Kenai Peninsula Borough School District

Effective Leadership

KPBSD Instruction

September 2022

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Purpose & Qualities of an Effective Leadership System

Qualities of an Effective Leadership Evaluation System (NCTQ):

- Designed with the direct involvement of principals and other constituents
- Educative (growth model, differentiated)
- Connect to district and state level of support systems
- Aligned (to extent possible) with teacher and other educator performance assessments
- Rigorous, fair, and equitable
- Includes multiple rating categories to differentiate performance
- Communicates results to principal consistently and with transparency
- Includes: training, support, and evaluation of principal evaluators

The KPBSD school administrator performance evaluation process will promote:

Professional Growth

- Focus on enhancing skills and knowledge
- Serve as a guide for school administrators as they reflect upon and self-assess their skills and knowledge to improve their effectiveness as school leaders
- Focus the goals and objectives of school administrators to improve effectiveness
- Guide professional development for school administrators
- Serve as a tool in supporting coaching and mentoring programs for school administrators

Continuous improvement

- Focus on the school administrator's commitment to continuously improving practice so that student performance is enhanced
- Focus the school's commitment to continuously improve instruction so that student performance is enhanced

Quality assurance

- Focus on the collection of credible evidence about school administrator performance
- Evaluators use the evidence to make important decisions:
    - Recognizing effective practice
    - Recommending improvements
    - Providing appropriate direction and assistance
    - Recommendation on school administrator status

Evaluation is an ongoing and continuous process. Evaluation of leadership occurs fluidly between scheduled formal periods at the request of the administrator, the administrator's immediate supervisor or any higher supervisor.

Assistant principals are an integral part of the school administrative team. An assistant principal's primary role is to support the efforts of the principal and to work in tandem on various components. While there may be a clear delineation of specific duties, a partnership is expected and opportunities for shared leadership will be sought. Assistant principals will be evaluated by their principal using the same process, rubrics, forms, and timelines as building principals.

The core standards that the Kenai Peninsula Borough School District Effective Leadership system were developed on are the Professional Standards for Educational Leaders. "School districts need effective leaders like never before to take on the challenges and opportunities facing education today and in the future. The 2015 Standards paint a rich portrait of such a leader, one whom our students are counting on to help them reach their full potential." -2015 Professional Standards for Educational Leaders, National Policy Board for Educational Administration.

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PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS 2015
(Previously the ISLLC Standards)

The following is a summary of the 2015 Professional Standards for Educational Leaders, formerly known as the ISLLC Standards. The National Policy Board for Education Administration approved the refreshed standards on October 22, 2015. The full standards will be published in November.

STANDARD 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

STANDARD 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

STANDARD 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

STANDARD 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

STANDARD 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

STANDARD 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

STANDARD 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

STANDARD 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

STANDARD 9. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

STANDARD 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote *each* student's academic success and well-being.

Organization of the Professional Standards of Educational Leaders (2015)

The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

a) Develop an educational mission for the school to promote the academic success and well-being of each student.

b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.

c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.

d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.

e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.

h) Address matters of equity and cultural responsiveness in all aspects of leadership

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.

f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school's learning environment with the cultures and languages of the school's community

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement. g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Effective leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high

expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers' and other staff members' work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board.

k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

a) Seek to make school more effective for each student, teachers and staff, families, and the community.

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Assessment:

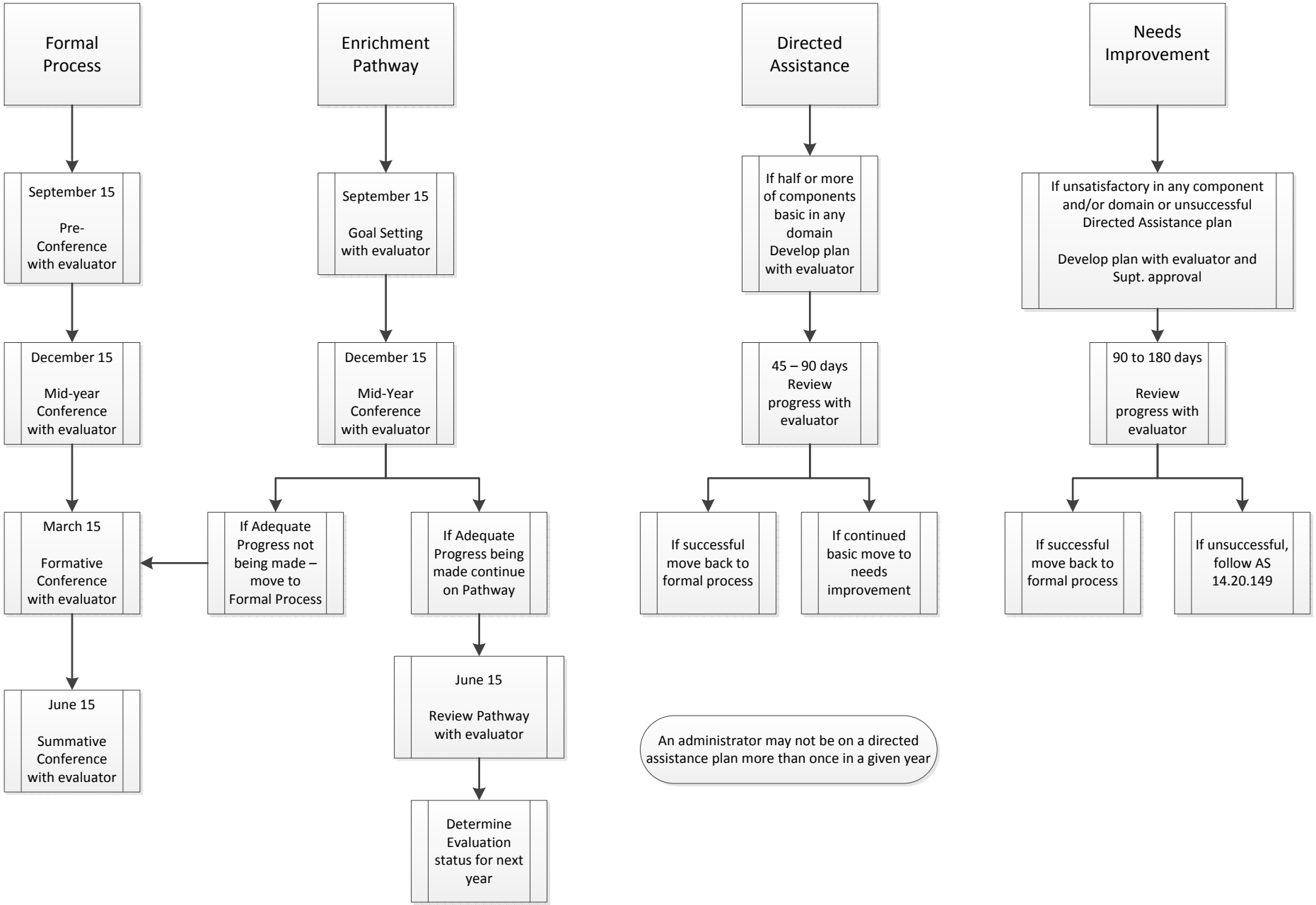
Effective Leadership is assessed through:

• A review of the evidence provided by the administrator
• Conferences between the evaluator and the administrator
• Input from a variety of sources (staff, students, parents, community)
• Observations conducted by the evaluator (minimum of 2) and other district personnel

Possible Evidence maintained in the School Portfolio for Leadership may include:

- Statement of School Mission, Vision, Guiding Principles
- School Development Plan
- In-Service Agendas & School Professional Development Plans
- Master Schedule
- School Staffing sheet
- Faculty Handbook
- School Budget
- Grant applications
- Capital Improvement projects
- Site Council Agendas/Minutes
- Student Achievement and Assessment Data (and Graduation data if applicable)
- Student Discipline Data
- Student Attendance Data
- Intervention Team Agendas/Minutes
- Student Handbook
- Student Organizations
- Survey Results (Climate Connectedness, YRBS, etc.)

