

Leader Evaluation and Professional Growth Rubric

The Leader Evaluation and Professional Growth (LEPG) Rubric is standards-based in that it aligns with the National Board Professional Standards for Accomplished Principals (National Board for Professional Teaching Standards, 2010), which are the school leader professional standards adopted by the Maine Schools for Excellence (MSFE) districts under the Teacher Incentive Fund (TIF) grant. The LEPG Core Propositions and Standard Indicators are also aligned with the Interstate School Licensure Consortium (ISLLC) standards (Council of Chief School Officers, 2008). The ISLLC standards were developed by and for practitioners through an extensive review of research and practice and have been adopted into law by the majority of states. The following table displays the alignment between the LEPG Core Propositions and ISLLC standards.

Chart 1. Alignment Between the LEPG Core Propositions and ISLLC Standards

LEPG Core Proposition	ISLLC Standards					
	1. Setting a shared vision for learning	2. Developing a school culture and instructional programs	3. Ensuring effective management of the organization	4. Collaborating with faculty and community	5. Acting with integrity and fairness and in an ethical manner	6. Understanding, responding to, and influencing cultural contexts
1. Vision, Mission, and Advocacy	X			X		X
2. Strategic Leadership for Results			X			
3. Supports for Learning		X				
4. Teaching and Learning		X				
5. Culture		X		X		X
6. Ensuring Professionalism					X	
7. Reflection and Growth					X	

