Los Angeles Unified School District

Principal Supervisors' Leadership Framework

Educator Development and Support

Revised May 2023

The *LAUSD Principal Supervisors' Leadership Framework (v21)* Preface

The *LAUSD Principal Supervisors' Leadership Framework v21 (PSLF)* recognizes that leadership is an essential component of school and district success. As Louis, Leithwood, Wahlstrom, & Anderson found in their longitudinal study of school leadership, "Leadership matters. We have not found a single case of a school improving its student achievement record in the absence of talented leadership" (2010, p. 9). Principal supervisors play a key role in building the capacity of site administrators to effectively lead their schools.

The *LAUSD Principal Supervisors' Leadership Framework v21* describes actions that principal supervisors take to support school leaders in the development of systems, structures, and school cultures that collectively contribute to improved student learning and teacher effectiveness. The purpose of this framework is to provide a tangible and concrete picture of how principal supervisors can effectively support principals. The framework can be used by current and future principal supervisors to assess their effectiveness and guide their growth and development.

Successful principal support cannot be reduced to a single style or element. Leadership involves many disparate and related skills that must be developed over time. Successful principal supervisors are able to determine both their leadership strengths and where they need to develop additional skills, in order to build the capacity of the principals and schools with whom they work. They understand how to adapt their leadership for the context, people, and situations they encounter at a specific point in time. They are able to reflect on their beliefs, data, choices, and the results of their actions,

using these reflections to determine subsequent choices and actions likely to result in productive outcomes.

The standards, components and elements of the *LAUSD Principal Supervisors' Leadership Framework v21* enable district personnel to identify and select principal supervisors who have a high likelihood of success in supporting school leaders. In addition, the PSLF can be used to evaluate current principal supervisors to determine their effectiveness against a common standard of criteria. Finally, the PSLF can be used to provide principal supervisors and *their* supervisors with a road map for next steps in growth and development.

The *LAUSD Principal Supervisors' Leadership Framework v21*:

- Provides all LAUSD stakeholders with a common definition of effective principal supervision
- Focuses attention on the behaviors principal supervisors exhibit to build leadership capacity, improve student outcomes, teacher effectiveness, and school culture
- Provides an organizing tool for all efforts to improve the quality of school and district leaders in LAUSD

Structure

The *LAUSD Principal Supervisors' Leadership Framework v21* is comprised of six standards. These standards are further divided into components and elements—behaviors or actions in relation to particular leadership skills. It is not always possible to see the actions that a leader takes. Therefore, to accurately measure the impact of effective leadership the PSLF also includes examples of evidence for

each element, including artifacts from events; samples of documents; observation notes or other materials from the supervisor's practice; observable behaviors of site leaders, staff, students or families; and written, visual, or auditory information on school systems. These examples are not meant to be exhaustive, but to indicate some of the ways in which principal supervisors and *their* supervisors can provide evidence of current performance in particular areas (elements). The role of the leader is to ensure that the standards, components and elements are demonstrated or implemented, and they may delegate pieces of work or create systems to do so.

These standards, components, and elements are aligned with the 2015 *Model Principal Supervisor Professional Standards*[1] and LAUSD's *Position Description for Principal Supervisors* and are consistent with research-based leadership practices derived from the work of multiple researchers who focus on district leadership and building the capacity of school leaders.

LAUSD Principal Supervisors' Leadership Framework v21 – An overview of the standards

I. Personal Leadership and Professional Growth—Principal supervisors have a responsibility to engage in their own learning, modeling reflective practice, ethical decision-making, professional growth and other learning-centered leadership behaviors. A critical aspect of successful principal supervisors is their role in leadership coaching, and thus a significant portion of Standard 1 articulates specific coaching skills that a principal supervisor must develop.

---

[1] Council of Chief State School Officers. (2015). *Model principal supervisor professional standards*

2015. Washington, DC:CCSSO. Retrieved from http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Principal Supervisor Professional Standard 1
Principal Supervisor Professional Standard 7

II. Change Management and Vision—
Principal supervisors support principals in creating, maintaining and communicating a shared vision around high expectations for student learning. They help school leaders determine the need for change and adapt to those changes. A culture of continuous improvement fosters positive change in relation to the school's shared vision and goals.

Principal Supervisor Professional Standard 1
Principal Supervisor Professional Standard 5
Principal Supervisor Professional Standard 8

III. Leadership Capacity—The heart of
principal supervisors' work is their ability to build the leadership capacity and skills of the principals and leadership teams with whom they work. To this end, they coach, support, and evaluate school leaders, providing professional development to their network of principals and opportunities for collaboration and peer support among these site leaders.

Principal Supervisor Professional Standard 1
Principal Supervisor Professional Standard 2
Principal Supervisor Professional Standard 3
Principal Supervisor Professional Standard 4
Principal Supervisor Professional Standard 6

IV. Culture for Learning—Building a culture for
learning occurs on multiple levels. First, principal supervisors provide a safe climate for principals to learn from one another in supportive and collaborative structures. Second, principal supervisors help school leaders design and sustain welcoming learning environments, learning to resolve conflict, promote social-emotional learning (SEL),

demonstrate cultural proficiency, and implement PBIS practices.

Principal Supervisor Professional Standard 2
Principal Supervisor Professional Standard 5
Principal Supervisor Professional Standard 6

V. Advocacy and Representation—Principal
supervisors are frequently called upon to mediate between groups within a school system or district. They represent district policies and beliefs when communicating with family and community members, sometimes speaking on behalf of the Region Superintendent. They also advocate for individual schools and sometimes individual students to other entities within the district, in order to help these schools and families acquire the resources needed for success.

Principal Supervisor Professional Standard 5
Principal Supervisor Professional Standard 6

VI. Systems and Operations— Principal
supervisors support school leaders in the management of fiscal, material and human resources. They also play a critical role during transition times, including the selection and hiring of new principals for school sites. They have expert knowledge of district policies and legal requirements, and support principals in the implementation of these policies and requirements. Principal supervisors also assist schools in accessing the information and support needed to implement legal and district requirements.

Principal Supervisor Professional Standard 1
Principal Supervisor Professional Standard 5
Principal Supervisor Professional Standard 6
Principal Supervisor Professional Standard 7

Levels of Performance

The *LAUSD Principal Supervisors' Leadership Framework v21* consists of four levels of performance:

Ineffective principal supervisors demonstrate limited knowledge of the *LAUSD Principal Supervisors' Leadership Framework v21* and do not implement the standards. Their practice and outcomes require immediate attention, intervention and coaching on the part of *their* supervisors.

Developing principal supervisors are aware of effective leadership practices, but do not consistently or effectively implement those practices. They may demonstrate appropriate effort but may not be able to show evidence of impact. Their practice will benefit from support, modeling and coaching on the part of *their* supervisors.

Effective principal supervisors consistently implement effective leadership practices and demonstrate a wide range of skills across the leadership standards. In addition, members of their network community (i.e., principals) demonstrate effectiveness and growth that derive in part from the supervisor's leadership. Effective principal supervisors' benefit from support and coaching that pushes for depth in all aspects of their practice.

Highly Effective principal supervisors demonstrate extraordinary leadership, as indicated by sustained, consistent growth in knowledge and skills for nearly all members of their network community. They are leaders in building a positive culture for principals, while simultaneously building the capacity of principals to promote academic excellence across their schools. Highly effective principal supervisors build the capacity of others to effectively lead their schools and support one another. They benefit from a collaborative coaching relationship where they can focus on fine-tuning their own and others' capacity to lead.

LAUSD PRINCIPAL SUPERVISORS' LEADERSHIP FRAMEWORK v21

STANDARD 1: PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH	STANDARD 4: CULTURE FOR LEARNING
Component 1A: Learning-centered leadership behaviors 1. Demonstrates ethics, integrity and judgment 2. Manages time and prioritizes high-leverage activities 3. Uses reflection to inform decisions and actions 4. Participates in, and implements new learning from, professional development 5. Leads in situations of ambiguity or complexity 6. Demonstrates cultural proficiency and knowledge of the LAUSD competencies of social-emotional learning **Component 1B: Coaching competencies** 1. Prepares and uses artifacts and data analysis 2. Establishes interactions 3. Uses follow-up questions and responses 4. Facilitates action and closure	**Component 4A: Culture conducive to growth** 1. Establishes positive network[2] climate 2. Manages conflict resolution in the school or network community 3. Facilitates goal setting and attainment **Component 4B: Positive school culture** 1. Implements LAUSD's Safe School Plan and Discipline Foundation Policy 2. Monitors, assesses and supports culturally and linguistically responsive and equitable environments 3. Builds community outreach 4. Monitors, assesses and supports a focus on social-emotional learning (SEL)
STANDARD 2: CHANGE MANAGEMENT AND VISION	**STANDARD 5: ADVOCACY AND REPRESENTATION**
Component 2A: Change management 1. Builds capacity of school leaders to adapt to and manage change 2. Communicates a sense of urgency for sustainable change **Component 2B: District vision** 1. Monitors and supports schools' implementation of a vision of high expectations 2. Communicates the vision to stakeholders 3. Communicates effectively to the school community	**Component 5A: Families and community members** 1. Provides district representation to the community 2. Addresses community concerns and priorities 3. Provides support for parent education and engagement activities 4. Provides support and advocacy for community partnerships that support students and schools **Component 5B: Students and schools** 1. Advocates for students 2. Provides school advocacy and advisement to the district
STANDARD 3: LEADERSHIP CAPACITY	**STANDARD 6: SYSTEMS AND OPERATIONS**
Component 3A: Professional development 1. Provides coaching and support 2. Ensures professional development 3. Creates networks and supports collaboration 4. Uses data analysis **Component 3B: Instructional leadership development** 1. Supports principals' instructional leadership 2. Monitors curriculum implementation **Component 3C: Principal performance** 1. Conducts formal and informal observations 2. Provides actionable feedback 3. Manages evaluation processes	**Component 6A: People, time and resources** 1. Supports the alignment of budget and staffing with district needs and goals 2. Ensures hiring processes are followed 3. Facilitates the selection process when hiring a principal 4. Supports the development of allocations for staff, schedules and space 5. Monitors the allocation of technology and other resources to support learning **Component 6B: District and outside services** 1. Communicates and coordinates with internal services 2. Communicates with external services 3. Demonstrates knowledge of relevant district policies and the law

---

[2] "Network" is the general term used throughout this framework to refer to the specific schools and school leaders that a principal supervisor supports. The specific term in use may vary by region.

The *LAUSD Principal Supervisors' Leadership Framework v20*: Document map

Standard
Broad category of principal supervisor's actions

Component
A group of related behaviors within the standard

Element
Sub-category of a component, and the level at which the rubrics are written

Principal Supervisor's Rating
Determined by the body of evidence provided for that element

Definitions
To clarify language in the levels of performance

Levels of Performance
The degree to which the element has been mastered

Evidence Guide for
Standard 1, Personal Leadership and Professional Growth

Examples of Evidence
The types of artifacts or observation notes that will provide objective evidence of practice for this element. Not an exhaustive list.

Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH

A) Learning-centered leadership behaviors

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Demonstrates ethics, integrity and judgment	Violates the tenets of integrity or ethical behavior within or outside the district or knowingly or carelessly violates administration of region policies or resources. Stake-holders[3] articulate concerns regarding the principal supervisor's behavior, integrity, administration of district policies, or professional judgment[4] when making decisions or taking action.	Inconsistently demonstrates ethical behavior and integrity in interactions within or outside the district; generally administers district policies and resources with fidelity. Stakeholders may question the principal supervisor's behavior, integrity, adminis-tration of district policies, or profess-ional judgment in decision-making or actions.	Consistently models ethical behavior and integrity in interactions within and outside the district and administers district policies and resources with fidelity; exhibits professionalism when interacting with all members of the district community. Most stakeholders recognize the principal supervisor as one who exhibits integrity, ethical behavior, and sound professional judgment[5] in decision-making and actions.	Continuously demonstrates and transparently mo ' ' ethical behavior and i in all interactions wit outside the district an administers district pc and resources with fic positively influences culture of profession- among all members o district community. Stakeholders recogni ... principal supervisor as one who models integrity and ethical behavior, and who uses sound professional judgment in decision-making and actions.	• Surveys of principals ... district ...taff, ... and ...bers ...of funds ...e has • Communication records – emails, texts, inter-office correspondence
2. Manages time and prioritizes high-leverage activities	Does not identify high-leverage activities for his/her network of schools based on data; fails to organize sched-ule, or focuses primarily on low-priority activities. Does not appropriately delegate responsibilities; consequently, high-leverage activities and district priority areas (e.g., instruction) receive inadequate or no attention.	Inconsistently identifies high-leverage activities for his/her network of schools based on data; organizes schedule and delegates responsibilities so that high-leverage activities and district priority areas (e.g., instruction) receive limited attention.	Collaboratively identifies high-leverage activities for his/her network of schools based on data; proactively organizes schedule, strategically facilitates, supports and monitors schools' progress so that high-leverage activities and district priority areas (e.g., instruction) take precedence.	Systematically and collaboratively identifies high-leverage activities for his/her network of schools based on data; proactively organizes schedule and strategic-ally delegates and monitors individual principals' responsibilities so that high-leverage activities and district priority areas (e.g., instruction) take precedence. Collaborates with principals to ensure that their time is aligned with the highest-leverage activities.	• Weekly schedule of completed school visits and other interactions • Notes from school-site visits • Coaching records, evidence from site visits, goal review meetings • To-do list; weekly log of time spent • Agendas/plans for principal network and PD meetings

[3] For principal supervisors, stakeholders include site administrators, school leadership teams, teachers, classified staff, parents and students within a principal supervisor's network of schools.

[4] www.dictionary.com defines "judgment" as the ability to judge, make a decision, or form an opinion objectively, authoritatively, and wisely, especially in matters affecting action; good sense; discretion.

[5] http://www.thefreedictionary.com and http://english.stackexchange.com define "sound judgment" as the capacity to assess situations or circumstances shrewdly and to draw competent, sensible, or valid conclusions.

Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH A) *Learning-centered leadership behaviors*					Evidence Guide for *Standard 1, Personal Leadership and Professional Growth*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Demonstrates ethics, integrity and judgment	Violates the tenets of integrity or ethical behavior within or outside the local district, or knowingly or carelessly violates administration of local district policies or resources. Stakeholders[1] articulate concerns regarding the principal supervisor's behavior, integrity, administration of district policies, or professional judgment[2] when making decisions or taking action.	Inconsistently demonstrates ethical behavior and integrity in interactions within or outside the local district; generally administers district policies and resources with fidelity. Stakeholders may question the principal supervisor's behavior, integrity, administration of district policies, or professional judgment in decision-making or actions.	Consistently models ethical behavior and integrity in interactions within and outside the local district and administers district policies and resources with fidelity; exhibits professionalism when interacting with all members of the district community. Most stakeholders recognize the principal supervisor as one who exhibits integrity, ethical behavior, and sound professional judgment[3] in decision-making and actions.	Continuously demonstrates and transparently models ethical behavior and integrity in all interactions within and outside the local district and administers local district policies and resources with fidelity; positively influences the culture of professionalism among all members of the district community. Stakeholders recognize the principal supervisor as one who models integrity and ethical behavior, and who uses sound professional judgment in decision-making and actions.	• Surveys of principals • Observation of interactions with district and school-site staff, parents, students and community members • Documentation of funds over which he/she has responsibility or influence • Communication records – emails, texts, inter-office correspondence
2. Manages time and prioritizes high-leverage activities	Does not identify high-leverage[4] activities for his/her network[5] of schools based on data; fails to organize schedule, or focuses primarily on low-priority activities. Does not appropriately delegate responsibilities; consequently, high-leverage activities and local district priority areas (e.g., instruction) receive inadequate or no attention.	Inconsistently identifies high-leverage activities for his/her network of schools based on data; organizes schedule and delegates responsibilities so that high-leverage activities and local district priority areas (e.g., instruction) receive limited attention.	Collaboratively identifies high-leverage activities for his/her network of schools based on data; proactively organizes schedule, strategically facilitates, supports and monitors schools' progress so that high-leverage activities and local district priority areas (e.g., instruction) take precedence.	Systematically and collaboratively identifies high-leverage activities for his/her network of schools based on data; proactively organizes schedule and strategically delegates and monitors individual principals' responsibilities so that high-leverage activities and local district priority areas (e.g., instruction) take precedence. Collaborates with principals to ensure that their time is aligned with the highest-leverage activities.	• Weekly schedule of completed school visits and other interactions • Notes from school-site visits • Coaching records, evidence from site visits, goal review meetings • To-do list; weekly log of time spent; action plans • Agendas/plans for principal network and PD meetings • Records of completion (on time list) of district priority tasks (e.g., EDST/ EDSSL process, EL monitoring) • Data performance dialogue or team off-cycle meetings/agendas

[1] For principal supervisors, stakeholders include site administrators, school leadership teams, teachers, classified staff, parents and students within a principal supervisor's network of schools.

[2] www.dictionary.com defines "judgment" as the ability to judge, make a decision, or form an opinion objectively, authoritatively, and wisely, especially in matters affecting action; good sense; discretion.

[3] http://www.thefreedictionary.com and http://english.stackexchange.com define "sound judgment" as the capacity to assess situations or circumstances shrewdly and to draw competent, sensible, or valid conclusions.

[4] City et al (2009) define "high-leverage" as something that "if acted on, would make a significant difference for student learning" (p. 102).

[5] "Network" is the general term used throughout this framework to refer to the specific schools and school leaders that a principal supervisor supports. The specific term in use may vary by local district.

Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH A) *Learning-centered leadership behaviors*					Evidence Guide for *Standard 1, Personal Leadership and Professional Growth*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
3. Uses reflection to inform future decisions and actions	Rarely engages in reflective practices, or limited reflections do not use criteria and data, nor do they result in a change in practice or professional growth.	Occasionally or inaccurately reflects on the results of decisions made or actions taken, and uses general impressions or limited criteria and data to inform future decisions or actions; occasionally encourages principal reflection. Inconsistent or inaccurate reflection results in minimal changes in practice or professional growth.	Regularly and accurately uses criteria and data to reflect on the results of decisions made or actions taken; uses reflection to inform future decisions or actions; models reflective practice in relation to LAUSD's vision and goals[6] and supports principals to do the same. Professional growth and changes in practices within the principal supervisor's network of schools can be attributed to the principal supervisor's reflections.	Systematically and accurately uses criteria and data to reflect on the results of decisions made or actions taken over time, and systematically uses reflection to inform future decisions or actions; establishes a culture of regular opportunities for principal reflection and self-assessment in relation to LAUSD's vision and goals. The reflective culture of the principal supervisor's network of schools contributes to a climate of ongoing or sustained growth and improvement of practice.	• *MyPGS* EDSSL Self-Assessment • *MyPGS* Initial Growth Plan • Growth Planning, Midyear and End-of-Year Conference notes • Evidence of providing opportunities for others to engage in personal reflection (e.g., reflection sheets from network meetings) • Reflective journal or data reflection tool • Reflection on school experience survey data for network of schools • Notes from principal supervisor PLCs, peer-to-peer planning • PD plans include principal reflection opportunities • News clips/articles
4. Participates in, and implements new learning from, professional development	Ignores or dismisses the use of data, or is subjective, when determining his/her professional development needs. Rarely participates in professional development, or does not implement, or support the implementation of, current, research-based learning from professional development.	Uses some data analysis to determine his/her professional development needs. Occasionally participates in professional development to enhance content knowledge or leadership skills. Attempts to implement, or support the implementation of, current, research-based learning from professional development, but with limited impact.	Analyzes data to determine his/her professional development needs. Actively and regularly seeks out opportunities for professional development to enhance content knowledge or leadership skills. Implements, or supports the implementation of, current, research-based learning from professional development and tracks the degree to which practice has changed or the network schools impacted.	Models the systematic analysis of data to determine professional development needs. Actively models and regularly seeks out opportunities for professional development to enhance content knowledge and leadership skills. Models and works with peers or principals to implement current, research-based learning from professional development and tracks the degree to which practices have changed and the network schools impacted.	• Reflective notes identify PD needs • Collaboration time with other principal supervisors • Implementation of action steps from Growth Plan in *MyPGS* • Communication, staff surveys, observation notes, etc., re: how principal supervisor has implemented new learning and the impact on his/her network of schools • Transcripts of professional coursework • Membership in and attendance at professional organizations and conferences • Regular attendance and involvement in administrator or local district PD • Book/journal subscriptions • Webinar participation • Network presentations • Network school/student data

---

[6] LAUSD's goals, such as 100% graduation and 100% attendance, are outlined in the Strategic Plan: https://achieve.lausd.net/Page/477

Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH *A) Learning-centered leadership behaviors*					Evidence Guide for *Standard 1, Personal Leadership and Professional Growth*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
5. Leads in situations of ambiguity or complexity	Is uncertain regarding how to proceed or hesitant to lead when confronted with unfamiliar, volatile or uncertain situations. Reacts emotionally or without thinking of consequences and is unable to change course or manage the elements of change when information is contradictory.	Provides inconsistent leadership when confronted with unfamiliar, volatile or uncertain situations. Reacts to incomplete or contradictory information when managing change, resulting in confusion or minimally effective outcomes.	Provides consistent leadership, guided by policy when appropriate, even when confronted with unfamiliar, volatile, or uncertain situations. Reacts thoughtfully to contradictory or incomplete information, seeking more information when possible. This leads to broader understanding and acceptance by others, and ultimately to positive outcomes.	Provides consistent leadership, guided by policy when appropriate, and builds principals' capacity to lead even when confronted with unfamiliar, volatile, and uncertain situations. Works with principals and models how to clarify and synthesize contradictory or incomplete information, so that change is well-managed and understood by individuals, challenges are viewed as learning opportunities, and positive outcomes are attained and accepted.	• Observation of supervisor's practice in uncomfortable or challenging conversations • School leaders' feedback re: the degree to which changes are working or not working • Principal supervisor articulates a rationale for the change • Stakeholders demonstrate a willingness to take risks in the midst of ambiguity • Communications to and between district leadership and school community members • Timeline for implementation includes feedback from stakeholders on proposed changes • Presentation slides on policy change • Meeting notes and agendas • Action plans • News clips / articles
6. Demonstrates cultural proficiency and knowledge of the LAUSD competencies of social-emotional learning	Rarely participates in opportunities to learn about other cultures or best practices to enhance social-emotional learning; may demonstrate cultural incapacity, cultural blindness[7], or social-emotional incompetence in interactions; does not provide leadership in the use of cultural knowledge, information on best practices surrounding social-emotional learning, or trauma-informed practices to guide school policies or decisions.	Occasionally participates in opportunities to learn about other cultures or best practices to enhance social-emotional learning; inconsistently models culturally-competent practices and social-emotional competencies in interactions; provides limited leadership in the use of cultural knowledge or information on best practices surrounding social-emotional learning, including trauma-informed practices, to guide school policies and decisions.	Initiates learning about other cultures and seeks out best practices to enhance social-emotional learning; models culturally-proficient practices and social-emotional competencies in interactions; provides leadership in the use of cultural knowledge and information on best practices surrounding social-emotional learning, including trauma-informed practices, to guide school policies and decisions.	Actively and regularly initiates learning about other cultures and seeks out best practices to enhance social-emotional learning; consistently models and leads culturally-proficient practices and social-emotional competencies in interactions; provides leadership in the collaborative use of cultural knowledge and information on best practices surrounding social-emotional learning, including trauma-informed practices, to guide school policies and decisions.	• Observation of supervisor's practice when interacting with stakeholders from diverse cultural groups • Principal supervisor demonstrates cultural proficiency and knowledge of social-emotional learning resulting from PD • Principal supervisor models flexibility in leadership style, validation of multiple cultures, respect • Observation of principal supervisor/stakeholder interaction • Implementation of trauma-informed practices that promote resilience