KPBSD Effective Leadership Evaluation Flow Chart



NB 2/2017

EFFECTIVE LEADERSHIP EVALUATION SYSTEM

FORMAL EVALUATION	PRINCIPAL ENRICHMENT PATHWAY	DIRECTED ASSISTANCE PLAN	NEEDS IMPROVEMENT PLAN
Purpose: To support school administrators in learning, improving and achieving the performance standards of the profession, position, State and the District.	**Purpose:** To provide experienced school administrators a structured, supportive, and collaborative environment for enhancing their on-going personal professional growth to meet the standards for professional practice.	**Purpose:** To provide new to position and/or experienced school administrators structure, assistance, and guidance toward meeting standards for professional practice.	**Purpose:** To provide organizational support and assistance to school administrators who are not meeting the standards for professional practice.
For School Administrators: • Are in their 1st or 2nd year in the position •Cycling off Principal Enrichment Pathway after 2 years •Designated by district evaluator to remain on Formal protocol •Have a significant change in assignment	**For School Administrators who:** • Are in their 3rd year at their current position or have demonstrated long-term administrator proficiency in multiple positions AND who have demonstrated overall *Proficiency* in all domains. • Are approved by the Superintendent for this pathway • PEP is developed in partnership with designated District level director and all meetings will be conducted by the district director.	**For School Administrators:** • That have half or more of Basic Domain and/or Component Ratings during formative and/or summative evaluation periods	**For School Administrators:** • Whose performance remains in *Basic* overall for the previous evaluation period. •Whose performance meets "overall proficiency" but who is not making progress toward full proficiency in any domain or component. •Whose performance at any point does not meet the performance criteria in the Evidence of Effective Leadership Practices or who have failed to make adequate progress toward identified goals. •Who received an Unsatisfactory overall component and/or element rating for the previous evaluation period. School administrators on this plan are held here until all objectives of the Needs Improvement Plan are met, with adequate evidence to demonstrate a Basic rating.
Follows the protocol: •Before September 15 – Self-Reflection goal setting, and planning conference by school administrator and district evaluator focusing on Domains and Components. The principal and evaluator will agree on the data, evidence, and artifacts necessary to complete the evaluation process. • Before December 15 – Mid-Year conference followed by completion of Mid-year form • Before March 15 – Formative feedback conference • Before June 15 – Summative conference followed by completion of Formal evaluation document	**Follows the protocol:** • Before September 15 – Principal-driven goals relating to District goals/initiatives and domain focus. The principal and director will agree on the data, evidence, and artifacts necessary to show progress • Before December 15 – Mid-year progress meeting – if adequate progress is not clear, Superintendent/Assistant Superintendent will determine Formal Evaluation placement or continuation on PEP • Before June 15 – End of year summary meeting May continue with Principal Enrichment Pathway with Superintendent approval for next year. Possible activities to support PEP: • Self-Directed Professional Growth • Action Research • Peer Coaching	**Follows the protocol:** • This is a directed evaluation period that focuses on components from all four Domains that are not in the *Proficient* range. • A Directed Assistance Plan will be in place for no longer than 90 days. After successful completion of a Directed Assistance Plan, a school administrator returns to prior status. If unsuccessful, a school administrator proceeds to the Needs Improvement Plan if tenured in the District. If completion of the plan is progressing it can be continued at the discretion of the Superintendent/Assistant Superintendent.	**Follows the protocol:** • This is an intensive evaluation period that focuses on components from all four Domains that are in the unsatisfactory performance range. • A Needs Improvement Plan will be in place between 90 and 180 days. • A Needs Improvement Plan will be written and administered according to Alaska State Statute AS 14.20.149. Note: Superintendent/Assistant Superintendent approval required BEFORE a school administrator moves to Directed Assistance Plan or Needs Improvement Plan. After successful completion of a Needs Improvement Plan, a school administrator returns to prior status if tenured. If unsuccessful, the district will follow Alaska State Statute AS 14.20.149.

Kenai Peninsula Borough School District Effective Leadership Rubric – At a Glance

Domain 1: Vision, Culture, and Climate

1a. Mission, Vision, and Core Values – Leaders develop, advocate and enact a shared mission, vision, and core values of high-quality education.

- The administrator develops and implements the school's mission, vision, and core values for the school to promote a rigorous, relevant and responsive environment for all students. *(from KPBSD SP)*
- Reviews the school's mission, vision, and core values and adjusts them to evolving expectations, situations and opportunities
- Develops shared understanding of and commitment to mission, vision, and core values within the school community.

1b. School Improvement – Leaders act as agents of continuous improvement.

- Prepare the school and the community for improvement by developing the knowledge, skills, and motivation for success
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.
- Assess and develop the leadership capacity of staff to use appropriate research-based emerging educational trends for the school and its improvement.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing continuous improvement.

Domain 2: Teaching and Learning

2a. Equity and Cultural Responsiveness – Leaders strive for equity of educational opportunity and culturally responsive practices.

- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- In all aspects of leadership, ensure that each student is treated fairly, respectfully, and equitably with cultural competence and responsiveness.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

2b. Curriculum, Instruction, and Assessment – Leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment.

- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success.
- Ensure instructional practice that is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance, rigor and responsiveness.
- Employ a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement

2c. Professional Community for Teachers and Staff - Leaders foster a professional community of teachers and other professional staff.

- Develop and support productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.
- Involve and encourage teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Provide evidence to promote professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.