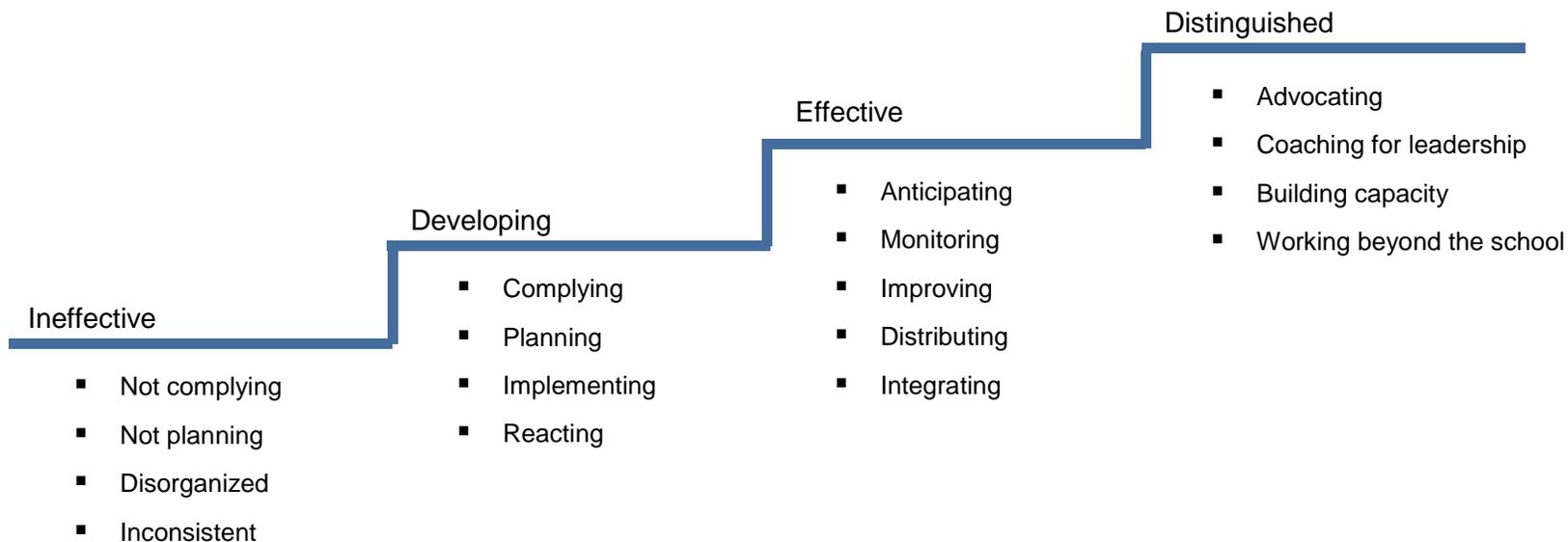
Note About Terminology

Core Propositions and Standard Indicators

In order to ensure that they are observable and measurable, the seven LEPG *Core Propositions* focus on leader actions rather than on leader beliefs or knowledge. The LEPG Rubric is in turn organized to facilitate assessment of leader practice and actionable feedback. Each of the *Core Propositions* includes more fine-grained descriptors called *Standard Indicators*. A *Core Proposition* may be described by one or more *Standard Indicators*. Sources of evidence (indicated below each row of the rubric) provide information about a leader's performance on the *Standard Indicators*. *Standard Indicator* scores are added together and averaged to determine a *Professional Practice Rating*, which is one of five measures that are combined to calculate a summative *LEPG Rating*.

Levels of Performance

The LEPG Rubric describes leader practice along a continuum of four distinct performance levels: Ineffective, Developing, Effective, and Distinguished. The following diagram provides a general overview of the behaviors, practices, and skills that characterize each performance level. The actual performance level descriptions in the LEPG Rubric are tailored specifically for each Core Proposition and Standard Indicator.



Evaluating Leaders' Professional Practice Using the LEPG Rubric

To support evaluators in evaluating performance in the area of Professional Practice, the evaluator may use the space following each Standard Indicator rubric row to note the leader's rating on that Standard Indicator and any rationale based on each possible source of evidence. The evaluator may then record each of the Standard Indicator ratings in a final table at the end of this document and average them to calculate the LEPG Professional Practice Rating.

Core Proposition 1. Vision, Mission, and Advocacy

1.1 Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through development of an aligned school mission.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader does not articulate a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Leader implements programs and initiatives that lack coherence and are inconsistently aligned to the school mission. Leader does not monitor progress toward achieving the school mission. 	<ul style="list-style-type: none"> Leader articulates a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Leader implements programs and initiatives aligned to the school mission. Leader establishes or maintains a system for monitoring progress toward achieving the school mission through regular reflection on data. 	<ul style="list-style-type: none"> Leader collaborates with the school leadership team, staff, and others to articulate a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. With the school leadership team and others, the leader monitors the implementation of programs and initiatives aligned to the district and school mission to ensure that they are reflected in the planning and teaching occurring at the classroom and building level. Leader monitors progress toward achieving the school mission through regular, public reflection on data, and makes adjustments as needed. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise develops the capacity of teacher-leaders, assistant principals, or peers about how to create/maintain program coherence and alignment. Leader engages in opportunities to converse with peers and others about how well all schools are contributing to attainment of the district mission and vision.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifact review				
360-degree survey				

Rating for this Standard Indicator:

Core Proposition 1. Vision, Mission, and Advocacy (continued)

1.2 Stakeholder Communication and Engagement: The leader communicates internally and externally with stakeholders and the community to advance the organization's vision and mission.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> ▪ Leader does not establish or maintain a plan for stakeholder communications and engagement. ▪ Leader inconsistently communicates and networks with internal and external stakeholders or does so in a manner that does not advance the organization's vision and mission. ▪ Leader uses limited modalities or forums to communicate the vision and mission to stakeholders. 	<ul style="list-style-type: none"> ▪ Leader establishes or maintains a plan for stakeholder communication and engagement. ▪ Leader consistently works to raise awareness of the organization's vision and mission by internal and external stakeholders. ▪ Leader utilizes multiple, widely accessible modalities or forums to communicate the vision and mission to stakeholders. 	<ul style="list-style-type: none"> ▪ Leader engages with the school leadership team and others to assess the effectiveness of stakeholder communication and engagement plan and make improvements. ▪ Leader personally and through the work of others consistently and strategically communicates with internal and external stakeholders to advance the organization's vision and mission. ▪ Leader empowers others to use multiple, widely accessible communication approaches or methods that have been strategically selected to match stakeholder communication preferences to communicate the vision and mission. ▪ Leader engages with the school leadership team and others. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does two or more of the following:</p> <ul style="list-style-type: none"> ▪ Leader coaches or otherwise builds the capacity of assistant principals and/or other principals to establish, monitor, and adjust their stakeholder communication and engagement plan. ▪ Leader coaches or otherwise builds the capacity of assistant principals and/or other principals to strategically choose and use communication methods that meet stakeholder needs. ▪ Leader contributes to district-level efforts to improve stakeholder communications about district direction.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.			
Artifact review			
360-degree survey			
Rating for this Standard Indicator:			