---

[7] These terms are defined in the article, "A culturally proficient lens," retrieved from https://www.naesp.org/sites/default/files/Quezada_ND13.pdf

Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH B) *Coaching competencies*					Evidence Guide for *Standard 1, Personal Leadership and Professional Growth*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Prepares and uses artifacts, and data analysis.	The coach's preparation is minimal, with poorly created questions that may only peripherally relate to the Framework, the coachee's goals, or organizational goals. The purpose and agenda of the session is not articulated or communicated. Time allocations are poorly planned. Minimal or no data is collected or analyzed to evaluate and monitor progress; trends and patterns in the data are not identified or used for planning or reflection.	The coach's preparation is limited, includes some prepared questions that are only peripherally related to the Framework, the coachee's goals, and/or organizational goals. The purpose and agenda of the session is articulated with some communication about time and place. Planned time allocations are inadequate. Data is collected or analyzed to evaluate and monitor the coachee's progress; however, trends and patterns in the data are minimally used for planning or reflection.	The coach's preparation includes open-ended questions, based on data and related to the Framework, the coachee's goals, and/or organizational goals. The purpose and agenda of the session is determined by the coach and coachee collaboratively. A warm-up session is used for general sharing, and reasonable time allocations are planned. Data is collected and used collaboratively, trends and patterns are used for planning, analysis, evaluation and monitoring the coachee's progress toward his/her goals, or the organization's goals, and provide evidence for one or more elements of the Framework.[8]	The coach models effective coaching preparation through his/her work with school leaders. Building on data analysis; prior reflective conversations, evidence and action items; and prioritized focus elements; the coach prepares open-ended, reflective questions related to the Framework, the coachee's professional goals and organizational goals. Each session's articulated purpose and agenda derives from collaboration between coach and coachee during the prior session. Warm-up questions are designed to provide the opportunity for the coachee to share challenges or to vent in a safe place. Coach and coachee share responsibility for communication of meeting time and place. The coach and coachee collaboratively collect and analyze data and artifacts from multiple sources (qualitative and quantitative), including observations of the coachee's interactions, to identify data trends in relation to the organization's vision. Coach and coachee use data to evaluate the coachee's progress toward his/her professional goals, monitor progress on goals, and prioritize focus elements of the Framework that will have the greatest influence on school improvement and student learning.	• Artifacts and other data sources used to evaluate the coachee's progress toward professional and organizational goals • Coaches analyze multiple sources and types of data and artifacts in order to prepare a coaching conversation that includes carefully-sequenced, targeted, open-ended questions in advance of meeting with a coachee in a coaching session • Reflective questions developed for the coachee prior to their meeting, based on data and the standards in the Framework • Evidence of arrangement and communication of logistics before each session

[8] Principals' professional goals should be aligned to one or more elements of the *LAUSD School Leadership Framework.*

Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH *B) Coaching competencies*					Evidence Guide for *Standard 1, Personal Leadership and Professional Growth*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
2. Establishes interactions	Interactions are sometimes negative, demeaning, sarcastic, disrespectful or inappropriate; or seldom take place. Communication is focused on compliance. The coach is rarely present for meetings (physically or mentally), does not provide support and violates confidentiality. The coachee does not confide in the coach, fails to follow through on action items and/or fails to attend pre-scheduled meetings. The coach's body language, eye contact, verbal and non-verbal responses are judgmental, or communicate disinterest, inattention or negative presuppositions.	Interactions are polite and formal. Communication may be cautious or wary, focused on compliance and doing what the coach has instructed. The coach is usually physically or mentally present for meetings, provides occasional support and maintains confidentiality. The coachee may not confide in the coach, sometimes fails to follow through on action items, or occasionally fails to attend pre-scheduled meetings. The coach's body language, eye contact, verbal and non-verbal responses are occasionally judgmental or inconsistently demonstrate the coach's presence and attentiveness to the coachee.	Interactions are professional, friendly, respectful, two-directional, and demonstrate caring. Communication, regardless of topic, is connected back to organizational goals, teaching and learning. The coach demonstrates his/her commitment to the coachee by being physically and mentally present for meetings, providing emotional support as needed, following through on action items, and maintaining confidentiality. The coachee is comfortable confiding in the coach over time. The coach's body language, eye contact, verbal and non-verbal responses are non-judgmental and demonstrate the coach's presence and attentiveness to the coachee.	The coach models interactions that reflect mutual respect, caring, cultural understanding, and sensitivity to local context. The coachee shares sensitive information with the coach, and they demonstrate open dialogue in a variety of contexts. Communication is connected to goals, teaching, learning, and professional growth. The coach and coachee demonstrate their mutual commitment by being physically and mentally present for meetings, following through on action items, and maintaining confidentiality regarding what each other has shared. The coachee and coach are comfortable taking professional risks with one another, and giving and receiving honest feedback. The coach and coachee demonstrate objectivity, support, presence and attentiveness to each other through their body language, eye contact, verbal and non-verbal responses.	• Use of verbal and non-verbal strategies to establish and maintain rapport • Observation of meetings where coaches interact with coachees in ways that establish, build, and maintain trust and rapport. • Demonstration of follow-through, confidentiality and commitment to coaching sessions • Observation of listening strategies designed to establish trust and communicate presence in the conference

Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH *B) Coaching competencies*					Evidence Guide for *Standard 1, Personal Leadership and Professional Growth*
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Uses follow-up questions and responses	The coach rarely uses paraphrasing, open-ended questioning, or summarizing, to respond to the coachee. The coach's follow-up questions and responses do not invite a thoughtful response, focus on the goals of the session, or challenge assumptions. The coach gives advice or directives in response to the coachee's answers. The coach either does not provide suggestions on how to complete administrative or instructional tasks (even when there is a need), or the suggestions are very general and/or inaccurate.	The coach occasionally uses paraphrasing, open-ended questioning or summarizing to respond to the coachee, with limited reflection on the part of the coachee. The coach's follow-up questions and responses sometimes invite a thoughtful response, but may be only peripherally focused on the overall goals identified in planning, and rarely challenge assumptions. Questions may focus on solving a specific problem, rather than understanding a larger system. As needed, the coach demonstrates or trains the coachee on an administrative or instructional task, but may not verify whether the coachee has mastered the task.	The coach regularly uses paraphrasing, open-ended questioning, and summarizing to respond to the coachee, resulting in self-assessment and reflection on the part of the coachee. The coach may synthesize the coachee's reflections, leading to big ideas or specific applications. The coachee is able to delay responding to a question if s/he needs time to think about it before answering. The coach's follow-up questions and responses are thought provoking, challenge assumptions while maintaining trust, focus on the overall goals identified in planning the session, and are framed around learning opportunities, rather than problems. As needed, the coach demonstrates and trains the coachee on specific instructional and/or administrative tasks, in a gradual release model, where the coachee eventually demonstrates the ability to do the task independently.	The coach models effective questioning by regularly using paraphrasing, open-ended questioning, and summarizing to help the coachee generate themes, big ideas and/or specific applications, in relation to current or future actions. The coachee is able to delay responding to a question, and brings the question back at a later time. The coach and coachee engage in a dialogue that is thought provoking, is focused on specific session goals and the coachee's overarching goals, challenges assumptions while maintaining trust, pushes practice forward, and is framed around learning opportunities and systems thinking. At the request of the coachee, the coach demonstrates and trains the coachee on specific instructional and/or administrative tasks, in a gradual release model, where the coachee eventually demonstrates the ability to do the task independently.	• Observation of questions and responses to promote the coachee's reflection and self-assessment, during and after the coaching session • Evidence that coaches ask targeted follow-up questions and respond to the coachee's answers in ways that encourage reflection and self-assessment. They encourage critical thinking around problems and potential solutions, always keeping in mind the specific goals of the coaching session as well as the over-arching goals for the year. When needed, coaches model specific tasks in a gradual release format. • Observation of questions and responses to challenge assumptions, frame learning opportunities, and push for broader or deeper solutions connected to goals • Observation of the use of instructional coaching as needed to teach a specific administrative or instructional task

Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH *B) Coaching competencies*					Evidence Guide for *Standard 1, Personal Leadership and Professional Growth*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
4. Facilitates action and closure	The coach provides little or no actionable feedback grounded in data or related to the discussion, and may provide negative or conciliatory feedback. The coachee does not articulate relevant next steps. Action items are either not articulated; not connected to the data, the Framework, or the organizational goals; or are imposed on the coachee by the coach. The coach fails to manage and communicate logistics during and/or after each session. Time is not monitored or used effectively to address the main topic. The coach rarely uses a timeline to guide scheduling, next steps or deadlines, resulting in scheduling conflicts, unrealistic deadlines or unmet goals. Meetings between coach and coachee end abruptly, or end with a general summary, but little discussion of action items.	The coach provides general actionable feedback that may or may not be grounded in data, built on the coachee's strengths, or related to the discussion. The coachee may articulate relevant next steps. The coach selects action items related to the data and discussion. Action items may or may not be linked to a specific element of the Framework or an organizational goal. The coach inconsistently manages and communicates logistics during and after each session. Time monitoring is uneven, so session goals are not fully accomplished. The coach occasionally uses a timeline to guide scheduling around major events, and to establish next steps and deadlines for progress monitoring of goals. The coach ends each meeting with a summary of key points, and articulation of action items.	The coach provides specific actionable feedback grounded in data, built on the coachee's strengths, and/or related to the discussion, and encourages the coachee to determine and articulate relevant next steps. The coach suggests action items from which the coachee may choose, and each action item is timely, relevant, linked to a specific element of the Framework, or to an organizational goal. The coach manages and communicates logistics during and after each session. S/he monitors time during the session so that goals are accomplished. The coach and coachee regularly use, and collaboratively agree upon, a timeline to guide scheduling, next steps and deadlines for progress monitoring of goals. The coach brings each meeting to a timely conclusion by synthesizing key discussion points, documenting and dating action items.	The coach models effective action and closure. At the request of the coachee, coach and coachee collaboratively discuss specific actionable feedback grounded in data, built on the coachee's strengths and related to the discussion. Coachee uses the feedback to determine and articulate relevant next steps and links these steps to professional goals or the Framework. Coach and coachee discuss and prioritize possible action items. Each action item is timely, relevant, linked to a specific element of the Framework, and to an organizational goal. Coach and coachee share responsibility for managing and communicating logistics of their meetings, and for monitoring time during each session, so that goals are fully accomplished. The coach supports the coachee in establishing and reviewing timelines to guide scheduling, next steps and deadlines for progress monitoring of goals, integrating schedules around school, district and professional events. Coach brings each meeting to a timely conclusion by encouraging the coachee to synthesize key discussion points, and document/date action items. The coach provides verbal and written feedback to coachee following coaching conversations and other interactions.	• Observation of coaches moving the coaching session to a thoughtful conclusion that includes synthesis, specific feedback and a clear action plan. Coaches manage the logistics and time associated with each coaching session. • Evidence of specific data-based feedback that allows the coachee to advance his/her own learning • Action items are specific and relevant to the discussion, the Framework and organizational goals; they include specific deadlines. • Evidence of principal supervisor arranging and communicating regarding logistics of each session, and monitoring time during the session. Use of an extended timeline for scheduling and goal-setting. • Evidence of bringing the meeting to closure through synthesis and documentation