Domain 4: Professional Responsibilities	Domain 3: People, Systems, and Operations
4a. Ethics and Professional Norms – Leaders act ethically and according to professional norms. • Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically and professionally in personal conduct in all aspects of school leadership. • Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. **4b. Community of Care and Support for Students –** Leaders cultivate an inclusive, caring, and supportive school community. • Build and maintain a safe, caring, inclusive. and healthy school environment that meets the academic, social, emotional, and physical needs of each student. • Provide coherent systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student. **4c. Meaningful Engagement of Families and Community –** Leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways. • Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. • Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.	**3a. Professional Capacity of School Personnel –** Leaders develop the professional capacity and practice of school personnel. • Recruit, hire, support, develop, and retain effective and caring school personnel and form them into an educationally effective faculty. • Develop school personnel's professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development. • Deliver actionable feedback about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of school personnel's professional knowledge, skills, and practice. **3b. Operations and Management –** Leaders manage school operations and resources. • Develop and manage productive relationships and governance processes within the school, district and broader community towards achieving the district and school's mission and vision. • Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. • Seek, acquire, and strategically manage fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities (student learning, professional capacity, stakeholder engagement) to address each student's learning needs.

Domain 1 – Vision, Culture, and Climate

1a. Mission, Vision and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

- The administrator develops and implements the school's mission, vision, and core values for the school to promote a *rigorous, relevant and responsive environment for all students. (from KPBSD School Development Plan)*
- Reviews the school's mission, vision, and core values and adjusts them to evolving expectations, situations and opportunities
- Develops shared understanding of and commitment to mission, vision, and core values within the school community.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence
Minimally or ineffectively develops, implements or sustains vision, mission and core values.	Develops and implements the school mission, vision and core values with a limited commitment to academic success and well-being of students.	Develops and implements the school mission, vision and core values which promote academic success and well-being through a rigorous, relevant and responsive environment for all students.	Engages diverse stakeholders in collaboratively developing a process to regularly review and renew shared vision, mission and goals which promote academic success and well-being through a rigorous, relevant and responsive environment for all students.	• School Development Plan • Faculty meeting agendas, minutes, observations • Parent group agenda, minutes, observations • Student, parent, staff surveys • Professional learning plan, content, feedback • School or district improvement plan • Student learning data • Educator evaluation data • Communications (including social media, website, newsletters, public appearances, etc.) • School functions and activities • Survey data • Implementation of policies on bullying or stakeholder engagement • Implementation of policies on stakeholder engagement • Presence of IEPs or 504 plans; implementation for special education staff • Evidence of vertical teaming for curriculum staff • Evidence of intra- or inter-building communication and cooperation • School or district community collaborations • Use and organization of community or parent volunteers • Various team and committee meeting agendas, minutes, observations • Data tracking parental involvement • PBIS implementation • Parent handbook • Use of district resources and professional learning cooperative designs • Self-Reflection Rubric • Student Growth Map (SGM)
Minimally or ineffectively reviews or adjusts the mission, vision and core values in response to evolving expectations, situations and opportunities; the plan is not created or does not align to district goals, teacher goals, school or district resources, and does not utilize best practices.	Reviews and adjusts the mission, vision and core values to partially address evolving expectations, situations and opportunities; the plan partially aligns to district goals, teacher goals, school or district resources, and may utilize best practices.	Reviews and adjusts the mission, vision and core values to evolving expectations, situations and opportunities; the plan aligns to district goals, teacher goals, school and/or district resources, and utilizes best practices.	Develops capacity of stakeholders to create and implement the school mission, vision and core values cohesively; the plan is aligned to district goals, teacher goals, school and district resources, and utilizes best practices.	
Minimally or effectively develops understanding about the school or district's vision, mission or core values.	Develops some understanding of and commitment to mission, vision, and core values within part of the school community.	Develops shared understanding of and commitment to mission, vision, and core values within the school community.	Engages diverse stakeholders to collaboratively develop, implement and sustain the shared vision, mission and core values of the school and district.	

1b. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

- Prepare the school and the community for improvement by developing the knowledge, skills, and motivation for success
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.
- Assess and develop the leadership capacity of staff to use appropriate research-based emerging educational trends for the school and its improvement.
- Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation and initiating and implementing continuous improvement.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally prepares the school and/or the community for improvement. May review annual student achievement outcomes and develop goals that are vague and lack rigor.	Prepares the school and/or the community for improvement by developing some knowledge, skills, and motivation for success in reviewing summative data metrics to develop student achievement-oriented school improvement goals that are rigorous for some groups of students.	Prepares the school and the community for improvement by developing the knowledge, skills, and motivation for success through engaging stakeholders in the analysis of data to diagnose the current state of the school, inform decision-making processes, and develop rigorous student achievement-oriented school improvement goals for most students.	Develops diverse groups of stakeholders' ability to collaboratively analyze a broad set of data points to diagnose the current state of the school, inform decision-making processes, and develop rigorous and concrete student achievement-oriented school improvement goals for all students.	• Vision focuses on high expectations for student academic achievement for all students • Presentations at meetings, forums, trainings, etc. that highlight open dialogue • Environmental use of the vision statement and goals • Use of vision statement in messaging (verbally and in writing) student achievement-oriented school improvement goals • Personal interaction with staff, students, parents, and community members to communicate the school vision and goals • Facilitation of school improvement team meetings with multiple stakeholder groups • Concrete analysis of disaggregated student performance data by grade, subgroup, teacher, cohort, etc. • Student achievement-oriented school improvement goals linked to data analysis • Process for decision-making based on data • School Plan aligns with school vision and goals • Written expectations for teaching and learning aligned to state standards and student achievement-oriented school improvement goals • SMART goals
Minimally demonstrates inclusion of strategies and/or a plan to achieve school improvement goals.	Employs limited strategies within the school development plan for improvement, with little to no attention to different phases of implementation and/or a sustainable system.	Employs situationally-appropriate strategies within the school development plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a sustainable system.	Develops the capacity of stakeholders to employ situationally-appropriate strategies within the school development plan for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation through a self-sustainable system.	
Rarely monitors student achievement data and does not relate it to progress toward goals or to inform adjustments to strategies.	Attempts use of appropriate educational trends for the school and its improvement by sometimes using summative data or other unreliable sources to periodically review student achievement, but shows limited ability to adjust and/or revise strategies to meet goals.	Assess and develop the leadership capacity of staff in using appropriate research-based emerging educational trends for the school and its improvement by implementing systems to analyze disaggregated formative and summative data to monitor student progress and implement revised strategies as supported by the data.	Assess and develop the leadership capacity of staff in concert with diverse groups of stakeholders' by using appropriate research-based emerging educational trends for the school and its improvement by implementing systems to analyze multiple sources of data to monitor student progress and implement revised strategies as supported by the data.	

Resists and/or makes little or no attempt to develop and/or promote improvement through inquiry, experimentation (risk taking) and innovation.	Attempts to develop, and promote leadership among teachers and staff for continuous improvement through inquiry, experimentation (risk taking) and innovation.	Develops and promotes leadership among teachers and staff for continuous improvement through inquiry, experimentation (risk taking) and innovation.	Builds capacity, develops, models and promotes leadership among teachers and staff for continuous improvement through inquiry, experimentation (risk taking) and innovation.	• School development plan • Use of Learning Management System • And others….

