Kansas Evaluation Project
Standards Table for Principals

The table below contains the components of a version of the evidence-centered design process used to determine an evaluation system for principals and assistant principals in Kansas. The contents of the table reflect the work completed during the second meeting. Under each of the Standards there are four columns. The first column contains the features of the Standard. The Standards are complex so the features provide one way to articulate manageable aspects for us to focus on during this activity. The next column contains a list of possible evidence that would demonstrate proficiency levels of the feature. The evidence for two standards are followed by either (E), (P), or (O) or a combination of the letters. These letters represent whether the evidence is judged as Essential, Possible, or Optional to collect for an evaluation system. In those two cases any evidence that were similar were clustered together and prioritized with an E, P or O so please do the same process for all the evidence for each feature in the remaining standards. The third column contains the sources of evidence or how the data will be collected. The list is not in one-to-one correspondence with the list of evidence. Once the evidence is prioritized, please rearrange or edit the sources of evidence to match the evidence column for the feature. You may have more than one piece of evidence collected by the same source. The last column should include your reason for including the top-rated evidence, (E), in the evaluation process. Please complete the table and bring it to the meeting so you can share your responses with your colleagues first thing on Monday morning.

Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
1) Facilitating the development and articulation of a vision of learning	Vision and mission tied to district vision, mission and goals	Minutes of meetings; survey of parents and school community	
	Principal is one member of a committee of stakeholders to develop a vision of learning	Minutes of meetings	
	Vision of learning should be displayed	Websites, letterheads, direct observation of school	
	(Clear vision and mission statement displayed and can be communicated)		
	System to involve parents/community (site council)	Minutes of site council meeting	
	Development of a school creed/school motto (theme) for the year (method of		

	communicating the school's vision) Principal, staff, student, parents have a shared vision Development of a plan to implement the school vision	Survey of parents and community Plan to implement the vision and minutes from meetings	
2) Implementing and being a steward of a vision of learning	Instructional programs that tie back to the vision of learning Curriculum committees, PLC's Budget decisions should be supportive of the vision of learning Hiring decisions should be based on vision of learning Use of parents and community to support the vision of learning	Schedule that is supportive of implementation of vision Minutes of meetings; structured conversations tied to the vision Orders of supplies resources to support the vision of learning Surveys of parents and community members; analysis of survey results	

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
1) Advocating, nurturing, and sustaining a school culture conducive to student learning	Principal is visible Safe, orderly school Teachers taking on leadership roles and collaboration Enrollment numbers (students in advance placement, college courses) --- numbers and who is in those programs Grades – who plays sports and other extra-curricular activities, tutoring and other types of support for students needed additional help Celebration of achievement (displays) Respect for teaching and learning time High expectations for staff and students Individual sense of self-efficacy on the part of teachers and principal	Classroom observations Staff surveys Minutes of meetings Shadow a principal Walkthroughs Course Enrollment data Student/course records Dialoging with students Teacher or principal logs Analysis of data over time (Piloting of constructs that are difficult to measure) Surveys, interviews, dialogue	

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Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
2) Advocating, nurturing, and sustaining a school culture conducive to staff professional growth	Requirements for professional study - Intellectual stimulation (related to topics selected, relevancy) (E) Staff development =- what kind (E) Topics of PD (focus on learning or focus on operational issues) (E) Teacher and other school staff professional goal setting (E) Differentiation in PD in topics and methodology, connected to instructional needs of teachers and students and school vision (E) Who delivers – external, internal, other (E) Communication of PD opportunities and why changing (E) Evidence of implementation in classroom practice (E) Release time or other methods of how PD is provided (P/E is it part of management) Staff retention (P/O needs explanation)	Staff development schedule Alignment of PD with needs and school improvement plans How teachers/staff get professional development (PLC) PD plans Evaluation of PD First or second order of change – list of suggested professional development Dialogue with principal Alignment to District PD plans Classroom observations Needs assessment and results of it School website Teacher input into PD decisions: Evaluations of PD sessions; Classroom observation	

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Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
3) Advocating, nurturing, and sustaining an instructional program conducive to student learning	State assessment School improvement plan Instructional time guidelines Are there learning principles that is conveyed to all instructional staff Curriculum and pacing guides Teacher evaluation and coaching Formative assessment Response to data Multiple sources of data Percentage of student inclusion in classes Rubrics created for instructional strategies for teachers Program fidelity Curriculum alignment – horizontal and vertical Involvement of parents, community List of available resources Knowledge of instructional program or know where to get information as needed	Walk throughs Implementation logs Checklists Lesson plans Student works Conversations with students, teachers Conversation with principal Building budget School website – and other communication tools Grades online Ability to respond to the questions about the instructional program either personally or through identified teacher leaders	

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Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
4) Advocating, nurturing, sustaining an instructional program conducive to staff professional growth	Time is provided Systems of collaboration Topics of PD Opportunities for teachers to teach high-level students	Walkthroughs Conversations with teachers Conference attendance schedule	

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
1) Ensuring the management of the organization, operations, and resources for a safe learning environment	Staff, student, parents, community views on school climate Regular safety drill, tornado, fire, etc. Model and Training of a school-wide behavior management system Anti-bullying program in place/ character development program Student engagement with safety and security measures Safe and clean environment SRO and security personnel as part of leadership team Security protocols in place and communicated to stakeholders Evidence of building-wide school crisis team and plan	Surveys Logs of Drill Office referrals suspensions, etc System in place for reporting bullying for students and staff Professional development agendas Student assembly schedules Student clubs or councils Custodial logs and checklists, Teachers and Custodians Leadership mtg. minutes, Newsletters, PTO minutes, website, faculty agendas; student handbooks Work order request and completions Crisis Plan	