Standard 2. CHANGE MANAGEMENT AND VISION *A) Change management*					Evidence Guide for *Standard 2, Change Management and Vision*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Builds capacity of school leaders to adapt to and manage change	Does not build capacity or support principals in reflecting on what needs to change, or does not use data to make the case for change. Few principals articulate the need for change, demonstrate a commitment to making changes, or identify evidence of change.	Attempts to build capacity of principals in reflecting on what needs to change based on data. Some principals articulate the need for change, demonstrate a commitment to incremental improvement, or identify specific evidence of change.	Supports principals to build their capacity to determine what needs to change based on data. Most principals articulate the need for change, demonstrate a commitment to continuous improvement, and identify specific evidence of school-wide changes.	Builds capacity of all principals within his/her network of schools to determine what needs to be changed based on data. Nearly all principals articulate the need for change, demonstrate a commitment to moving forward incrementally and relentlessly through continuous improvement, and identify specific evidence of systemic school-wide changes.	• Evidence that principal supervisors have taught principals how to navigate data dashboards • Classroom Visits/Instructional Rounds • Meet with or observe ILT/Coaches • Communications from prin to faculty • Plans, notes and evaluations from PD or observations • Differentiated data points that are received with principals • Survey Feedback Form • ILT Data Dialogue and Action Plan with Goals and Progress Monitoring • Tools to monitor plan's progress or gather data to justify need for change • Notes in School Visits tab on EDSSL Platform • Network meeting agendas, presentations, protocols, and evaluations • Observation Tracker • Weekly Bulletins
2. Communicates a sense of urgency for sustainable change	Does not recognize or acknowledge a case for change; or makes changes without attempting to prepare stakeholders and principals for the change or attending to their concerns; may resist changes that other stakeholders propose to benefit school/system improvement and student learning. Does not challenge school practices that are unlikely to improve network schools and/or increase student learning.	Communicates to principals and stakeholders a sense of urgency around high-leverage priorities or activities and demon-strates that change can occur quickly, but with limited impact; makes a case for change based on compliance or the law. Inconsistently challenges school practices that are unlikely to improve network schools or increase student learning.	Makes a compelling case for change based on either moral imperatives[9] or data, communicates a sense of urgency around high-leverage activities to principals and stakeholders; demonstrates that some change can occur within one school year, so that stakeholders see that change is possible. Consistently challenges school practices that are unlikely to improve network schools and/or increase student learning.	Makes a persuasive case for change based on moral imperatives and data, communicates a sense of urgency and shared responsibility around high-leverage priorities to principals and stakeholders; works with others in the district and school community to demonstrate that changes can occur within one school year, so that stakeholders recognize that change has occurred. Systematically challenges school practices that are unlikely to improve network schools and/or increase student learning.	• Memos and notes from network meetings where principal supervisors articulate why/how change must occur • Communication of high-leverage activities and district priorities • Public articulation of reasons why schools must change (e.g., grad rates, CAASPP results, EL re-designation) • Principal supervisor models specific change strategy • Principal supervisor involves school leaders/district staff in communicating need for change; demonstrates successful practices • Goals filtered through LAUSD and local district vision • Use of a change management framework

---

[9] www.macmillandictionary.com defines "moral imperative" as "something that must happen because it is the right thing."

Standard 2. CHANGE MANAGEMENT AND VISION *B) District vision*					Evidence Guide for *Standard 2, Change Management and Vision*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Monitors and supports schools' implementation of a vision of high expectations	Pays minimal attention to principals' efforts to implement their school's vision. The school's vision may not reflect LAUSD's Core Beliefs. Does not build capacity of principals to use data to inform or revise their misaligned school vision.	Inconsistently monitors principals' efforts to implement their school's vision. Schools' vision statements may only minimally reflect LAUSD's Core Beliefs. Attempts to build capacity of principals to use data points to inform or revise their school's vision in line with LAUSD's Core Beliefs.	Monitors principals' efforts to engage most stakeholders in the implementation of their school's vision, based on LAUSD's Core Beliefs.[10] Monitors school leaders' use of multiple data points to inform or revise their school's vision, and to align it with LAUSD's Core Beliefs.	Monitors, supports and builds the capacity of principals to implement their school's vision that is aligned with LAUSD's Core Beliefs. Monitors and supports principals' use of multiple data points to inform or revise their school's vision so that it is tightly aligned with LAUSD's Core Beliefs.	• Vision or mission statements • Notes from meetings where vision or mission statements are crafted • Notes from meetings where vision or mission statements are reviewed and revised • Screen shots of vision or mission statements on schools' websites • Reference to the vision in action plan or goal-related documents discussed at network meetings • Data showing how the vision is being attained across school sites
2. Communicates the vision to stakeholders	Rarely represents district leadership in communicating LAUSD's vision orally or in documents, or in addressing changes the community would like to see. Rarely monitors principals' communication of district and school vision, and principals' responses to community requests for change.	Occasionally represents district leadership in communicating LAUSD's vision orally or in documents, and in addressing changes the community would like to see. Occasionally monitors principals' communication of district and school vision, and principals' responses to community requests for change.	Represents district leadership in communicating LAUSD's vision orally and through actions and documents, and in addressing changes the community would like to see. Monitors principals' communication of district and school vision, and principals' responses to community requests for change.	Systematically and clearly represents district leadership in communicating LAUSD's vision orally and through actions and documents, and in addressing changes the community would like to see. Consistently monitors principals' communication of district and school vision, and principals' responses to community requests for change.	• Written and oral communication, which all include reference to LAUSD's vision • Observation of stakeholders articulating their understanding of the district's vision or mission • Reference to the district vision or mission in action plan or goal-related documents • Data showing how the vision is being attained • Highlighting the vision or mission when reviewing or revisiting district and school priorities, during PD or community outreach

---

[10] From the District's Strategic Plan (2016-2019), core beliefs are Mutual Respect, High Expectations for all Learners, Equity & Access, and Collaboration.

Standard 2. CHANGE MANAGEMENT AND VISION *B) District vision*					Evidence Guide for *Standard 2, Change Management and Vision*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**

3. Communicates effectively to the school community	Does not appropriately apply the use of communication skills to articulate the district's vision, priorities, plans and needs. The resulting communication lacks clarity in articulating the district's position, fails to influence school leaders, or fails to support school leaders' work in aligning their school's priorities with those of the district. The communication may cause confusion or contribute to the school leaders' lack of commitment and misalignment between the district's vision, values, plans and needs, and the schools' priorities.	Inconsistently applies the appropriate use of communication skills to articulate the district's vision, priorities, plans and needs. The resulting communication may lack clarity in articulating the district's position, partially influence school leaders, or inconsistently support school leaders' work in aligning their school's priorities with those of the district. The communication may result in the school leaders' commitment and partial alignment between the district's vision, values, plans and needs, and the schools' priorities.	Regularly applies a variety and appropriate use of communication skills to articulate the district's vision, priorities, plans and needs. The communication clearly articulates the district's position, positively influences school leaders, and supports school leaders' work in aligning their school's priorities with those of the district. The communication results in the school leaders' commitments and alignment between the district's vision, values, plans and needs, and the school's priorities.	Regularly and systematically applies a variety and appropriate use of communication skills to articulate the district's vision, priorities, plans and needs. The communication clearly articulates the district's position, positively influences school leaders, and supports school leaders' work in building partnerships and aligning their school's priorities with those of the district. The communication results in the school leaders' and school communities' sustained commitment to and alignment between the district's vision, values, plans and needs, and each of the school's priorities.	• Written, e-print, oral and other communication records between the PS and stakeholders
					• Meeting records/minutes
					    • Principal network meeting records
					    • Individual meetings with school leaders
					    • Partnership meeting records
					• Web-pages
					• Documents detailing the alignment of the schools' priorities with the district's priorities
					    • Planning documents
					    • Budget documents
					    • District/school/home communication records

Standard 3. LEADERSHIP CAPACITY *A) Professional development*					Evidence Guide for *Standard 3, Leadership Capacity*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Provides coaching and support	Does not have a system in place or sufficient evidence to assess principals' strengths and areas for growth. Does not provide coaching for struggling principals to improve practice. Does not apply skills from the *Coaching Competencies Rubric*.	Uses limited objective evidence from observations of principals' practice and school data, or anecdotal evidence, to identify school leader strengths and areas for growth. Coaching is sporadic and does not establish actionable next steps to support principal growth. Inconsistently applies skills associated with the *Coaching Competencies Rubric* to facilitate the growth of principals. May attempt to build the capacity of principals to coach teachers but with limited success.	Provides coaching based on individual needs and strengths; collaboratively determines actionable next steps that result in improved practice and progress toward goal attainment. Consistently applies skills associated with the *Coaching Competencies Rubric* to facilitate the growth of principals. Builds capacity of principals to coach teachers by using objective evidence from observations to identify strengths and area for growth.	Provides differentiated support and ongoing coaching within and across school sites, based on individual and group needs. Collaboratively determines action-able next steps that result in improved practice and progress toward goal attainment; acknow-ledges and celebrates progress made in improved practice. Has an in-depth knowledge of the skills articulated in the *Coaching Competencies Rubric* and consist-ently applies and transparently models those skills to facilitate the growth of principals. Builds capacity of principals to coach teachers by systematically review-ing objective evidence collected from observations and school data over time. Principals use coaching skills when working with teachers.	• Notes in *MyPGS* • *MyTeam* report generated from *MyPGS* re: overall evaluation results for EDST/ EDSSL Cycles • Analysis of *MyTeam* report or action plan for addressing individual or group weaknesses • Observation of Growth Planning conferences or other coaching conferences • Individual coaching log or tracker • Notes from a group coaching session with school leaders • Feedback to school leaders; their responses to coaching • Individual school leader reflections from observations or coaching conversations • Summary notes, logs or emails from school leaders
2. Ensures professional development	Professional development for network school leaders is episodic, irregular, irrelevant, or poorly presented, and is not based on input from network school principals or aligned with the *School Leadership Framework*. Few principals modify practices following professional development.	Professional development for network school leaders is organized, but with minimal differentiation or input from network school principals, or minimal alignment to the *School Leadership Framework*. Some principals modify their practices in line with network-provided professional development.	Professional development for network school leaders is focused, organized, appropriately sequenced, differentiated, designed and revised based on principals' input, and aligned with the *School Leadership Framework*. Most principals modify their practices in line with network-provided professional development.	Professional development for network school leaders is differentiated and includes modeling and facilitation of strategies with adult learning theory; it is designed, led, and revised with input from the principal supervisor's network of principals, and aligned with the *School Leadership Framework*. Nearly all school leaders modify their practices in line with network-provided professional development.	• Notes/photos from PD, network meetings • Observation of leadership practices at schools consistent with SLF • Evidence of PD planning by principal supervisor • PD Calendar and Revised PD Calendar for network meetings • School or network data showing that PD has been implemented • Research-based best practices are modeled, discussed, and observed • Articles/videos shared with school leaders • Evidence of sustained change over time in school leaders' practice • Survey of network principals on principal supervisor's capacity to deliver PD • Network data utilized to plan PD • Revised network meeting agendas • Revised PD plans for network meetings