2a. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

- Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- In all aspects of leadership, ensure that each student is treated fairly, respectfully, and equitably with cultural competence and responsiveness.
- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or ineffectively ensures the implementation of equitable systems where students have access to effective teachers and adequate opportunities for academic and social support for student success.	Ensures the implementation of equitable systems where most students have access to effective teachers and adequate opportunities for academic and social support for student success.	Ensures the implementation of equitable systems where each student has access to effective teachers, rigorous and relevant opportunities, academic and social support, and other resources necessary for success in a responsive environment.	Creates, designs and ensures the implementation of equitable systems where all students have access to exemplary teachers, rigorous and relevant opportunities, academic and social support, and other resources necessary for success in a responsive environment.	• Feedback from climate survey • Parent group agenda, minutes, observations • Committee membership • Participation in community groups (Site Council, Rotary, Lions Club, etc.) • Participation in professional organizations • Community groups (Tribal Entities, United Way, etc.) • School or district improvement plan • Family resource centers or outreach programs • School or district community collaborations • Use and organization of community or parent volunteers • Data on parental involvement • PBIS implementation • Parent handbook • Use of district resources and professional learning cooperative designs • Communications (including social media, website, newsletters, public appearances, etc.) • And others…
Minimally or ineffectively treats students or stakeholders disrespectfully, and with a lack of understanding of culture. There is little to no attempt to foster equity or cultural competence.	Inconsistently attempts to treat students and stakeholders fairly, respectfully, and equitably with cultural competence and responsiveness.	Ensures in all aspects of leadership that all students and stakeholders are treated fairly, respectfully, and equitably with cultural competence and responsiveness.	Builds capacity in stakeholder groups, which ensures that all students and stakeholders are treated fairly, respectfully, and equitably with cultural competence and responsiveness.	
Minimally or ineffectively implements school or district policies and fails to address student misconduct in a positive, fair, and unbiased manner.	Develops and implements school policies and enforces district policies with uneven results. Attempts to address student misconduct in a positive, fair, and unbiased manner.	Develops and implements school policies and enforces district policies. Addresses student misconduct in a positive, fair, and unbiased manner.	Develops the school's collective capacity to influence school and district policies. Creates a school culture, which is a model of a positive, fair, and unbiased learning environment.	

2b. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success.
- Ensure instructional practice that is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance, rigor and responsiveness.
- Employ a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimal or ineffective alignment of systems of curriculum, instruction, and assessment within or across grade levels. Processes do not exist in designing, implementing or evaluating curriculum and instruction. Curriculum and assessment do not meet state or national standards.	Inconsistent alignment of systems of curriculum, instruction, and assessment within or across grade levels which may promote some student academic and social-emotional success. Inconsistent processes exist in designing, implementing or evaluating curriculum and instruction which minimally meets state and/or national standards.	Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic and social-emotional success. Works with staff to develop systems to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	• Educator evaluation data • Student learning data (formative and summative) • Data team agendas, minutes, observations • School or district improvement plan • Curriculum guides • Lesson plans • Faculty meeting agendas, minutes, observations • Use of learning management systems (Canvas, Polycom, Skype) • Teacher formative assessments • Student learning goals or objectives and indicators of academic growth and development • Professional development sessions • And others…
Minimally or ineffectively ensures that instructional practice is developmentally appropriate, pedagogically effective, and meeting the needs of students.	Ensures that most instructional practice is developmentally appropriate, pedagogically effective, and meeting the needs of most students with relevance (personalized), rigor (high achievement) and responsiveness (high quality).	Ensures instructional practice is developmentally appropriate, pedagogically effective, and meeting the needs of each student with relevance (personalized), rigor (high achievement) and responsiveness (high quality).	Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of all students.	
Minimal or ineffective effort is made to work with staff to utilize formative and summative assessments.	Demonstrates effort to work with staff to utilize formative and summative assessments that may or may not be developmentally appropriate and/or monitor student progress.	Works with staff to utilize a variety of formative and summative assessments that are developmentally appropriate and monitor student progress to improve instruction and increase student achievement.	Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	

2c. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and social emotional well-being.

- Develop and support productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.
- Involve and encourage teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Provide evidence to promote professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Provides limited or ineffective opportunities for professional learning, or provides opportunities that do not result in improved practice. Lack of trust among teachers and professional staff is evident and negatively impacts student learning.	Attempts to establish or support professional learning opportunities that address needs of some staff. Collaborative practice is inconsistent and level of trust among the teachers and other professional staff varies.	Develops and supports productive and trusting working relationships and conditions among teachers and other professional staff that promote effective professional development, collaborative practice, and student learning.	Cultivates collective responsibility and fosters leadership opportunities in building productive and trusting a professional learning system among teachers and other professional staff that promotes continuous improvement to ensure student academic success and social emotional well-being.	• School or district improvement plans • Leadership team agendas, minutes, observations • Professional learning plan • Professional learning survey or feedback • Educator evaluation data • Formative feedback of teaching • Presenting and sharing information • And others…
With minimal or ineffective oversight or support, teachers and staff inconsistently meet the needs of students with minimal or ineffective regard for the mission, vision and core values.	General supervision of teachers and staff in meeting the academic, social, emotional, and physical needs of each student, with some regard for the mission, vision, and core values of the school.	Involves and encourages teachers and staff in the collective responsibility of meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	Empowers and entrusts teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	
Minimal or insufficient evidence is used to promote reflection or determine professional development needs. .	Promotes professional learning communities, reflective practices and collegial feedback for the improvement of some programs and identifies professional development needs.	Provides evidence to promote and model professional learning communities, reflective practices and collegial feedback that encourages faculty-initiated improvement of programs and identifies professional development needs.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning and improvement of programs.	

3a. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

- Recruit, hire, support, develop, and retain effective and caring school personnel and form them into an educationally effective faculty.
- Develop school personnel's professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development.
- Deliver relevant feedback about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of school personnel's professional knowledge, skills, and practice.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or ineffectively recruits, hires, supports, develops, or retains effective and caring school personnel.	Recruits, hires, supports, develops, and retains effective and caring school personnel that reflect some elements of the school or district vision, mission and goals.	Recruits, hires, supports, develops, and retains effective and caring school personnel and forms them into an educationally effective faculty in alignment with the school or district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement coherent strategies to recruit, hire, support, develop and retain a highly effective school faculty in alignment with the school and district's vision, mission and goals; influences district's policies and procedures.	• School or district improvement plans • Educator evaluation data • Application materials and interviews • Personnel records • Leadership team agendas, minutes, observations • Professional development sessions • School Climate survey • Retention data • Faculty or departmental meeting agendas, minutes, observations • Administrator feedback surveys • Student Growth Maps (SGMs) • Administrator feedback surveys • And others
Provides minimal support, time or resources for professional learning. There is lack of improvement in practice.	Provides the conditions for developing school personnel's professional knowledge, skills, and practice through opportunities for learning and growth. This includes support, time or resources for professional learning, that may lead to some improved practice.	Provides the conditions for developing school personnel's professional knowledge, skills, and practice through differentiated opportunities for learning and growth, in alignment with effective professional learning practices and professional development. This includes support, time or resources for professional learning, that lead to improved practice.	Collaboratively develops the conditions, including support, time and resources based on a comprehensive professional learning plan that leads to improved professional knowledge, skills, and practice; fosters leadership opportunities that lead to improved instruction and collective positive impact on students.	
Provides inappropriate or inaccurate feedback, or fails to provide feedback.	Delivers feedback based on evidence about instruction and other professional practice to support the development of some school personnel's professional knowledge, skills, and practice. Feedback may or may not include bias, subjectivity, or vague language.	Delivers clear, timely and relevant feedback based on evidence about instruction and other professional practice through valid, research-based systems of supervision and evaluation to support the development of all school personnel's professional knowledge, skills, and practice.	Establishes collaborative systems for peers to share meaningful, actionable and evidence-based feedback which strengthens professional knowledge, skills and practice throughout the school.	