Core Proposition 1. Vision, Mission, and Advocacy (continued)

1.3 Community Support: The leader leverages community resources to implement and revitalize the school's mission.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader draws upon limited array of community resources that are not clearly connected to the school's mission. 	<ul style="list-style-type: none"> Leader draws upon a limited array of community resources that help to implement the school's mission. 	<ul style="list-style-type: none"> Leader enacts a diverse array of community resources to implement the school's mission through the engagement of others (e.g., school improvement team, task force). 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise builds the capacity of teacher-leaders, assistant principals, or other school-level leaders to leverage community resources to achieve the school mission. Leader advocates at the district or state level to build strategic partnerships with community organizations.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.			
Artifact review			
360-degree survey			
School climate survey			
Rating for this Standard Indicator:			

Core Proposition 2. Strategic Leadership for Results

2.1 Organizational Capacity: The leader builds organizational capacity by developing leadership competency in others.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader does not use an established process to screen applicants' competencies during hiring process or does not engage with other key school and district personnel in hiring decisions. Leader does not provide leadership development opportunities and/or does not distribute leadership responsibilities across staff. 	<ul style="list-style-type: none"> Leader screens applicants' competencies during hiring process and engages with other key school and district personnel in hiring decisions. Leader makes leadership development opportunities available to interested staff and distributes formal and informal leadership responsibilities by matching school needs with staff talents. 	<ul style="list-style-type: none"> Leader establishes a process for screening applicants' competencies based on current school leadership needs and engages with other key school and district personnel in hiring decisions. Leader has a process in place for matching staff leadership talent with school needs through assignment of formal and informal leadership responsibilities. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> Leader advocates at the district or state level for strategic recruitment of applicants based on current leadership needs. Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, or others to recognize talent and appropriately delegate leadership responsibility.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.			
Artifact review			
360-degree survey			

Rating for this Standard Indicator:

Core Proposition 2. Strategic Leadership for Results (continued)

2.2 Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader does not have strategic management systems in place to support the effective and efficient use of the organization's fiscal, operational, and human resources. 	<ul style="list-style-type: none"> Leader establishes or maintains strategic management systems to support the effective and efficient use of the organization's fiscal, operational, and human resources. 	<ul style="list-style-type: none"> Leader establishes or maintains, monitors, and adjusts, with input from others, strategic management systems using data, to maximize effective and efficient use of the organization's fiscal, operational, and human resources. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise builds the capacity of teacher-leaders, assistant principals, or other principals to establish or maintain, monitor, and adjust strategic management systems using data, to maximize effective and efficient use of the organization's fiscal, operational, and human resources. Leader engages in district- or state-level committees or projects to improve strategic management systems to improve use of financial, operational, or human resources.
Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.			
Artifact review			
360-degree survey			
Rating for this Standard Indicator:			

Core Proposition 3. Supports for Learning

3.1 Support for Students: The leader develops a system to support all students socially, emotionally, and intellectually.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader has inconsistent or inefficient systems or processes in place to support students socially, emotionally, and intellectually in their development, learning, and achievement. Leader does not allocate adequate staffing or funding to social and clinical support services. Leader does not communicate with students and parents/caregivers about the availability of social and clinical support services. 	<ul style="list-style-type: none"> Leader establishes or maintains social and clinical support services that ensure all students are supported socially, emotionally, and intellectually in their development, learning, and achievement.¹ Leader ensures that social and clinical support services are accessible to all students by allocating adequate staffing and funding to these services. Leader ensures appropriate communication occurs with students and parents/caregivers about the availability of social and clinical support services. 	<ul style="list-style-type: none"> Leader monitors and adjusts, with input and ideas from others, established social and clinical support services to ensure all students are supported socially, emotionally, and intellectually in their development, learning, and achievement¹ in response to data and feedback. Leader monitors the funding and staffing of social and clinical support services for students and makes adjustments. Leader collaborates with other staff to communicate with students and parents/caregivers about the availability of social and clinical support services, and monitors and adjusts communications strategies based on feedback. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise develops the capacity of teacher-leaders, assistant principals, or others to support, monitor, and adjust social and clinical support services. Leader participates in district-level policy discussions regarding the effectiveness of social and clinical support services effectiveness. Leader collaborates with district-level staff to communicate with students and parents/caregivers about the availability of social and clinical support services.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifact review				
360-degree survey				
Observations				
Rating for this Standard Indicator:				