Standard 3. LEADERSHIP CAPACITY *A) Professional development*					Evidence Guide for *Standard 3, Leadership Capacity*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
3. Creates networks and supports collaboration	Rarely provides opportunities to network principals to collaborate[11] for their professional growth or in support of student achievement. There is little evidence of protocol use, peer facilitation or strategic data analysis. Principals do not have input into team/PLC/network structure or content.	Provides occasional opportunities for network principals to collaborate for their professional growth or in support of student achievement, through the occasional use of protocols, peer facilitation, or strategic data analysis. Principals have some input into team/PLC/network structure and content.	Provides regular opportunities for network principals to collaborate for their own professional growth and in support of student achievement, through the effective use of protocols, peer facilitation, and strategic data analysis. Team/PLC/network structure and content is designed and implemented with some input from the principals.	Provides systematic opportunities for network principals to collaborate for their own professional growth and in support of student achievement, through the effective use of protocols, peer facilitation, and strategic data analysis. Principals collaborate and take some responsibility for the design, structure and content of their meetings.	• Minutes, photos, agendas from principal network meetings, PLCs, etc. • Evidence of facilitated network meetings • Evidence of training and support for facilitators and school leaders • PD Calendar of network meetings • MyPLN--collaborative work environment • Evidence of collaboration protocols • Network principals' meeting calendar • Lists of teams/PLCs structured around student achievement or other needs • Data analysis of student or teacher needs to inform collaboration structures • Network agendas, notes, plans
4. Uses data analysis	Does not actively analyze school data to determine schools' progress in achieving district-established goals, or to drive instructional changes and improvements at schools. Does not build capacity of principals to seek and analyze data to set key objectives for learning and measurable outcomes. Data is not linked to instructional strategies or programs. As a result, few principals use data to determine progress or identify intervention needs.	Inconsistently analyzes school data to determine schools' progress in achieving district-established goals, or to drive instructional changes and improvements in schools. Builds capacity of some principals to seek and analyze data to set key objectives for learning and measurable outcomes. Data is only minimally linked to instructional strategies and/or programs. As a result, principals have limited support to analyze data to identify progress or gaps, or to determine enrichment or intervention opportunities to attain school and district objectives.	Regularly analyzes school data to determine schools' progress in achieving district-established goals,[12] and to drive instructional changes and improvements in schools. Builds capacity of most principals to analyze data to set objectives for learning and drive instructional improvements in their schools. As a result, principals identify progress and gaps, and determine enrichment and intervention opportunities to attain school and district objectives.	Continually analyzes school data to determine schools' progress in achieving district-established goals, and to drive instructional changes and improvements in schools. Builds capacity of all principals to seek and analyze data to set key objectives for learning and measurable outcomes. Principals facilitate data analysis with teachers to meet identified outcomes. Data is specific and linked to instructional strategies and/or programs. As a result, principals regularly and proactively access and analyze data to identify progress and gaps and determine differentiation, grouping, enrichment, and intervention opportunities within/across grade levels or content areas, and attain school and local district objectives.	• School-site observations show changing student grouping structures over time • Student data discussed in principal goal-setting conferences • Print-outs or screen-shots of student data • Observation of leadership teams accessing data • Intervention and enrichment plans • Universal Access Plan • Protocol to analyze student data used at PD • Responses from school leaders to principal supervisors on how data is accessed • Scheduled data chats • Records of data analysis with principals

[11] Opportunities for principal collaboration must be considered in relation to the overall structural context for local districts (e.g., whether there are established network meetings for principals and other structures in place to support PD for school leaders).

[12] LAUSD's goals, such as 100% graduation; 100% attendance; Proficiency for All; Parent, Community, and Student Engagement; and School Safety are outlined in the Strategic Plan. More information can be found at https://achieve.lausd.net/Page/477.

Standard 3. LEADERSHIP CAPACITY *B) Instructional leadership development*					Evidence Guide for *Standard 3, Leadership Capacity*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Supports principals' instructional leadership	Rarely supports or builds capacity of principals to work successfully with teachers to improve instruction through observation, coaching, and/or professional development. Does not support principals as they plan, create, or implement appropriate professional development.	Inconsistently supports and builds capacity of principals to work successfully with teachers to improve instruction through observation, coaching, and/or professional development. Occasionally recommends resources to assist principals. Supports some principals as they plan, create, and implement appropriate professional development.	Regularly supports and builds capacity of principals to work successfully with teachers to improve instruction through observation, coaching, and/or professional development. Regularly recommends or provides resources to assist principals. Supports and builds capacity of principals to plan, create, implement and follow-up on appropriate professional development.	Continually supports and builds capacity of principals to work successfully with teachers to improve instruction through observation, coaching, and/or professional development. Continually recommends or provides resources to assist principals. Principals share their instructional leadership strategies with other principals in the network. Principals plan, consistently create, and implement appropriate professional development, share their plan and report on outcomes of the PD session(s).	• Observation of principal supervisors using activities to develop leadership skill and opportunities for school leaders in their network, principals participate in leading network activities • Shared facilitation in multiple settings • Leadership grid: which principals work with other principals or lead meetings within the local-district context • Discussion notes re: match between staff skill and PD topics • Content/expert teams
2. Monitors curriculum implementation	Rarely monitors implementation of standards-aligned, research-based curriculum and instruction to ensure that opportunities exist for all students to learn rigorous content. Does not build capacity of principals to assess their implementation of instructional initiatives or other curriculum requirements.	Inconsistently monitors the implementation of standards-aligned, research-based curriculum and instruction to ensure that opportunities exist for all students to learn rigorous content. Builds capacity of some school leaders to assess their implementation of instructional initiatives or other curriculum requirements.	Regularly monitors the implementation of standards-aligned, research-based curriculum and instruction to ensure that opportunities exist for all students to learn rigorous content. Builds capacity of most school leaders to assess their implementation of instructional initiatives or other curriculum requirements. With support, principals work with staff to make any necessary adjustments to ensure successful implementation of curriculum.	Systemically and proactively monitors the consistent implementation of standards-aligned, research-based curriculum and instruction to ensure that opportunities exist for all students to learn rigorous content. Builds capacity of nearly all school leaders to assess their implementation of instructional initiatives or other curriculum requirements. Principals work with staff to make any necessary adjustments to ensure successful implementation of curriculum.	• District and school curriculum meeting minutes and products show alignment to standards • Scope and Sequence, unit plans, backwards mapping connected to content standards and performance tasks • Observation of classrooms shows horizontal alignment with unit plans or developed curriculum sequence • Observation of grade-level or department meetings within and across sites shows teachers creating or revising lessons, units or performance tasks

Standard 3. LEADERSHIP CAPACITY *C) Principal performance*					Evidence Guide for *Standard 3, Leadership Capacity*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Conducts formal and informal observations	Observations or site visits are not differentiated based on identified need. Infrequently conducts observations of principals or their school sites in an evaluation year; observation evidence is subjective, inaccurately aligned or not representative of school leadership practices or the *School Leadership Framework*.	Observations or site visits are occasionally differentiated based on identified need. Conducts observations of principals and their school sites in an evaluation year with limited collection and sorting of objective evidence using the *School Leadership Framework*.	Differentiates focus and number of observations or site visits based on identified needs. Regularly conducts observations of most principals (evaluation year and off-cycle years) and their school sites, consistently collecting and sorting objective evidence aligned to principals' goals and focus elements of the *School Leadership Framework*. Systems are in place so that principals within the principal supervisor's network of schools observe each other's schools.	Differentiates focus, number and timing of observations or site visits based on identified needs. Conducts on-going and systematic observations of all principals and their sites, collecting and sorting specific, comprehensive, objective evidence aligned to school leaders' goals or local district/school priorities and the *School Leadership Framework*. Systems are in place so that peers within the principal supervisor's network observe each other's schools to improve leadership skills and practice, and measure attainment of yearly goals.	• Scripted observation notes in *MyPGS* • Notes from paired observations between supervisor and principal • Observation log or tracker • Notes from network or site-based teams participating in Instructional Rounds or the equivalent • Photos from classroom observations or principal-led PD • Observations of school PD with feedback from principal supervisor
2. Provides actionable feedback	Rarely provides actionable or evidence-based feedback to principals; feedback may be negative, conciliatory, or in the form of mandates. Feedback does not focus on professional growth to improve practice as measured by the *School Leadership Framework*. No follow-up is scheduled to monitor progress. Feedback does not result in productive changes in the principal's actions or choices.	Inconsistently provides actionable feedback to principals to improve their practice. Feedback focuses on professional growth as measured by the *School Leadership Framework*. Feedback uses limited evidence from site observations or student achievement data, or is framed as advice. There is minimal follow-up to monitor progress. Feedback results in some productive changes in the principal's actions or choices.	Consistently provides actionable feedback to principals to improve their practice. Feedback focuses on professional growth as measured by the *School Leadership Framework*. Questions and feedback are evidence-based[13] and promote reflection. There is scheduled follow-up to monitor progress. Feedback results in productive changes in the principal's actions and choices.	Principals are provided systematic actionable, on-going feedback personally, and from an effective peer or member of the principal supervisor's network that is specific to the needs of the individual and builds on evidence. Feedback is aligned with and measured by the *School Leadership Framework*. Questions and feedback are evidence-based, are linked to the principal's goals and promote professional growth. There are mutually agreed upon follow-up steps to monitor progress. Feedback results in effective changes in the principal's actions and choices.	• Principal supervisor's notes from EDSSL • Supervisor's observation of a pre- or post-conference between principal and principal supervisor • Emails or informal notes to principals following informal visits • Memos to teams or staff following informal observations, instructional rounds or other observations • Photos documenting changes in schools /classrooms after feedback • Observations of school PD with feedback from principal supervisor • Examples of feedback to principals • Principals' PD Plans showing impact of principal supervisor's feedback

[13] Evidence would include progress on a school's attainment of the district goals (e.g., 100% Graduation and 100% Attendance. More information can be found in the Strategic Plan), other relevant data, and notes from direct observation of a school leader's work.

