

The Thoughtful Classroom Principal Effectiveness Framework

<p><b>CORNER STONE 1</b></p> <p><b>1 Organization, Rules, and Procedures</b> How does a school leader organize the school and establish procedures that clarify expectations and enhance learning?</p> <ol style="list-style-type: none"> <li>Ensures that the school curriculum and processes align with local, state, and national standards and policies</li> <li>Establishes clear systems and procedures for the daily operation of the school</li> <li>Organizes the school for safety, equal access, and to support the needs and learning of all students</li> <li>Operates within budgetary guidelines and maximizes the use of available resources to improve teaching and learning</li> <li>Establishes clear leadership structures, roles, and responsibilities within the organization and effectively supervises and manages school personnel</li> <li>Ensures the proper use of technology and school equipment</li> <li>Recruits and retains quality teachers and school personnel</li> </ol>	<p><b>5 Establishing Goals for Improvement</b> How does a school leader identify and establish meaningful school improvement goals?</p> <ol style="list-style-type: none"> <li>Analyzes varied sources of data and student performance trends to inform goal setting</li> <li>Engages all stakeholders in the goal-setting process</li> <li>Establishes a manageable set of goals, with a clear focus on how these goals will improve teaching and learning</li> <li>Aligns goals with the mission of the school and district as well as to state and federal policies</li> <li>Ensures that outcomes and expectations are measurable for teachers, students, and school leaders</li> <li>Assesses organizational effectiveness to identify and address potential stumbling blocks toward achieving goals</li> </ol>	<p><b>CORNER STONE 2</b></p> <p><b>2 Positive Relationships</b> How does a school leader build meaningful relationships with and among staff, students, and the community to promote learning?</p> <ol style="list-style-type: none"> <li>Earns the trust of the staff through fairness, a positive attitude, and the idea that “we’re all in this together”</li> <li>Involves the staff in decisions that affect the operations of the school and seeks input on how to enhance its effectiveness in serving students</li> <li>Provides parents and stakeholders with regular opportunities to voice their ideas</li> <li>Promotes a vision of teaching and learning that insists on respect, understanding of differences, and equitable learning opportunities for all students</li> <li>Works to resolve conflicting perspectives by building shared understanding and a clear commitment to students and their learning</li> <li>Works with staff to develop effective PLCs and provides time, support, and resources that staff and school leaders need to learn and grow as professionals</li> <li>Uses various methods of communication (e.g., email, school website, meetings, communications in multiple languages) to inform and engage members of the school community</li> </ol>
<p><b>SCHOOL IMPROVEMENT PROCESS I</b></p>		
<p><b>7 Building Capacity and Professional Development</b> How does a school leader help the staff develop the knowledge and skills they need to implement the plan?</p> <ol style="list-style-type: none"> <li>Develops effective strategies for training, coaching, and supporting teachers as they implement research-based techniques in their classrooms</li> <li>Establishes PLCs that empower teachers to learn together, observe each other in the classroom, and refine their practices as partners in professional development</li> <li>Empowers teacher-leaders to play an active role in supporting teachers’ growth</li> <li>Uses a research-based teacher observation/evaluation framework to observe classrooms</li> <li>Makes a clear commitment to visiting classrooms on a regular basis and provides constructive feedback to teachers on their practice</li> <li>Encourages all teachers to develop professional growth plans and discusses the plans regularly with teachers</li> </ol>	<p><b>6 Developing a Plan of Action</b> How does a school leader develop a plan of action for system-wide implementation?</p> <ol style="list-style-type: none"> <li>Establishes clear benchmarks for assessing progress toward school improvement goals</li> <li>Works with the staff to create a realistic plan for achieving each benchmark</li> <li>Includes time for analyzing progress and refining plans based on multiple sources of data</li> <li>Anticipates and secures necessary resources (e.g., staff time, funding, materials, professional development, learning technology) to execute plans and achieve goals</li> <li>Insists on an “open school,” in which classroom observation and regular conversations about progress and learning are the norms</li> <li>Conveys enthusiasm for and communicates regularly about goals, progress, and the shared vision of the school</li> </ol>	<p><b>9 Refining Practice and Sustaining Change</b> How does a school leader learn from the process so that the work can be refined and sustained?