¹ For example, IEP teams, guidance counselor services

Core Proposition 4. Teaching and Learning

4.1 Instructional Focus: The leader ensures teaching and learning are the primary focus of the organization.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader does not communicate high expectations for students' achievement to students, teachers, other school staff, parents, caregivers, or the broader community. Leader has no system in place to monitor teachers' use of instructional learning time. Leader's plans for professional development are not consistently focused on improving instructional practices and student learning. Leader does not prioritize use of own time to focus on supporting instructional practice and student learning. 	<ul style="list-style-type: none"> Leader communicates high expectations for all students' achievement to students, teachers, and other school staff. Leader establishes or maintains a system for monitoring teachers' use of instructional learning time. Leader plans teacher professional development that is focused on improving instructional practices and student learning. Leader plans use of own time to place a priority on supporting instructional practice and student learning. 	<ul style="list-style-type: none"> Leader communicates high expectations for all students' achievement to students, teachers, other school staff, parents/caregivers, and the broader community. Leader monitors teachers' use of instructional learning and planning time, and adjusts schedules and processes to protect this time with input from teachers. Leader engages others (e.g., school leadership team, chairpersons) in identifying and aligning professional development offerings with staff needs based on evaluation or other information. Leader monitors and adjusts use of own time to place a priority on supporting instructional practice and student learning. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise develops the capacity of teachers, teacher-leaders, assistant principals, and/or other school-level leaders on strategies for aligning professional development offerings with staff needs based on evaluation or other data. Leader contributes to district-level efforts to link evaluation results and improved professional development. Leader coaches or otherwise develops the capacity of teacher-leaders, assistant principals, and/or other school-level leaders on strategies for monitoring and improving teachers' use of instructional time.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifact review				
360-degree Survey				
Observations				

Rating for this Standard Indicator:

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Core Proposition 4. Teaching and Learning (continued)

4.2 Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> ▪ Leader does not establish or maintain an aligned system of curriculum, instruction, and assessment. ▪ Leader does not establish or maintain procedures for curriculum alignment and coordination within each content area or across grade levels. ▪ Leader does not align curricular resources, assessments, and supports with school or district improvement plans. ▪ Leader does not provide teachers with data to drive instructional planning and/or does not provide teachers with opportunities to collaboratively examine assessment data. 	<ul style="list-style-type: none"> ▪ Leader establishes or maintains curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on college- and career-ready standards ▪ Leader ensures that time and procedures for curriculum alignment and coordination are adhered to within each content area and across grade levels. ▪ Leader aligns curricular resources, assessments, and supports with school or district improvement plans. Leader provides teachers with data to drive differentiated instructional planning. 	<ul style="list-style-type: none"> ▪ Leader establishes or maintains systems that engage staff and others in routinely monitoring and adjusting curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on college- and career-ready standards. ▪ Leader ensures that time and procedures for curriculum alignment and coordination are adhered to within each content area, across grade levels, and across content areas. ▪ Leader monitors alignment of curricular resources, assessments, and supports with school or district improvement plans and makes adjustments. ▪ Leader supports varied opportunities for teacher analysis of assessment data to drive differentiated instructional planning. ▪ Leader encourages teachers and staff to try new instructional approaches or curriculum that hold high potential for improving learning. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does two or more of the following:</p> <ul style="list-style-type: none"> ▪ Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, or others to continuously improve curriculum, instruction, and assessment to ensure an aligned system where all student learning is based on college- and career-ready standards. ▪ Leader creates structures that allow teacher-leaders, assistant principals, and/or other school-level leaders to reflect upon and improve systems for ensuring curriculum alignment and coordination. ▪ Leader participates on state- or district-level committees to make strategic decisions about resource allocations. ▪ Leader coaches or otherwise builds the capacity of teacher-leaders, assistant principals, and/or other school-level leaders to support opportunities for teachers' use of assessment data.