Domain 3 –People, Systems and Operations

3b. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

- Develop and manage productive relationships and governance processes within the school, district and broader community towards achieving the district and school's mission and vision.
- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Seek, acquire, and strategically and efficiently manage fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities (student learning, professional capacity, stakeholder engagement) to address each student's learning needs.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Relationships and processes are unproductive, unprofessional or in conflict with the district. There is minimal or insufficient professional relationships or governance processes existing between families, community partners and other stakeholders.	Maintains and manages professional relationships and governance processes with some families, community partners and other stakeholders towards achieving the school mission and vision.	Develops and manages productive relationships and governance processes within the school, district and broader community towards achieving the district and school's mission and vision.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school or district.	• Schedules • I-team protocols, minutes, interventions • Climate and Culture feedback • Leadership team agendas, minutes, observations • Instructional improvement committees • Site Council/APC • School facility conditions • Maintenance of facilities, playgrounds, equipment, etc. • Processes for arrival and dismissal • Safety procedures • Use of electronic systems for student or staff data and communication • Phone logs, bulletins, website • Use of social media • Administrator feedback surveys (from staff, community and students) • School/community partnerships • Family nights/celebrations • Administrator Feedback Surveys from community, staff and students • School and community partnerships • School, staff and community celebrations • Equipment orders • Grant procurement and implementation • Professional development opportunities • And others…
There is insufficient evidence the decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school or district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school and district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school and district.	
Makes minimal or insufficient attempts to secure resources that may or may not support achievement of student learning.	Seeks, acquires, and manages fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities which may support some student learning needs.	Seeks, acquires, and strategically and efficiently manages fiscal, physical, human and other resources to support curriculum, instruction, assessment and related communities to address each student's learning needs.	Maximizes fiscal, physical, human and other shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement.	

4a. Ethics and Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically and professionally in personal conduct in all aspects of school leadership.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or insufficiently exhibits, models or promotes professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and does not act ethically/professionally in all aspects of school leadership in accordance with the Alaska Code of Professional Responsibility for School Administrators.	Attempts to model and promote ethical/professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and professionally in all aspects of school leadership in accordance with the Alaska Code of Professional Responsibility for School Administrators.	Exhibits, models and promotes professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, continuous improvement and act ethically/professionally in all aspects of school leadership in accordance with the Alaska Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice and fairness in accordance with and beyond the Alaska Code of Professional Responsibility for School Administrators.	• Transparency of policies and procedures • Leadership team agendas, minutes, and observations • Professional organizations or memberships • Feedback from colleagues, parents, and community members • Educator evaluation data • Professional development plans • Staff and student handbooks • Technology plan or acceptable use policy • Social media efforts • Faculty department meeting, agendas, minutes, observations • Specific examples of holding self and/or others accountable to professional ethics & norms • And others…
Minimally or ineffectively leads with or exhibits interpersonal and communication skill, social-emotional insight, and/or understanding of student and staff backgrounds and cultures.	Attempts to lead with interpersonal and communication skill, social-emotional insight, and understanding of students' and staff members' backgrounds and cultures.	Effectively leads with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.	Builds interpersonal and communication skill, social-emotional insight, and understanding of backgrounds and cultures to foster the leadership capacity of staff and stakeholders.	

4b. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

- Build and maintain a safe, caring, inclusive. and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- Provide coherent and comprehensive systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Does not build and/or maintain a safe, caring, inclusive and/or healthy school environment.	Attempts to build and maintain a safe, caring, inclusive and healthy school environment that meets the academic, social, emotional, and physical needs of most students. The net result of school environment is neutral conveying neither warmth nor conflict.	Builds and maintains a safe, caring, inclusive and healthy school environment that meets the academic, social, emotional, and physical needs of almost all student. Students are encouraged to be an active and responsible member of the school community.	Builds the capacity of all stakeholders to maintain and advocate for a safe, caring, inclusive and healthy school environment that meets the academic, social, emotional, and physical needs of each student. Stakeholders value students' active leadership contributing to the school community.	• Schedules • I-Team documentation • School climate feedback • Leadership team meetings, agendas, minutes • Professional development plans • Safety procedures • Phone logs, bulletins, website • Social media used • Maintenance of facilities, playgrounds, equipment, etc… • School facility conditions • Arrival and dismissal procedures • Discipline data reports • PBIS • Building use for community and partner events • Relationships with Borough and community organizations • Partnerships with community health organizations • Collaborative grant applications with partners • Feedback and survey results and shared to all stakeholders and the results guide planning and systemic change • And others…
Does not provide academic and/or social supports, services, activities and accommodations to meet the range of learning needs of students.	Provides academic and/or social supports, services, activities and accommodations to meet the range of learning needs of some students.	Provides coherent and comprehensive systems of academic and social supports, services, activities and accommodations to meet the range of learning needs of almost all student.	Collaboratively develops and provides coherent and comprehensive systems of academic and social supports, services, activities and accommodations to meet and exceed the range of learning needs of each student.	

4c. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

Unsatisfactory	Basic	Proficient	Exemplary	Sources of Possible Evidence (Observable and Documented)
Minimally or ineffectively builds relationships with families and community members.	Inconsistently models and sustains positive and productive relationships with families and the community for the benefit of students.	Models, creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.	Proactively builds capacity in stakeholders to develop, model, create and expand positive, collaborative, and productive relationships for the benefit of the community.	• Participation in professional learning opportunities aligned with the needs of the school • Conferences with evaluator to identify way to improve professional practice • Participation on district and/or state committees to deepen leadership skills • Participation in district administrative Professional Learning Communities • Professional growth plan includes goals for growth and aligned strategies • Administrative survey results and action plan to: 1.) continue and fine-tune effective practices; and/or, 2.) improve areas of concern • Interactions with community that build support • Systems the promote collegiality among staff • Active community participation in meetings, school and community events • Family/parent attendance in school improvement meetings • Survey data from community, parents, students and staff. • Evidence of participation in meetings, school and community events. • Documented partnerships with community individuals, groups, and/or organizations. • And others…
Displays a limited or negative presence in the community or misunderstands the school community.	Maintains some presence in the community and some degree of understanding of school community strengths and needs, relationships, and resources for the school.	Maintains a positive presence in the community to understand its strengths and needs, develop productive relationships, and employ its resources for the school.	Fosters and encourages all school stakeholders to maintain a positive presence in the community by developing productive relationships that are mutually beneficial to the students, school, and community.	