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
2) Ensuring the management of the organization, operations, and resources for an efficient learning environment	Protocols and procedures in place for purchases Collaboration built into school day Daily/Weekly Communication Parent Communication Teacher resource materials Development of budget priorities Master schedule Building-wide procedures and routines	PD Agendas memos Collaboration time agendas e-mails, bulletins, school website Letters home, report cards, newsletters, website, PTO agendas, site council agendas Check out log, walk-throughs School budget, minutes of meetings with BOE, superintendent, teachers Master schedule documented	

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Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
3) Ensuring the management of the organization, operations, and resources for an effective learning environment	Protocol Used to Facilitate Collaboration Effective learning around tiered instruction implementation at the school level Student learning results Identified learning strategies for focus (School improvement plan and QPA) Sharing of research and best practices Values and protects instructional and collaboration time -Procedures in place to limit disruptions to the instructional program or collaborative team meetings	Collaboration time agendas PD around protocol Student movement in flexible groupings and among tiers Professional Development Schedule Formative and summative assessments, AYP results, State assessments, student work, common assessments, failure rate/graduation rate QPA report Implementation schedule, PD, walk-through monitoring, student work, teacher/principal conversations, teacher goal setting Collaboration time and faculty agendas, book study groups, articles for reading, e-mails, blogs and chats, bulletin boards, staff newsletters	

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
1) Collaborating with faculty and community members	Events (Town Hall meetings) are offered for community input-focused on collaboration e.g. diverse committees for bond, academic, substance abuse, safety, and simple dialogue or general communication—an opportunity to meet administration and ask questions-seek responses , Site Council meetings (E) Parent/Student/Teacher conferences (E) Collaboration of staff development _ PLC's (see standard 2 for staff development) (E) Parent Involvement staff to involve parents in the school structure/process (E) Volunteer Programs (P/O) Connection with advocacy Articulation and coordination with feeder schools and common level schools in the community (for academics and for parent involvement(E)	Documentation of event and how input was utilized Actual participation with a goal of 100% Survey responses Documentation of minutes and action plan if warranted	

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
2) Responding to diverse community interests and needs	Walk the neighborhood Before and after school programs Volunteer Programs Self report – action plan of response to diverse community interest and needs Contact logs Identify under performing groups Work to reduce the achievement gap-accelerate Growth model for students so all continue to improve Parent training – encouraging PSAT/ACT-scholarship-preparation for college School readiness (Pre-K) Community Needs Assessment	Participation Identify groups by volunteers Documentation with meetings Celebrations Collecting data from students/parents Action research Graduation rate- number of scholarships/# of students taking the ACT/PSAT Offering the Pre-K programs Individual IEP – for non sped students	

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
3) Mobilizing community resources	1. Holding Town Hall Meeting – providing feedback and how the data will be utilized 2. Resource list – A who to go to – Two way partnerships Foundations 3. Legislative interact action/forum Local/State/National 4. Community membership i.e. Chamber of Commerce and/or civic organizations 5. School organizations PTA/PTO, Booster Club,	Minutes of meetings – with action taken Flyers Resource list on web (web connectivity) Information in the office Documentation of giving to the community Attend meetings - and results of such meetings Certificates of participation Media exposure/reports/newsletters Staff/Parent survey information	

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
1) Demonstrating personal integrity and fairness	Attending extracurricular events equitably; using distributive leadership as appropriate Budget/resource allocations and expenditure recommendations Disciplinary Actions and recommendations for special needs, retention, higher level classes Transparency of decisions/management Meeting regulatory guidelines (Teacher observations and IEPs) Maintaining a focus on the vision of the school Willingness to trust others to take responsibility as appropriate	Survey of teachers Budget records Student Information System Reports	

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
2) Modeling ethical behavior	Be kind and courteous to all; treat all professionally Take the time to explain decisions as necessary Positively promoting programs or initiatives chosen by school, state, etc. Exhibiting procedures and professional behaviors expected of all employees Resiliency ???	Survey Observation Record of written communication/explanation. Email Conferencing Our question: is "lack of evidence of wrongdoing" evidence of integrity?	

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
1) Understanding, responding to, and influencing the political, social and cultural context	Parent teacher conf Phone log plan Diverse populations represented in school displays and curriculum and communications Professional dev. related to understanding population Outreach to community; events, opportunities to participate Communicate standards-based report card Communicate corrective action In school support (or knowledge of resources) to meet the needs of families and children	Parent satisfaction survey Teacher satisfaction survey Signed school-home compact Walkthroughs Phone log plan Translated documents that go to parents; interpreters available to translate	

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.			
Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
2) Understanding, responding to, and influencing the economic context	bond issue communicate needs and why; Ruby Payne type work Emphasis on preparation for higher learning; role models, field trips to colleges Expose students to leadership ideas mentors for job training Budget concerns for restricted funds e.g. Title I Setting fiscal priorities based on knowledge of local, national and global understanding of the economic context Considering the role of the economic context in the instructional program	blogs and newsletters Career preparation; role model visitors Lesson plans w/embedded economic lessons Pro dev sessions//studies of issues facing student populations ACT prep and other types of test-prep Academic language	

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Critical Feature	**Evidence**	**Where/how collected**	**Rationale for inclusion**
3) Understanding, responding to, and influencing the legal context	mandated reporting Knowledge and adhering to guidelines regarding custody issues Sexual harassment (workplace compliance) SPED compliance Anti-bullying and Cyberbullying policy Communicating and adhering to guidelines related to student rights such as physical constraint, student search, etc. Due process/teacher rights	Handbook Policies /signatures Websites Student code of conduct schedules	