Standard 3. LEADERSHIP CAPACITY *C) Principal performance*					Evidence Guide for *Standard 3, Leadership Capacity*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
3. Manages evaluation processes	Does not follow established LAUSD protocols for supervising and evaluating principals with fidelity, allowing practices contrary to LAUSD's evaluation protocols. Principal evaluations may be incomplete, even for those school leaders in an evaluation year. Does not require principals to utilize LAUSD protocols for supervision and evaluation of their staff with fidelity.	Inconsistently uses established LAUSD protocols for supervising and evaluating principals with fidelity. Completes required evaluations, but bases evaluation on limited evidence. Provides minimal supervision for school leaders who are not in an evaluation year. Inconsistently requires principals to utilize LAUSD protocols for supervision and evaluation of their staff with fidelity.	Consistently uses and models established LAUSD protocols for supervising principals that are clear, transparent, thorough, consistent and followed with fidelity. Completes required evaluations in a timely manner with sufficient evidence and provides supervision and support to all principals. Consistently monitors principals' evaluation and supervision practices of their staff to ensure they occur with fidelity.	Systematically uses and models established LAUSD protocols for supervising all principals that are clear, transparent, comprehensive, consistent and followed with fidelity. Completes required evaluations in a timely manner with sufficient evidence, and provides ongoing supervision and support to all principals. Consistently monitors principals' evaluation and supervision practices of their staff to ensure they occur with fidelity. Coaches and models best practices for supervision and evaluation; principals' practices reflect the coaching.	• *MyPGS* Reports demonstrate completion of EDST/EDSSL Cycles • Notes from meetings with school leaders discussing their EDST or EDSSL work • Group-created or adapted protocols or resources around evaluation processes

Standard 4. CULTURE FOR LEARNING *A) Culture conducive to growth*					Evidence Guide for *Standard 4, Culture for Learning*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Establishes positive network climate	Does not create or maintain a network climate of fairness, respect and collaboration, resulting in no application of learning from network principals.	Inconsistently creates or maintains a network climate of fairness, respect and collaboration, resulting in limited application of learning from network principals.	Consistently creates or maintains a network climate of fairness, respect and collaboration, resulting in the application of learning from most network principals.	Collaboratively and systematically creates or maintains a network climate of fairness, respect and collaboration, resulting in ongoing application of learning from most network principals. Network principals take responsibility for maintaining the positive learning climate.	• Observation of network meeting room • Notes from stakeholder representative's interaction with principal supervisor • Observation of interactions in network meetings, PLCs, informal settings • Photos or screen shots of norms • Use of norms during network meetings • School leader recognition
2. Manages conflict resolution in the school or network community	Does not build capacity of principals to resolve conflicts independently within their school community. Mediates conflict between the principal and members of the school community (e.g., staff, parents, students) only if asked. Does not fully investigate accusations regarding principals and other members of the school community or work with district personnel to resolve conflicts within and outside school sites.	Inconsistently builds capacity of principals to resolve conflicts independently within their school community. Occasionally mediates conflict between the principal and members of the school community (e.g., staff, parents, students). Inconsistently investigates accusations regarding principals and other members of the school community, and occasionally works with district personnel to resolve conflicts within and outside school sites.	Builds capacity of principals to resolve conflicts independently within their school community. As needed, mediates conflict between the principal and members of the school community (e.g., staff, parents, students). Investigates accusations regarding principals and other members of the school community and works with district personnel to resolve conflicts within and outside school sites.	Builds capacity of all network principals to resolve conflicts independently within their school community. As needed, mediates conflict between the principal and members of the school community (e.g., staff, parents, students). Thoroughly investigates accusations regarding principals and other members of the school community and works with district personnel to resolve conflicts within and outside school sites.	• Observation of the use of norms and protocols for respectful disagreement • Notes from a conflict resolution session between principals and/or members of a school community • Conference memos • Notes include the use of Coaching Competencies
3. Facilitates goal setting and attainment	Rarely monitors or encourages principals to set or achieve professional goals, either for their professional growth or toward their career aspirations. Conditions for principals to support one another in goal setting and achievement are not present.	Occasionally monitors and supports opportunities for principals to engage in goal setting and achieving goals, either for their professional growth or career aspirations. Creates limited conditions for principals to support one another in goal setting and achievement.	Regularly monitors, supports and recommends opportunities for principals to engage in setting and achieving goals, both for their professional growth and toward their career aspirations. Creates the conditions for principals to support one another in goal setting and achievement.	Consistently monitors and proactively supports processes and systematic opportunities for principals to engage in setting and achieving goals, both for their professional growth and toward their career aspirations. Established conditions for principals to support one another in goal setting and achievement. Goal attainment is recognized and publicly celebrated.	• Principals can describe a pathway to their goals and aspirations and translate aspirations into concrete plans that define day-to-day expectations and what preparation means • Evidence of coaching, peer mentoring or similar programs to ensure processes are in place to monitor progress toward goals and provide advocates for principals • Systems for principals to access supports • Notes from PD or network/district professional growth activities

Standard 4. CULTURE FOR LEARNING *B) Positive school culture*					Evidence Guide for *Standard 4, Culture for Learning*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Implements LAUSD's Safe School Plan and Discipline Foundation Policy	Rarely monitors or supports the principal's efforts in implementing systems that support LAUSD's Safe School Plan and Discipline Foundation Policy, or accepts implementation that is incomplete or inconsistent, so that students' safety or social-emotional needs are rarely/poorly addressed.	Occasionally monitors the principal's efforts in implementing systems that support LAUSD's Safe School Plan and Discipline Foundation Policy, or students' safety and social-emotional needs are unevenly addressed.	Monitors and supports the principal's efforts in implementing systems that support LAUSD's Safe School Plan and Discipline Foundation Policy. Consequently, most students' safety and social-emotional needs are consistently addressed. Builds capacity of principals to self-assess their schools' safety and positive behavior systems.	Systematically and collaboratively monitors principal's efforts in implementing systems that support LAUSD's Safe School Plan and Discipline Foundation Policy. Consequently, students' safety and social-emotional needs are proactively and systematically addressed. Builds capacity of principals to self-assess their school's safety and positive behavior systems and make adjustments as needed.	• School-wide Positive Behavior Plans (PBIS) • Consistent rules, consequences, and rewards posted throughout each school • Rules, consequences and recognition referred to in network meetings • Observation of informal or schoolwide settings • Analysis of student behavior data across sites • Discipline/student behavior logs • Classroom photos (e.g., behavior charts) • School review evidence (WASC, Pilot, DVR) • Discipline data from MiSiS across sites • ROI (Rubric of Implementation) rating
2. Monitors, assesses and supports culturally and linguistically responsive and equitable environments[14]	Fails to monitor, support, or assess schools' efforts to value and respect a culturally or linguistically diverse community. Consequently, professional development to the network and/or resources for principals may not be available, and concerns about working in and supporting a diverse community not addressed.	Inconsistently monitors, supports, or assesses schools' efforts to value and respect a culturally and linguistically diverse community. Consequently, professional development to the network and/or resources for principals are minimal or compliant, and concerns about working in and supporting a diverse community are minimally understood or addressed.	Consistently monitors, supports, or assesses schools' efforts to value and respect a culturally and linguistically diverse community. Provides professional development to the network and/or resources to enable principals to understand issues of equity and how culturally responsive pedagogy and practices support a diverse community.	Proactively and systematically monitors, supports, or assesses schools' efforts to value and respect a culturally and linguistically diverse community. Ensures that proactive professional development to the network and/or resources for principals and other members of the school community are available. Consequently, most principals collaborate with staff, family members, and community members to create schools that promote equity and culturally responsive practices throughout their schools.	• Evidence of PD that prepares school leaders to lead and teachers to teach in a diverse setting and/or with certain sub-groups • Principals model flexibility in instructional style, validation of cultures, respect • Observation of principal/parent interaction • Evidence of principal meeting with students 1-on-1 for support as needed • School-established support for diverse groups is evident and promotes tolerance • Observation notes demonstrate teachers' conscious, intentional efforts to embed culturally-relevant material and information • Data on referrals

---

[14]A *Culturally Relevant and Responsive Education (CRRE)* is defined as "educating all children by incorporating their emotional, social, and cognitive cultural experiences into the teaching and learning process. Educational systems must "respect and value students' cultural backgrounds and histories, but also…build instructional strategies that benefit from students' life experiences and learning styles." *Equitable* is defined as the "creation of an environment that reflects students' cultural diversity, including fair and equitable access to educational opportunities and resources for all" (Maddahian & Bird, 2003, pp. 4, 5).

Standard 4. CULTURE FOR LEARNING B) *Positive school culture*					Evidence Guide for *Standard 4, Culture for Learning*
ELEMENT4	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Builds community outreach	Rarely or unsuccess-fully builds capacity of principals to commun-icate and establish partnerships with families, the commun-ity and other agencies about pertinent issues facing the schools. Does not provide the necessary support to principals to create an inclusive environment where ideas or concerns of families and community members are heard.	Attempts to build capacity of principals to communicate and establish partnerships with families and the community and other agencies about pertinent issues facing the schools, but with limited success. Provides inconsistent support to principals; some families and community members experience an inclusive environment where their ideas or concerns are heard.	Builds capacity of principals to regularly communicate and establish partnerships with families and the community and other agencies about pertinent issues facing the schools. Supports principals to ensure most families and community members experience an inclusive environment where their ideas or concerns are heard. Most principals create an inclusive environment.	Regularly builds capacity of all network principals to communicate and establish partnerships with families and the community and other agencies about pertinent issues facing the schools and to establish two-way processes for on-going communication. Supports principals to ensure most families and community members experience an inclusive environment where their ideas or concerns are heard. Nearly all principals create or maintain an inclusive environment.	• Observation of interactions between principals, families and community members • Town hall meetings • Evidence of public and private discussions of bias and prejudice • Surveys and interviews with staff, community, parents or students • Evidence that stakeholders in the school community challenge or address occurrences of bias, prejudice, stereotyping, or exclusion
4. Monitors, assesses and supports a focus on social-emotional learning (SEL)	Fails to monitor, support, or assess schools' efforts to provide curricular or expanded-day programs for instruction or practice in the LAUSD competencies of social-emotional learning, such as growth mindset, self-efficacy, self-management or social awareness.	Inconsistently monitors, supports, or assesses schools' efforts to provide curricular or expanded-day programs for instruction and practice in the LAUSD competencies of social-emotional learning, including growth mindset, self-efficacy, self-management and social awareness.	Consistently monitors, supports, or assesses schools' efforts to provide curricular and expanded-day programs that include instruction and practice in the LAUSD competencies of social-emotional learning, including growth mindset, self-efficacy, self-management and social awareness.	Proactively and systematically monitors, supports, and assesses schools' efforts to provide curricular and expanded-day programs that include instruction and practice in the LAUSD competencies of social-emotional learning, including growth mindset, self-efficacy, self-management and social awareness.	• Evidence of SEL curriculum being implemented in network schools • Evidence of principals using language related to SEL, such as "growth mindset"