School Administrator Mid-Year Feedback School Year: 2021-2022

Administrator:

School:

Evaluator:

Date Completed:

Status Key: U - Unsatisfactory B - Basic P - Proficient E - Exemplary

Domain 1: Vision, Culture and Climate - Indicators

1a. Mission, Vision, and Core Values

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

1b. School Improvement

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

Overall Domain 1

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

Comments:

Domain 2: Teaching and Learning - Indicators

2a. Equity and Cultural Responsiveness

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

2b. Curriculum, Instruction and Assessment

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

2c. Professional Community for Teachers and Staff

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

Overall Domain 2

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

Comments

Domain 3: People, systems, and Operations - Indicators

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

3a. Professional Capacity of School Personnel

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

3b. Operations and Management

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

Overall Domain 3

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

Comments

Component 4: Professional Responsibilities - Indicators

4a. Ethics and Professional Norms

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

4b. Community of Care and Support for Students

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

4c. Meaningful Engagement of Families and Community

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

Overall Domain 4

Status

- ◯ U
- ◯ B
- ◯ P
- ◯ E

Comments

Administrator Signature

Date

Evaluator Signature

Date

School Administrator Summative Evaluation Form
School Year: 2021-2022

Administrator:

School:

Evaluator:

Date Completed:

Domain 1: Vision, Culture and Mission

	Unsatisfactory	Basic	Proficient	Exemplary
1a. Mission and Vision and Core Values	◯	◯	◯	◯
1b. School Improvement	◯	◯	◯	◯
Overall Component 1	◯	◯	◯	◯

Comments:

Domain 2: Teaching and Learning

	Unsatisfactory	Basic	Proficient	Exemplary
2a. Equity and Cultural Responsiveness	◯	◯	◯	◯
2b. Curriculum, Instruction and Assessment	◯	◯	◯	◯
2c. Professional Community for Teachers and Staff	◯	◯	◯	◯
Overall Component 2	◯	◯	◯	◯

Comments:

Domain 3: People, Systems and Operations

	Unsatisfactory	Basic	Proficient	Exemplary
3a. Professional Capacity of School Personnel	◯	◯	◯	◯
Operations and Management	◯	◯	◯	◯
Overall Domain 3	◯	◯	◯	◯

Comments:

Domain 4: Professional Responsibilities

	Unsatisfactory	Basic	Proficient	Exemplary
4a. Ethics and Professional Norms	◯	◯	◯	◯
4b. Community of Care and Support for Students	◯	◯	◯	◯
4c. Meaningful Engagement of Families and Community	◯	◯	◯	◯
Overall Component 4	◯	◯	◯	◯

Comments:

Administrator Signature Date

Evaluator Signature Date

PRINCIPAL ENRICHMENT PATHWAY PLAN

Principal Name:		School Year:		Approved By:	
				Date:	

Step 1 – Please indicate which District Goal your plan supports:

Option Selected:

☐	Student Achievement	☐	Student Engagement

Step 2 – Please indicate which domain(s) your plan supports:

Please indicate which domain(s) and component(s) your plan supports:

☐	Domain 1: Culture	☐	Domain 3: Management
☐	Domain 2: Instruction	☐	Domain 4: Professional Responsibilities

SMART GOALS:	

Strategies and Action Steps	Responsibility	Timeline	Indicators of Success (Evidence of Change)

*Please refer to School Development Plan

PRINCIPAL ENRICHMENT PATHWAY
INTERIM PROGRESS REPORT

Principal Name:		Date of Review:	
Indicator(s) of Success (Data):			
Principal's Self-Reflection Notes (include reference to Domain(s)/Components:			

This Plan:	
☐ Principal is Making Progress	☐ Principal is Not Making Progress

Principal Signature:	_____	Date:	
District Administrator Signature:	_____	Date:	

*Please refer to School Development Plan

PRINCIPAL ENRICHMENT PATHWAY
SUMMARY REPORT

Principal Name:		Date of Summative Review:	
Goal:			

Indicator(s) of Success (Data):

Principal's Self-Reflection Notes (include reference to Domain(s)/Components:

Evaluator Summary:	**Briefly describe the principal's growth option project, and how the project contributed to higher professional competence and a greater understanding of self, role, context, or career for the principal.**

☐ Met Goal	☐ Progressing	☐ Not Progressing

I understand that I have five (5) work days to study and prepare a response which will be attached to this evaluation prior to being sent to the HR Department.

Principal Signature:	_____	Date:	
District Administrator Signature:	_____	Date:	

Note: Include one sheet per goal. The evaluator signs here to indicate that the Growth Plan has been completed satisfactorily. This plan must be attached to the formal written evaluation to be submitted to the Human Resources Department.

*Please refer to School Development Plan

Staff Evaluation of Building Administrator

***Due December 1st**

Principal and School: _____

Your name (Optional): _____

Is the school safe, well maintained, and clean?

Do you have any suggestions related to the school building or site?

Please skip any questions you can't answer.	Definitely	Most of the time	Sometimes	Seldom
The principal is a visible and positive educational leader in the school (1a)				☐
The principal is a visible and positive educational leader in the community (4c)	☐	☐	☐	☐
The principal communicates effectively with all stakeholders (3b)	☐	☐	☐	☐
The principal is accessible via e-mails, phone calls or personal visits (3b)	☐	☐	☐	☐
The principal communicates the school mission, vision and core values effectively (1a)	☐	☐	☐	☐
The principal sets high expectations for staff and students (2b & 2c)	☐	☐	☐	☐
The principal cultivates an inclusive, caring, and supportive school community. (4b)	☐	☐	☐	☐
The principal develops and supports rigorous, relevant and responsive curriculum and instructional opportunities for students (2b)	☐	☐	☐	☐
The principal celebrates staff and student accomplishments (4b)	☐	☐	☐	☐
The principal celebrates community efforts to support students and the school (4c)	☐	☐	☐	☐
The principal ensures that each student and stakeholder is treated fairly, respectfully, and equitably in a positive unbiased manner (3a)	☐	☐	☐	☐
The principal fairly and equitably manages resources (fiscal, physical, human) (3b)	☐	☐	☐	☐
The principal acts ethically and according to professional norms (4a)	☐	☐	☐	☐
The principal builds and maintains a safe, caring inclusive and healthy school environment to meet the needs of all students. (4a)	☐	☐	☐	☐
The principal ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. (2a)	☐	☐	☐	☐

Please refer to the Effective Leadership Practice Domains

Once completed, send to the Superintendent of Schools, KPBSD, 148 N. Binkley Street, Soldotna, AK 99669

* Form may be submitted anytime during the school year. However, information submitted after December 1 may not be considered for the administrator's evaluation.

