect of improving learning across the organization.
- (2) Developing The school leader has made an initial commitment to this dimension but has not yet fostered a sense of shared commitment among the staff. The school leader applies relevant leadership practices, but the practices need refinement. With refinement, the impact on learning across the organization can be increased.
- (3) Proficient The school leader is committed to this dimension and is building a shared commitment to this dimension among the staff. The school leader applies relevant leadership practices that have a positive impact on learning across the entire organization.
- (4) Expert The school leader is deeply committed to this dimension and has been successful in fostering a strong sense of shared commitment to this dimension among the staff. The school leader applies highly effective leadership practices and is able to adapt them to the needs and demands of students, the staff, and the organization as a whole. These practices have a consistently positive impact on learning across the entire organization.

NOTE/COMMENTS

FEEDBACK NOTES

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Ideas for improving [v š Z] • [u v •] } v Y

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