</p> <ol style="list-style-type: none"> <li>Communicates regularly with the staff and community to celebrate success and highlight areas for growth</li> <li>Evaluates and revises processes and operations to increase the effectiveness of the system</li> <li>Engages the staff in data analysis and reflection to refine practices and establish new goals for school improvement and professional growth</li> <li>Supports continuous improvement by modeling lifelong learning as a school leader and by encouraging and inspiring the staff to enhance their skills</li> <li>Provides teachers with clear and timely evaluations of their effectiveness based on multiple measures</li> </ol>
<p><b>SCHOOL IMPROVEMENT PROCESS II</b></p>		
<p><b>4 A Culture of Thinking and Learning</b> How does a school leader develop a culture that promotes inquiry and advances organizational and individual learning?</p> <ol style="list-style-type: none"> <li>Works with the staff to ensure that the curriculum, instruction, and assessment are aligned and promote college and career readiness for all students</li> <li>Uses multiple sources of data to monitor progress and make informed decisions about how to improve</li> <li>Insists on a vision of teaching and learning that engages diverse forms of thinking and challenges all students</li> <li>Commits to regular classroom observations—both formal and informal—to collect evidence on every teacher’s classroom effectiveness and to provide meaningful feedback to teachers</li> <li>Uses technology as a tool for advancing the learning of students and staff</li> <li>Facilitates a collaborative learning process in which teachers identify growth areas, implement instructional strategies, and assess the impact on student learning</li> </ol>	<p><b>8 Implementing Change Across the System</b> How does a school leader implement change across the system and assess overall effectiveness?</p> <ol style="list-style-type: none"> <li>Conducts regular reviews and collects evidence of progress toward school improvement goals</li> <li>Engages the entire staff in monitoring implementation of the school improvement plan and its impact on student learning</li> <li>Uses multiple sources of data (e.g., classroom observation, student feedback, student achievement data, teacher feedback) to assess achievement across the building and for individual students</li> <li>Helps teachers develop intervention plans and alternate strategies for struggling students</li> <li>Provides ongoing feedback to teachers on the quality of their instruction and how it can be improved to increase student achievement</li> </ol>	<p><b>3 Engagement and Enjoyment</b> How does a school leader motivate the staff and students to do their best work and inspire the love of learning?</p> <ol style="list-style-type: none"> <li>Encourages teachers to develop personal plans for growth</li> <li>Maintains passion and enthusiasm for the school and for its work of helping students succeed</li> <li>Recognizes quality work and celebrates individual and group success</li> <li>Engages staff, students, and the community in the continued development of a school-wide culture that inspires the love of learning</li> <li>Encourages and works with other leaders to help them grow within the organization</li> <li>Inspires staff members to take initiative and apply their personal talents to the achievement of organizational goals</li> </ol>
<p><b>SCHOOL IMPROVEMENT PROCESS III</b></p>		
<p><b>CORNER STONE 4</b></p> <p><b>10A: Commitment to Professional Growth</b></p> <ol style="list-style-type: none"> <li>Stays up to date on current policy, trends, and research and works to craft meaningful responses to important developments in education</li> <li>Self-assesses leadership style and skills, and establishes goals for professional growth</li> <li>Seeks out professional development opportunities that align with professional goals and the goals and needs of the school</li> </ol>	<p><b>10B: Commitment to the School Community</b></p> <ol style="list-style-type: none"> <li>Maintains open communication with the entire school community</li> <li>Actively promotes and contributes to the development of a positive school culture</li> <li>Serves as an advocate for the community and seeks to build a school culture that meets the community’s needs and reflects its value</li> </ol>	<p><b>CORNER STONE 3</b></p> <p><b>10C: Commitment to Professionalism</b></p> <ol style="list-style-type: none"> <li>Maintains a high level of professionalism and holds others accountable for lack of professionalism</li> <li>Operates with integrity, honesty, and fairness at all times</li> </ol>
<p><b>10 Professional Practice</b> How committed is the school leader to growing as a professional and to contributing to the larger school community?</p>		