Standard 5. ADVOCACY AND REPRESENTATION *A) Families and community members*					Evidence Guide for *Standard 5, Advocacy and Representation*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Provides representation to the community	Represents the superintendent or district at community and public events when directed. Attempts to communicate the district's vision and priorities; does not advance school-community relationships; may actually worsen them.	Represents the superintendent or district at community and public events when directed. Communicates the district's vision and priorities, with limited success in advancing school-community relationships.	Represents the superintendent or district at community and public events. Clearly communicates the district's vision and priorities, and models best practices in school-community relationships.	Consistently represents the superintendent or district at community and public events. Clearly communicates the district's vision and priorities, and models best practices in school-community relationships, resulting in improved school-community relationships.	• Observation notes from principal supervisor leading a town hall or other community meeting • Digital presentation (ppt) and materials presented • Agendas or flyers related to community meetings or town halls • Attendance at school or community functions
2. Addresses community concerns and priorities	Leads, co-facilitates or attends community meetings or forums to respond to concerns and identify community priorities when directed, but with little success. Does not build the capacity of principals to engage with families and respond to community needs.	Occasionally leads, co-facilitates or attends community meetings or forums to listen and respond to concerns and identify community priorities, but with limited success. Attempts to build the capacity of some principals to engage with families and respond to community needs.	Leads, co-facilitates or attends community meetings or forums to listen and respond to concerns and identify community priorities. Builds the capacity of principals to engage with families and respond to community needs.	Regularly leads, co-facilitates or attends community meetings or forums to listen and respond to concerns and identify community priorities. Anticipates possible concerns and prepares proactive responses. Builds the capacity of nearly all principals to engage with families and respond to community needs.	• Correspondence re: community concerns and priorities • Communication to district personnel or resources • Observation notes from principal supervisor leading a town hall or other community meeting • Agendas or flyers related to community meetings or town halls • Notes from school visits where the focus is on family and community engagement
3. Provides support for parent education and engagement activities	Rarely provides support and/or resources to principals regarding family education and engagement opportunities. Educational and engagement opportunities are poorly organized and/or not aligned to LAUSD's vision and goals.[15]	Provides occasional support and/or resources to principals regarding family education and engagement opportunities. Educational and engagement opportunities are loosely organized and aligned to LAUSD's vision and goals.	Provides regular support and/or resources to principals regarding family education and engagement opportunities. Educational and engagement opportunities are organized and aligned to LAUSD's vision and goals.	Provides regular and ongoing support and/or resources to principals regarding family education and engagement opportunities. Educational and engagement opportunities are tightly organized and aligned to LAUSD's vision and goals.	• School Experience Survey for Parents • Alignment between LAUSD goals and parent ed. opportunities for principal supervisor's network • Observation or calendar of parent ed. events • Evaluations from parent education events • Connections w/parents via school surveys • Active PACs (Parent Councils) and SSC • Connection with other neighboring schools and partners/community members • Joint programs, events or collaborations • PTA, PTSA, Boosters, and Clubs • Login totals to Schoology • Participation in Parent Fairs or Workshops • Network Meetings—agendas, presentations, protocols • System to monitor parent engagement plans • Parent engagement plans from schools

---

[15] LAUSD's goals, such as 100% graduation; 100% attendance; Proficiency for All; Parent, Community, and Student Engagement; and School Safety are outlined in the Strategic Plan. More information can be found in the Strategic Plan.

Standard 5. ADVOCACY AND REPRESENTATION *A) Families and community members*					Evidence Guide for *Standard 5, Advocacy and Representation*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
4. Provides support and advocacy for community partnerships that support students and schools	Reluctantly provides, or does not provide, support to principals to assist their efforts to establish partnerships that support students in the application of curriculum to advance college and career readiness skills. Efforts to collaborate with partners to establish resources with whom principals can engage to build community partnerships for their schools are insufficient or non-existent.	Provides inconsistent support to principals that assists their efforts to establish partnerships that support students in the application of curriculum to advance college and career readiness skills. When asked, supports school leaders and faculty to help establish or maintain partnerships. Collaborates with community partners to identify resources with whom principals can engage to build community partnerships for their schools when asked.	Advocates for and regularly provides supports to principals that assist their efforts to establish a variety of partnerships that support students in the application of curriculum to advance college and career readiness skills. Assists school leaders' efforts to collaborate with faculty and staff to establish ongoing partnerships that are mutually beneficial to the school and partners. Collaborates with principals and partners to creates a network of community partners as resources with whom principals can engage to build and sustain community partnerships for their schools.	Advocates for and provides systemic support to principals that assist their efforts to establish a variety of partnerships that support students in the application of curriculum to advance college and career readiness skills, and proactively collaborates with principals to seek out new partnership opportunities for schools. Models shared leadership with school and partners to identify, develop, and sustain community partnerships to ensure that they are mutually beneficial to the school and partners. Maintains an ongoing network of partners as resources with whom principals can engage to build community partnerships for their schools. Helps build an understanding of how community partnerships help the schools and district achieve their goals for students.	• Principal network meeting agendas/minutes • Meeting notes with Community partners • Emails / communication with community partners and principals • District memos, newsletters and calendars documenting events and meetings with community partners • District meeting records • Internal communications • District committee records documenting engagement with community partners • Emails and communication between school leaders and partners

Standard 5. ADVOCACY AND REPRESENTATION *B) Students and schools*					Evidence Guide for *Standard 5, Advocacy and Representation*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Advocates for students	Rarely advocates on behalf of individual students and their families. Connections to wraparound services within the district and local community are not made or are not timely.	Inconsistently advocates on behalf of individual students and their families. Has minimally ensured that connections to wraparound services within the district and local community are timely.	Regularly advocates on behalf of individual students and their families. Ensures connections to wraparound services within the district and local community are immediate.	Proactively advocates on behalf of individual students and their families. Ensures connections to wraparound services within the district and local community are immediate and include regular follow-up.	• Summary of phone calls to wraparound service entities • Communication to/from social service agencies or district departments on behalf of individual students or families
2. Provides school advocacy and advisement to the district	When directed, reports to the local district superintendent regarding site-based needs; does not recommend course of action, or course of action is too superficial to be meaningful. Rarely seeks out resources to support schools' needs or advocates on schools' behalf to district personnel and departments.	Occasionally advises the local district superintendent regarding site-based needs; recommends a superficial course of action. Occasionally seeks out resources to support schools' needs or advocates on schools' behalf to district personnel and departments, but with limited success.	Advises the local district superintendent regarding site-based needs and recommends a course of action based on understanding the needs of stakeholders. Seeks out resources to support schools' needs in a timely manner and advocates on schools' behalf to district personnel and departments.	Advises the local district superintendent regarding site-based needs and recommends a detailed course of action based on understanding the needs of all stakeholders. Seeks out and provides resources to support schools' needs in a timely manner, and regularly advocates on schools' behalf to district personnel and departments.	• Superintendent's notes from meetings with principal supervisor • Principal supervisor's communication or written reports to LD superintendent regarding schools' issues and needs • Principal supervisor's communication with district personnel and departments on behalf of schools

Standard 6. SYSTEMS AND OPERATIONS *A) People, time and resources*					Evidence Guide for *Standard 6, Systems and Operations*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Supports the alignment of budget and staffing with district needs and goals	Does not support or build the capacity of principals to allocate fiscal or human resources that support LAUSD's vision or the needs of students. Does not support principals to include stakeholders in the budget process so that student needs are met by rigorous instructional programs.	Attempts to support and build the capacity of principals to cross reference data so that fiscal and human resource allocation somewhat supports LAUSD's vision and the needs of students, but with limited success. Attempts, with limited success, to support principals to include stakeholders in the budget process so that student needs are occasionally met through rigorous instructional programs.	Supports and builds the capacity of principals to cross reference data so that fiscal and human resource allocation supports LAUSD's vision and the needs of students. Supports principals to include stakeholders in the budget process so that student needs are met through rigorous instructional programs.	Support from the principal supervisor has built the capacity of principals to cross reference data so that fiscal and human resource allocation consistently supports LAUSD's vision and the needs of students. Principals include stakeholders in the budget process to ensure that rigorous instructional programs and effective support services are delivered to all students. Advocates for the principals' aligned budget to appropriate district departments.	• Budget planning sheets and justifications, including personnel • Minutes from network meetings demonstrating discussion of budget priorities • Final budgets are aligned with identified priorities and student needs • Matrix rosters with rotations • Rosters for intervention, accommodations • Needs assessment surveys • Control sheets with notes • Wish lists and plans for resources/budgets
2. Ensures hiring processes are followed	Does not support principals to use clear selection criteria or processes for hiring staff. Works unsuccessfully with community members when selecting a new principal. Families and community members do not feel their input is heard.	Provides limited support to principals to use clear selection criteria or processes for hiring staff. Efforts to ensure that the proper administrative procedures are being followed are inconsistent. Attempts to work with appropriate stakeholders or community members when selecting or transitioning a new principal.	Supports and builds the capacity of principals to use clear selection criteria and processes for hiring staff. Ensures that the proper administrative procedures are being followed. Works with appropriate stakeholders or community members when selecting or transitioning a new principal.	Principals demonstrate the capacity to hire high quality personnel by using clear selection criteria and processes for hiring staff. Principals ensure, under the principal supervisor's guidance, that the proper administrative procedures are followed. Works with appropriate stakeholders or community members when selecting or transitioning a new principal. Stakeholders and community members feel their input is heard and impacts the hiring process.	• Visit notes with school leaders to review/monitor hiring/placement of staff • Evidence that hiring aligns to identified personnel needs • Notes from collaborative hiring/selection process – interview questions, paper screening process, observation of demonstration lessons • Flyers with specific requirements on them (e.g., special education credential) • ESBMM waiver • Job descriptions for out-of-classroom positions • Waiver—selection of teachers • Position flyers and descriptions