4.2 Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
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Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader’s performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifact review				
360-degree Survey				
Observations				
Student learning objective quality review				

Rating for this Standard Indicator:

Core Proposition 4. Teaching and Learning (continued)

4.3 Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.				
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)	
<ul style="list-style-type: none"> Leader convenes postobservation conference with teachers about observed instructional practice, which focus primarily on synthesizing or summarizing observed actions. Leader's comments do not include feedback on practice, are not evidence based, or are not actionable given classroom contexts. Leader speaks more than 50 percent of the time during postobservation conference, offering few opportunities for teachers to take an active role. Leader does not end the postobservation conference with action steps that include accessing professional growth opportunities linked to evaluation results. 	<ul style="list-style-type: none"> Leader convenes postobservation conversations with teachers about observed instructional practice, offering general feedback based on evidence from observations. Leader prompts teachers to participate in the conversation but uses low-level questions to clarify observations and teacher actions. Leader ends postobservation conference with action steps that include accessing professional growth opportunities linked to evaluation results but does not follow up to ensure teachers obtain access to identified supports. 	<ul style="list-style-type: none"> Leader convenes postobservation conversations with teachers, engages in meaningful conversations with teachers about instructional practice, and offers specific, actionable feedback based on evidence from observations. Leader uses a mix of low-level, factual questions and high-level reflective questions to support teachers in taking an active role in conversations about teacher practice and in making decisions about next steps for improvement. Leader provides teachers access to targeted quality professional growth opportunities based on needs identified through regular observation of teacher practice. Leader uses questions to elicit teacher-led discussion about instructional practice quality, effectiveness, and improvement. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise builds the capacity of assistant principals, coaches, or others to give high-quality feedback to teachers and other staff about instruction and job performance. Leader coaches or otherwise builds the capacity of assistant principals, coaches, or others to provide teachers with targeted quality professional growth opportunities based on needs identified through regular observation of teacher practice. 	
Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.				
360-degree Survey				
Observations				
Rating for this Standard Indicator:				

Core Proposition 5. Culture

5.1 Relationship Building: The leader builds authentic, productive relationships with and among students, staff, parents/caregivers, and the community in the interest of student learning.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader does not consistently establish or maintain trusting and productive relationships with students, staff, parents/caregivers, and community members. Leader does not plan or provide opportunities for teachers and other school staff to build relationships with parents and caregivers through school-based events. 	<ul style="list-style-type: none"> Leader establishes and maintains trusting and productive relationships through listening, teamwork, and collaboration with students, staff, parents/caregivers, and community members. Leader provides opportunities for teachers and other school staff to build relationships with parents and caregivers through school-based events. 	<ul style="list-style-type: none"> Leader establishes and maintains trusting and productive relationships between students, staff, and parents/caregivers in the school, and uses information to improve relationships among all parties. Leader actively and systematically seeks ideas and input on how to improve trust and relationships among students, staff, parents/caregivers, and others in the school. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, and/or other school-level leaders about gathering feedback and reflecting and adjusting on strategies for building and maintaining effective relationships with students, staff, and parents/caregivers. Leader works at the district or state level to create and implement initiatives to improve community relationships and communications.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.			
Artifacts			
School climate survey			
Observations			
School walkthroughs (optional)			
Rating for this Standard Indicator:			

Core Proposition 5. Culture (continued)