Staff Evaluation of Building Administrator

***Due December 1st**

Please explain any areas marked seldom:	

Areas of strength:	Comments:
Suggestions for growth:	Comments:
Other comments:	

Please refer to the Effective Leadership Practice Domains

Once completed, send to the Superintendent of Schools, KPBSD, 148 N. Binkley Street, Soldotna, AK 99669

* Form may be submitted anytime during the school year. However, information submitted after December 1 may not be considered for the administrator's evaluation.

School Administrator Feedback

Please check one of the following:

- ◯ Parent
- ◯ Student
- ◯ Community Member
- ◯ Other

Principal name:

School name:

Your name (Optional):

Please check all that apply:

- ☐ I have visited the school during the school day
- ☐ I have visited a classroom during the school day
- ☐ I attend after-school activities
- ☐ I volunteer during the school day
- ☐ I volunteer during after-school activities

Please check all that apply:

- ☐ I attend parent-teacher conferences
- ☐ I am a member of a parent group
- ☐ I have attended parent group meetings
- ☐ I am a site council member
- ☐ I have attended site council meetings

Do you feel welcome when you visit the school?

- ◯ Yes
- ◯ No

If not, please tell us why:

Is the school safe, well maintained and clean?

- ◯ Yes
- ◯ No

Do you have any suggestions related to the school building or site?

Please skip any questions you can't answer

	Definitely	Most of the Time	Sometimes	Seldom
the principal is visible and positive educational leader in the school	○	○	○	○
The principal is a visible and positive educational leader in the community	○	○	○	○
The principal communicates effectively with all stakeholders providing helpful information (i.e., school newsletters, emergency communication, conversations, etc.)	○	○	○	○
The principal is accessible via e-mail, phone calls or personal visits	○	○	○	○
The principal effectively notifies stakeholders of meetings and events (i.e., site council, PTA)	○	○	○	○
The principal shares student performance data with stakeholders (site council, community, parents)	○	○	○	○
The principal develops shared understanding of and commitment to mission, vision, and core values with in the school community	○	○	○	○
The principal develops and implements the school's mission, vision, and core values for the school to promote a rigorous, relevant and responsive environment for all students	○	○	○	○
The principal lets parents know how the school is progressing toward the school vision and goals	○	○	○	○
The principal sets high expectations for staff and students	○	○	○	○
The principal provides coherent systems of academic and social supports, services, activities, and accommodations to meet the range of learning needs of each student	○	○	○	○

Please skip any questions you can't answer

	Definitely	Most of the Time	Sometimes	Seldom
The principal develops and supports rigorous, relevant and responsive curriculum and instructional opportunities for students	○	○	○	○
The principal celebrates staff and student accomplishments	○	○	○	○
The principal celebrates community efforts to support students and the school	○	○	○	○
The principal ensures that each student and stakeholder is treated fairly, respectfully, and equitably in a positive unbiased manner	○	○	○	○
The principal fairly and equitably manages resources (fiscal, physical and human)	○	○	○	○
The principal acts ethically and according to professional norms	○	○	○	○
The principal builds and maintains a safe, caring, inclusive and healthy school environment to meet the needs of all students	○	○	○	○
The principal ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success	○	○	○	○

Please explain any areas marked seldom:

Other comments:

Once completed please send to the Superintendent of Schools, KPBSD, 148 N. Binkley Street, Soldotna, AK 99669

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Connecticut State Department of Education. The Connecticut Leader Evaluation and Support Rubric, 2015.

Danielson, C. (2007). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: ASCD.

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Appendix

A.1 Alaska State Statute

A.2 KPBSD Policy *BP 4115*

A.3 KPBSD *AR 4115*

A.4 Alaska State Standards for Administrators

A.5 Crosswalk of Interstate School Leadership Licensure Consortium (ISLLC) Standards and Professional Standards for Educational Leaders

A.6 Crosswalk of Alaska Standards for School Administrators and Professional Standards for Educational Leaders

Alaska State Statutes

Sec. 14.20.149. Employee evaluation. (a) A school board shall adopt a certificated employee evaluation system for evaluation and improvement of the performance of the district's teachers and administrators. The evaluation system applies to all the district's certificated employees except the district's superintendent. A school board shall consider information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design and periodic review of the district's certificated employee evaluation system. An evaluation of a certificated employee under this section must be based on observation of the employee in the employee's workplace.

(b) The certificated employee evaluation system must

(1) establish district performance standards for the district's teachers and administrators that are based on professional performance standards adopted by the department by regulation;

(2) require at least two observations for the evaluation of each nontenured teacher in the district each school year;

(3) require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year;

(4) permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years;

(5) require the school district to perform an annual evaluation for each administrator;

(6) require the school district to prepare and implement a plan of improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170(a); and

(7) provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

(c) A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

(d) A school district shall offer in-service training to the certificated employees who are subject to the evaluation system on a schedule adopted by the governing body of a school district. The training must address the procedures of the evaluation system, the standards that the district uses in evaluating the performance of teachers and administrators, and other information that the district considers helpful.

(e) A school district shall provide a tenured teacher whose performance, after

evaluation, did not meet the district performance standards with a plan of improvement. The evaluating administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the plan of improvement. The plan of improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher. The plan of improvement shall be based on the professional performance standards outlined in the locally adopted school district evaluation procedure. The school district must observe the teacher at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the tenured teacher's performance again does not meet the district performance standards, the district may nonretain the teacher under AS 14.20.175(b)(1).

(f) A school district may place an administrator who has previously acquired tenure, whose performance, including performance as an evaluator under the district's certificated employee evaluation system, does not meet the district performance standards on a plan of improvement. The plan must address ways in which the administrator's performance can be improved and shall last for not less than 90 workdays and not more than 210 workdays unless the minimum time is shortened by agreement between the evaluating administrator and the administrator being evaluated. The school district must observe the administrator being evaluated at least twice during the course of the plan. If, at the conclusion of the plan of improvement, the administrator's performance again does not meet the district performance standards, the district may terminate its employment contract with the administrator. This subsection does not restrict the right of a school district to reassign an administrator to a teaching position consistent with the terms of an applicable collective bargaining agreement.

(g) The department may request copies of each school district's certificated employee evaluation system and changes the district makes to the system.

(h) Information provided to a school district under the school district's certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not a public record and is not subject to disclosure under AS 40.25.100 - 40.25.295. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of this subsection concerning the information.

BP 4115 Evaluation/Supervision

KPBSD Policy Manual

Certificated Personnel
EVALUATION/SUPERVISION

All employees shall be evaluated according to law and District procedures.

KENAI PENINSULA BOR

AR 4115 Evaluation/Supervision

AR 4115 Evaluation/Supervision

KPBSD Policy Manual

AR 4115

Certificated Personnel
EVALUATION/SUPERVISION

The Superintendent shall evaluate the effectiveness of certificated personnel annually, in accordance with law and District criteria and procedures.

The District shall provide annual in-service training to all certificated employees subject to the evaluation system. The training will address the procedures of the system, the standards used by the District in evaluating performance, and other information that may be helpful to a thorough understanding of the evaluation system.