Standard 6. SYSTEMS AND OPERATIONS *A) People, time and resources*					Evidence Guide for *Standard 6, Systems and Operations*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
3. Facilitates the selection process when hiring a principal	Following the superintendent's decision, does not create an entry plan to guide the transition for a newly-hired principal. Or, the created plan may be incomplete and missing elements of the plan. District policies are not adhered to throughout the committee process, hiring, or transition of a new school leader.	Following the superintendent's decision, creates a basic entry plan to guide the transition for a newly-hired principal. Some elements of the plan may be inadequate. District policies are inconsistently adhered to throughout the committee process, hiring, and transition of a new school leader.	Following the superintendent's decision, creates an entry plan to ensure a smooth transition for a newly-hired principal. Ensures that district policies are adhered to throughout the committee process, hiring, and transition of a new school leader.	Following the superintendent's decision, creates an entry plan collaboratively with a new principal to ensure a smooth transition. Ensures that district policies are adhered to throughout the committee process, hiring, and transition of a new school leader.	• Letter to community – announcements • Community meetings – agendas, minutes • Faculty meeting agenda and minutes • Entry plan of action • Evidence that administrative policy / guides were followed (flier, HR training, paper screening, etc.).
4. Supports the development of allocations for staff, schedules, and space	Does not support principals to create staffing plans, schedules (master and bell), or space allocations that are appropriate to desired student outcomes.	Provides limited support to principals to create staffing plans, schedules (master and bell), and space allocations that are appropriate to desired student outcomes.	Builds capacity of principals to create staffing plans that are appropriate to student outcomes, as well as scheduling (master and bell) and space allocations that support student achievement goals.	Principals demonstrate the capacity to create staffing plans that are appropriate to student outcomes as well as schedules (master and bell), space allocations, and other organizational structures to support student achievement. Principals can articulate their rationale and share strategies with other network principals.	• Visit notes reviewing strategic planning with school leaders • MyTeam/HR data (teacher turnover, longevity); *MyPGS* • Staffing roster for local district schools • Observation notes from administrative meetings where master schedule, grade-level and subject-area placement are discussed and determined • Evidence of monitoring schools' classroom observation data and student quantitative data to indicate teacher strengths • Matrix: Bell schedule / master schedule
5. Monitors the allocation of technology and other resources to support learning	Does not review or support principals' needs assessments and allocation of technology and resources based on ITI and 21st Century goals that ensure equity. Rarely recommends or coordinates outside resources.	Reviews and supports principals' needs assessments and allocation of technology and resources based on ITI and 21st Century goals that ensure equity. Occasionally recommends or coordinates outside resources.	Builds capacity of principals to prepare needs assessments and allocate technology and resources based on ITI and 21st Century goals that ensure equity. Recommends and coordinates internal and outside resources.	Principals prepare needs assessments and allocate technology and resources based on ITI and 21st Century goals that ensure equity. Principal supervisor reviews plans with principals and collaboratively determines helpful outside resources. Advocates for principals to appropriate groups.	• Notes of monitoring technology schedules with school leaders • Schools' comprehensive technology plans • Schools' budget justification sheets incorporate technology support in relation to schools' goals • Resources – alignment to school goals or identified needs; personnel and system to order, inventory and distribute • Observation notes of resources implemented in classrooms and schools • Needs assessment surveys

Standard 6. SYSTEMS AND OPERATIONS *B) District and outside services*					Evidence Guide for *Standard 6, Systems and Operations*
ELEMENTS	**INEFFECTIVE**	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**EXAMPLES OF EVIDENCE**
1. Communicates and coordinates with internal services	Does not communicate effectively with district offices (legal department, staff relations, food services, etc.) on behalf of schools. Does not collaborate with Local District Operations Coordina-tors. As a result, issues are ignored, unre-solved, misunderstood or escalate in an uncontrolled manner.	Communicates when asked or needed with district offices (legal department, staff relations, food services, etc.). Occasionally collaborates with Local District Operations Coordinators. As a result, issues are acknowledged and may be resolved for the short term.	Communicates effectively with district offices (legal department, staff relations, food services, etc.). Collaborates with Local District Operations Coordinators to support schools in the adherence of district policy. As a result, issues are addressed and schools receive the support needed.	Communicates effectively with district offices (legal department, staff relations, food services, etc.). Regularly collaborates with principals and Local District Operations Coordinators. A positive relationship has been established to proactively address issues as they arise. Issues are resolved quickly by the appropriate personnel and to everyone's satisfaction.	• Emails to district departments on behalf of schools and principals • Review of pertinent bulletins • Review of iStar submittal and MSIS reporting
2. Communicates with external services	Does not communicate effectively with outside agencies to address and resolve issues. As a result, issues may be ignored, unresolved, misunderstood, or escalate uncontrolled.	Communicates when asked or needed with outside agencies to address and resolve issues.	Communicates effectively with outside agencies to address and resolve issues appropriately.	Proactively communicates effectively with outside agencies to address and resolve issues.	• Emails to external agencies • Calendar and meeting notes • Communication to/from external agencies
3. Demonstrates knowledge of relevant district policies and the law	Does not demonstrate knowledge of district policies or legal requirements when working with principals on school policies.	Is familiar with district policies and legal requirements and occasionally works with principals to implement policies consistent with district or legal requirements.	Understands district policies and legal requirements and works with principals to implement these policies and requirements at their school sites.	Understands how district policies and legal requirements affect specific schools, and helps principals determine effective strategies for implementing these policies and requirements at their school sites.	• IDEA, SPED documentation • 504s, IEPs • Procedural Rights and Safeguards • Williams compliance • CBEDS reports • EL Master Plan • Written communication (e.g., updates) to/from local district & central offices (e.g., operations staff relations, personnel) covering policies • Investigations and ISTAR Reports • Grievance records

References in support of this work: (Bryk, 1988; Council of Chief State School Officers, 2008; Goldring, et al., 2009; Grissom, 2011; Hallinger & Heck, 1998; Hattie, 2009; Jeynes, 2012; Learning Forward, 2011; Lee & Bowen, 2006; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis, Leithwood, Wahlstrom, & Anderson, 2010; Mediratta, 2007; J. Murphy, Elliott, Goldring, & Porter, 2006; J. Murphy, Elliott, Goldring, & Porter, 2010; J. Murphy, Hallinger, & Mesa, 1985; J. F. Murphy, Goldring, Cravens, Elliott, & porter, 2011; NIET, 2012; Pink, 2009; Wilcox & Angelis, 2011) (Stronge, 2013) (Bambrick-Santoyo, 2012) (Reeves, 2009) (Fullan, 2003) (Kirtman, 2013) (Fullan, 2014) (Patterson, 2001) (City, Elmore, Fiarman, & Teitel, 2009) (Maddahian & Bird, 2003) (King & Perkins, 2014) (California Commission on Teacher Credentialing (CTC), 2014; National Policy Board for Educational Administration, 2015) (Honig, 2012)

References

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco: Jossey-Bass.

Bryk, A. S. (1988). Musings on the moral life of schools. *American Journal of Education, 96*(2), 256-290. Retrieved from http://www.jstor.org/discover/10.2307/1085254?uid=3739560&uid=2&uid=4&uid=3739256&sid=21104295543507

California Commission on Teacher Credentialing (CTC). (2014). *California professional standards for education leaders (CPSEL). Retrieved from* http://www.ctc.ca.gov/educator-prep/standards/cpsel-booklet-2014.pdf. Sacramento, CA: Author.

City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*. Cambridge, Massachusetts: Harvard Education Press.

Council of Chief State School Officers. (2008). *Educational Leadership Policy Standards: ISLLC 2008 as adopted by the National Policy Board for Educational Administration*   Retrieved from http://www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Council of Chief State School Officers. (2015). *Model principal supervisor professional standards 2015*. Washington, DC: CCSSO. Retrieved from https://www.ccsso.org/resource-library/model-principal-supervisor-professional-standards

Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.

Fullan, M. (2014). *The principal: Three keys to maximizing impact*. San Francisco: Jossey-Bass.

Goldring, E., Cravens, X. C., Murphy, J., Porter, A. C., Elliott, S. N., & Carson, B. (2009). The evaluation of principals: What and how do states and urban districts assess leadership? *Elementary School Journal, 110*(1), 19-39. doi: EJ851761; 0013-5984.

Grissom, J. A. (2011). Can good principals keep teachers in disadvantaged schools? Linking principal effectiveness to teacher satisfaction and turnover in hard-to-staff environments. *Teachers College Record, 113*(11), 2552-2585. doi: EJ951114.

Hallinger, P., & Heck, R. H. (1998). Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement, 9*(2), 157-191. Retrieved from http://philiphallinger.com/old-site/papers/SESI_review_reprint.pdf

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge: New York.

Honig, M. I. (2012). District central office leadership as teaching: How central office administrators support principals' development as instructional leaders. *Educational Administration Quarterly, 48*(4), 733-774. Retrieved from doi:10.1177/0013161x12443258

Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education, 47*(4), 706-742. Retrieved from doi:10.1177/0042085912445643.

King, M., & Perkins, E. R. (2014). Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support (BUL-6231.0, Trans.). Los Angeles: LAUSD.

Kirtman, L. (2013). *Leadership and teams: The missing piece of the education reform puzzle*. Upper Saddle River, NJ: Pearson Education.

Learning Forward. (2011). *Standards for professional learning*. Oxford, OH: Learning Forward.

Lee, J.-S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal, 43*(2), 193-218. Retrieved from doi:10.3102/00028312043002193.

Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). *How leadership influences student learning. Review of research.* New York: The Wallace Foundation,   Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/How-Leadership-Influences-Student-Learning.pdf

Louis, K. S., Leithwood, K., Wahlstrom, K. L., & Anderson, S. E. (2010). *Learning from leadership: Investigating the links to improved student learning, final report of research findings.*   Retrieved from http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Investigating-the-Links-to-Improved-Student-Learning.aspx

Maddahian, E., & Bird, M. (2003). Domains and components of a culturally relevant and responsive educational program, Publication No. 178 (P. Program Evaluation and Research Branch, Assessment and Research Division, Trans.). Los Angeles: LAUSD.

Mediratta, K. (2007). Outside in: Communities in action for education reform. *Theory Into Practice, 46*(3), 194-204. Retrieved from doi:10.1080/00405840701401903.

Murphy, J., Elliott, S. N., Goldring, E., & Porter, A. C. (2006). *Learning-centered leadership: A conceptual foundation.* Nashville, TN: Learning Sciences Institute, Vanderbilt University.,   Retrieved from http://files.eric.ed.gov/fulltext/ED505798.pdf

Murphy, J., Elliott, S. N., Goldring, E. B., & Porter, A. C. (2010). Leaders for productive schools. In P. Peterson, E. Baker & B. McGaw (Eds.), *International Encyclopedia of Education* (Vol. 4, pp. 746-751). Oxford: Elsevier.

Murphy, J., Hallinger, P., & Mesa, R. P. (1985). School effectiveness: Checking progress and assumptions and developing a role for state and federal government. *Teachers College Record, 86*(4), 615-641. Retrieved from http://www.tcrecord.org/Content.asp?ContentId=931

Murphy, J. F., Goldring, E. B., Cravens, X. C., Elliott, S., & porter, A. C. (2011). The Vanderbilt Assessment of Leadership in Education: Measuring learning-centered leadership. *Journal of East China Normal University, 29*(1), 1-10. Retrieved from http://www.valed.com/documents/8_VALED_Measuring_Learning_Centered_updated%20April%202011.pdf

National Policy Board for Educational Administration. (2015). *Professional standards for educational leaders 2015, retrieved from* http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf. Reston, VA: Author.

NIET. (2012). *Beyond "job-embedded": Ensuring that good professional development gets results.* Santa Monica, CA: National Institute for Excellence in Teaching,   Retrieved from http://www.niet.org/assets/PDFs/beyond_job_embedded_professional_development.pdf

Patterson, J. (2001). Resilience in the face of adversity. [Article]. *School Administrator, 58*(6), 18-21.

Pink, D. (2009). *Drive: The surprising truth about what motivates us*. New York: Riverhead Books.

Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: ASCD.

Stronge, J. H. (2013). Principal evaluation from the ground up. *Educational Leadership, 70*(7), 60-65. Retrieved from http://www.ascd.org/publications/educational-leadership/apr13/vol70/num07/Principal-Evaluation-from-the-Ground-Up.aspx

Vitcov, B. & Bloom, G. (2010). A new vision for supervision of principals. *School Administrator,* December 2010. Retrieved from http://www.aasa.org/SchoolAdministratorArticle.aspx?id=17164

Wilcox, K. C., & Angelis, J. I. (2011). *Best practices from high-performing high schools: How successful schools help students stay in school and thrive*. New York: Teachers College Press.