5.2 Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> ▪ Leader does not consistently demonstrate respect for diversity² in his or her communications and actions. ▪ Leader does not collect or review disaggregated student participation, behavior, or performance data for patterns of inequality. ▪ Leader does not plan opportunities for students or staff to experience diverse perspectives and cultures through programs and curriculum. ▪ Leader plans nondiscriminatory policies, procedures, and programs but inconsistently ensures equitable access to high-quality services for all students in the least restrictive environment. 	<ul style="list-style-type: none"> ▪ Leader demonstrates respect for diversity⁴ in his or her communications and actions. ▪ Leader collects disaggregated student participation, behavior, and performance data for patterns of inequality. ▪ Leader provides opportunities for students and staff to experience diverse perspectives and cultures through programs and curriculum. ▪ Leader implements nondiscriminatory policies, procedures, and programs and ensures equitable access to high-quality services for all students in the least restrictive environment. 	<ul style="list-style-type: none"> ▪ Leader sets clear expectations among staff, students, and others about respect for diversity,⁴ holds individuals accountable for respectful behavior, and puts programs in place to address disrespectful behavior. ▪ Leader engages with others in examining disaggregated student participation, behavior, and performance data for patterns of inequality and encourages staff to raise questions and suggest solutions for improving student access, equity, and performance. ▪ Leader engages with others in determining improvements to programs and curriculum in ways that better integrate of diverse perspectives and cultures into students' and staff's experiences. ▪ Leader monitors and adjusts nondiscriminatory policies, procedures, and programs and ensures equitable access to high-quality services for all students in the least restrictive environment. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following:</p> <ul style="list-style-type: none"> ▪ Leader advocates at the district or state level for programs, procedures, and policies that promote respect for diversity.⁴ ▪ Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, or others about monitoring and adjusting programs and curriculum to ensure enrichment of the learning environment through integration of diverse perspectives and cultures into students' and staff's experiences. ▪ Leader coaches or otherwise supports the learning of assistant principals or peers on strategies for implementing nondiscriminatory policies, procedures, and programs to ensure equitable access to high-quality services for all students in the least restrictive environment.

² The MSFE LEPG Rubric uses the National Board's definition of diversity to mean diversity in age, gender, sexual orientation, physical characteristics, race, ethnicity, culture, primary language, origin of birth, socioeconomic status, family configuration, religion, abilities, achievements, and exceptionalities.

5.2 Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.

Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
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Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader’s performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifacts				
School climate survey				
School walkthroughs (optional)				

Rating for this Standard Indicator:

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Core Proposition 5. Culture (continued)

5.3 Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader does not create or maintain classroom management protocols, safety systems, or staff development on safe learning environments. Leader is inconsistent in implementation of disciplinary decisions and actions resulting in unfair or inequitable implementation of disciplinary policies and procedures. 	<ul style="list-style-type: none"> Leader oversees compliance of classroom management protocols, safety systems, and staff professional development on safe learning environments. Leader implements disciplinary decisions and actions according to established policies and procedures. Leader encourages staff to gather feedback from students about student experiences and connectedness to the school, and uses feedback to improve school-wide practices. 	<ul style="list-style-type: none"> Leader engages in routine conversation about ways to improve classroom management, classroom culture, and safety within the school. Leader monitors the consistency of disciplinary decisions and actions and adjusts practice to ensure fair and equitable implementation of disciplinary policies and procedures. Leader actively and systematically gathers feedback from students about their experience and connectedness to the school, and uses feedback to improve school-wide practices. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does two or more of the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise builds capacity of assistant principals and others in establishing and improving classroom management and school safety systems. Leader participates in state and/or district efforts to design systems to ensure consistent implementation of school safety and classroom management protocols.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifacts				
School climate survey				
Observations				
School walk-throughs*				

(*optional)

Rating for this Standard Indicator:

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Core Proposition 6. Ensuring Professionalism

6.1 Rational and Transparent Decision-Making: Provides a firm rationale for decision making, considering the needs of the school community.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader does not consistently emphasize student learning as the first priority for the organization when making key decisions or balance competing interests and needs of various stakeholders. Leader does not articulate how and why decisions were made. 	<ul style="list-style-type: none"> Leader's rationale for key decisions is consistent in emphasizing student learning as the first priority for the organization, and in balancing competing interests and needs of various stakeholders. Leader models transparent decision making, to the extent possible, by articulating how and why decisions were made. 	<ul style="list-style-type: none"> Leader examines consistency in prioritizing student learning and balancing competing interests and needs of various stakeholders, and makes adjustments as needed. Leader models transparent decision making, to the extent possible, by involving others in the decision-making process and articulating how and why decisions were made. Leader actively encourages staff and others to engage in group decision-making processes that require collaboration and model careful decision making. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or both of the following:</p> <ul style="list-style-type: none"> Leader participates in state- and/or district-level efforts to emphasize student learning as the first priority in critical organizational decisions. Leader coaches or otherwise builds capacity of assistant principals and others on ways to improve decision making.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifact review				
360-degree survey				
Observations				

Rating for this Standard Indicator:

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Core Proposition 6. Ensuring Professionalism (continued)