(cf. 4116 – Nontenured/Tenured Status)
(cf. 4117.4 - Dismissal)
(cf. 4117.6 - Nonretention)
(cf. 4315.1 - Competence in Evaluation of Teachers)

Legal Reference:

ALASKA STATUTES
14.20.149 Employee Evaluation
23.40.070 Declaration of policy (PERA)

ALASKA ADMINISTRATIVE CODE
4 AAC 19.010-4 AAC 19.060 Evaluation of professional employees
4 AAC 04.200 Professional content and performance standards

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 2/7/05

BP 4115 Evaluation/Supervision

Standards for Alaska's Administrators (1997)

STANDARD 1. An administrator provides leadership for an educational organization.

Performances that reflect attainment of this standard include:

a. working with and through individuals and groups;

b. facilitating teamwork and collegiality, including treating staff as professionals;

c. providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;

d. focusing on high priority issues related to student learning and staff competence;

e. recognizing and acknowledging outstanding performance;

f. solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;

g. prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals

h. taking action to carry out plans and accomplish goals; and i. maintaining the administrator's own professional goals

STANDARD 2. An administrator guides instruction and support an effective learning environment.

Performances that reflect attainment of this standard include:

a. supporting the development of a school wide climate of high expectations for student learning and staff performance;

b. ensuring that effective instructional methods are in use;

c. maintaining school or program level records of student learning and communicating students' progress to the appropriate individuals or entities;

d. developing and supporting instructional and auxiliary programs for the improvement of teaching and learning;

e. facilitating the establishment of effective learning environments

STANDARD 3. An administrator oversees the implementation of curriculum

Performances that reflect attainment of this standard include:

a. demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;

b. interpreting school district curricula in terms of school-level organization and program;

c. facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance;

d. monitoring social and technological developments as they affect curriculum.

STANDARD 4. An administrator coordinates services that support student growth and development

Performances that reflect attainment of this standard include:

a. implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;

b. providing for student guidance, counseling, and auxiliary services;

c. coordinating outreach for students, staff and school programs, community organizations, agencies and services;

d. being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;

e. supporting the development and use of programs that connect schooling with plans for adult life;

f. supporting the development and overseeing the implementation of a comprehensive program of student activities.

STANDARD 5. An administrator provides for staffing and professional development to meet student learning needs.

Performances that reflect attainment of this standard include:

a. supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;

b. working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;

c. evaluating staff for the purpose of making recommendations about retention and promotion;

d. participating in the hiring of new staff based upon needs of the school and district priorities.

STANDARD 6. Ad administrator uses assessment and evaluation information about students, staff, and the community in making decisions.

Performances that reflect attainment of this standard include:

a. developing tools and processes to gather needed information from students, staff, and the community;

b. using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;

c. interpreting assessment information and evaluations for others;

d. relating programs to desired standards or goals.

STANDARD 7. An administrator communicates with diverse groups and individual with clarity and sensitivity.

Performances that reflect attainment of this standard include:

a. communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;

b. obtaining and using feedback to communicate more effectively;

c. recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences;

d. communicating a positive image of the school in the community.

STANDARD 8. An administrator acts in accordance with established laws, policies, procedures, and good business practices.

Performances that reflect attainment of this standard include:

a. acting in accordance with federal and state statutes, regulations, and other law;

b. working within local policy, procedures, and directives;

c. administering contracts and financial accounts responsibly, accurately, efficiently, and effectively

STANDARD 9. An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.

Performances that reflect attainment of this standard include:

a. acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;

b. identifying relationships between public policy and education;

c. recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;

d. engaging in and supporting efforts to affect public policy to promote quality education for students;

e. addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames;

f. enlisting public participation in and support for school programs, student achievement, and the school wide climate for learning.

STANDARD 10. An administrator facilitates the participation of parents and families as partners in the education of children.

Performances that reflect attainment of this standard include:

a. supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;

b. ensuring that teachers and staff engage parents and families in assisting student learning;

c. maintaining a school or program climate that welcomes parents and families and invites their participation;

d. involving parents and community in meaningful ways in school or program decision-making.

Side-by-Side Correlation of ISSLLC 2008 and PSEL 2015 Standards	
ISSLLC 2008	**PSEL 2015**
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4.Curriculum, Instruction, and Assessment 5.Community of Care and Support for Students* 6. Professional capacity of School Personnel* 7. Professional Community for Teachers and Staff*
3. Operations, Management, and Resources	5. Community of Care for Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration with Faculty and Community	8.Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3.Equity and Cultural Responsiveness* 8.Meaningful Engagement of Families and Community*

* *Note.* Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

Side-by-Side Correlation of Alaska Standards for Administrators (1997) and Professional Standards for School Leaders 2015 Standards	
Alaska Standards 1997	**PSEL 2015**
1. Provides Leadership for an educational organization	1. Mission, Vision, and Core Values 10. School Improvement
2. Guides instruction and supports an effective learning environment	2. Ethics and Professional Norms
3. Oversees the implementation of curriculum	3. Equity and Cultural Responsiveness* 4. Curriculum, Instruction, and Assessment
4. Coordinates services that support student growth and development	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students
5. Provides for staffing and professional development to meet student learning needs	6.Professional Capacity of School Personnel 7. Professional Community for Teachers and Staff
6. Uses assessment and evaluation information	4. Curriculum, Instruction, and Assessment
7. Communicates with diverse groups and individuals	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*
8. Acts in accordance with established laws, policies, procedures	2. Ethics and Professional Norms 10.Operation and Management
9. Understands the influence of social, cultural, and economic political forces	2. Ethics and Professional Norms 5. Community of Care and Support for Students 8. Meaningful Engagement of Families and Community

* *Note.* Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.

Acknowledgements of Committee:

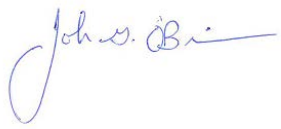
I begin these acknowledgements with a quote on the powerful impact that school principals have on their students and the schools we entrust them to lead.

“Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.” - findings from Louis et al and the Wallace Foundation

It is with this understanding that we (the District) approach the hiring, induction, support, and ongoing professional learning and development of our principals. Our students, teachers, parents, and community deserve the very best from their principals. A heart felt thank you goes out to all of our Kenai Peninsula Borough School District principals for their hard work, dedication to our students, and the professionalism they display every day. The members of the Effective Instruction Committee have worked hard and endeavored to create for you an effective school leader evaluation system solidly based on the best research and latest professional standards for educational leaders. “*Finding practical ways to thoughtfully and appropriately assess and develop leaders can have an important impact on the quality of leadership, and through that, on the quality of education in our schools.”* -Goldring, Porter, Murphy, Elliott, & Cravens, 2007

To the members of the Effective Leadership Committee, you are a dedicated and remarkable group of people. Many thanks for the long hours spent crafting and developing this latest iteration of KPBSD’s Effective Leadership System and handbook.

Wishing you success and positive impact,



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