6.2 Professional Conduct: The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders.			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader's practice includes one or more incidents of unprofessional or unethical behavior. Leader does not communicate expectations for professionalism or ethical behavior to staff or others employed by the school. 	<ul style="list-style-type: none"> Leader's practice includes no incidents of unprofessional or unethical behavior. Leader communicates school-wide expectations for professionalism and ethical behavior by staff or others employed by the school. 	<ul style="list-style-type: none"> Leader consistently models professionalism in his or her communications and actions. Leader establishes new staff onboarding processes that include expectations for professional behavior in the school. Leader personally and/or through efforts of the school leadership team monitors staff and others employed by the school to hold them accountable for inappropriate, unethical, or unprofessional behavior. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, or others on how to maintain a high degree of professionalism and ethical behavior.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.

Artifact review				
360-degree survey				

Rating for this Standard Indicator:

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Core Proposition 7. Reflection and Growth

7.1 Self-Reflection and Continuous Improvement: The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement			
Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
<ul style="list-style-type: none"> Leader does not reflect on practice to set goals or create a professional development plan. Leader does not complete all activities in his or her professional growth plan. Leader does not seek feedback from others on his or her practice. 	<ul style="list-style-type: none"> Leader reflects on practice, sets goals, and creates a professional development plan to accomplish these goals. Leader completes all activities in his or her professional growth plan. The leader regularly seeks feedback from others on his or her practice. 	<ul style="list-style-type: none"> Leader reflects on practice using evidence, sets goals, and creates a professional development plan to accomplish these goals. Leader completes all activities in his or her professional growth plan and applies learning to school operations, adjusting the plan as needed with support of the evaluator. The leader regularly seeks feedback from others on his or her practice and makes adjustments based on this information. 	<p>Leader demonstrates all of the behaviors listed at the effective level and also does one or more of the following:</p> <ul style="list-style-type: none"> Leader coaches or otherwise builds capacity of teacher-leaders, assistant principals, and/or other principals on goal setting as part of the professional development planning process. Leader coaches or otherwise teaches teacher-leaders, assistant principals, and/or other principals on applying learning to school operations.

Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator, which represents the leaders Professional Growth LEPG Rating.

Professional development plan review				
				Professional Growth Rating:

Calculating the Professional Practice Rating

Evaluators may use the following space to calculate the leader’s professional practice and professional growth ratings based on performance as it relates to each of the Core Propositions and Standard Indicators. The evaluator should reference the ratings worksheet space under each Standard Indicator and record 1 through 4 in the space below. The evaluator may then add up the total of each rating and divide by 14 (the total number of Standard Indicators used to measure professional practice) for the LEPG Professional Practice rating.

Core Prop	Standard Indicator	Rating
1. Vision, Mission, and Advocacy	1.1 Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through development of an aligned school mission.	
	1.2 Stakeholder Communication and Engagement: The leader communicates internally and externally to advance the organization’s vision and mission with stakeholders and the community.	
	1.3 Community Support: The leader leverages community resources to implement and revitalize the school’s mission.	
2. Strategic Leadership for Results	2.1 Organizational Capacity: The leader builds organizational capacity by developing leadership competency in others.	
	2.2 Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.	
3. Supports for Learning	3.1 Support for Students: The leader develops a system to support all students socially, emotionally, and intellectually.	
4. Teaching and Learning	4.1 Instructional Focus: The leader ensures teaching and learning are the primary focus of the organization.	
	4.2 Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.	
	4.3 Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.	
5. Culture	5.1 Relationship Building: The leader builds authentic, productive relationships with and among students, staff, and the community in the interest of student learning.	
	5.2 Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.	
	5.3 Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.	
6. Ensuring Professionalism	6.1 Rational and Transparent Decision-Making: Provides a firm rationale for decision making, considering the needs of the school community.	
	6.2 Professional Conduct: The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders.	
Total (add all numbers above)		
Divide by 14 (total number of Standard Indicators)		
LEPG Professional Practice Rating		

References

- Council of Chief State School Officers. (2008). *Educational leadership policy standards: ISLLC 2008*. Washington, DC: Author. Retrieved from http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf
- National Board for Professional Teaching Standards. (2010). *Accomplished principal standards*. Arlington, VA: Author. Retrieved from http://www.nbpts.org/sites/default/files/documents/FINAL%20PRINT%20VERSION_PRINCIPAL%20STANDARDS.pdf