



# Principal Supervisor Evaluation Handbook

MODESTO CITY SCHOOLS



**THE MCS WAY**

*Every Student Matters,  
Every Moment Counts*





***Thank you*** to the work of the Modesto City Schools Principal Supervisor Evaluation Committee who dedicated countless hours, discussion, and hard work to creating the beginning of a process that will help to define Modesto City Schools Leadership:

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*Effective Leaders foster moral purpose  
when they do the following:*

*Build relationships with everyone, including  
those who disagree, are skeptical, or even cynical.*

*Listen and understand the perspective of others.*

*Demonstrate respect for all.*

*Create conditions to connect others  
around that purpose.*

*Examine with staff evidence of progress.*

**- FULLAN AND QUINN**





# Introduction

At the heart of the Modesto City Schools leadership initiative is the knowledge that the effect of principals is the second most important school-level factor influencing student learning. In fact, leadership has a substantial impact on student achievement (Waters and McNulty, 2007). According to John Hattie, principals who are engaged in instructional leadership “have their major focus on creating a learning climate free of disruption, a system of clear teaching objectives, and high teacher expectations for teachers and students.” (2012, p. 83) Site administrators who engage in the work around instructional leadership increase the learning outcomes for students dramatically.

The goal of Modesto City Schools is to provide the best education possible to students. Recent research suggests principal supervisors have the ability to positively influence principal leadership. With the assertion that the teacher is the primary influence on student learning, and the principal is the second most influential educator for students, it is paramount for principal supervisors to provide support and coaching to principals to help principals grow as instructional leaders (*Model Principal Supervisor Professional Standards 2015*). Modesto City Schools adheres to the culture of building and sustaining a system of support to sites. Central to providing site support is the role of the Principal Supervisor.

The Principal Supervisor role was revised in Modesto City Schools in 2019. Prior to 2019, Senior Directors oversaw school sites, while at the same time working to set direction within areas of curriculum. In 2019, the Educational Strategic Planning group partnered with Modesto City Schools to analyze the Educational Services Department. The goal of the analysis was to deeply examine the operational processes and procedures of the department and to seek recommendations for improved efficiency. The analysis resulted in several recommendations one of which included the creation of the School Leadership Department. The School Leadership Department functions under the leadership of the Associate Superintendent of Educational Services. The primary focus of the School Leadership Department is support to sites through a principal coaching

model. The principal coaching model was developed in the spring and summer of 2019 with support from Dr. Jill Baker and Long Beach Unified School District, research from the Wallace Foundation, and principal coaching support through the Association of California School Administrators' (ACSA) coaching network.

The Principal Supervisors began coaching training through Blended Coaching, The Impact Cycle, and Evocative Coaching. Each year, the Principal Supervisors continue to refine skills in coaching by participating in the Coaching Network (CNET) through ACSA. Additionally, the Principal Supervisors embarked on the creation of a Principal Pipeline. The Principal Pipeline is a series of learning modules designed to engage district leadership at all levels including teacher leaders, new administrators, and veteran administrators. The mission of the Principal Pipeline is to create a talented pool of leaders to build a culture of support and collaboration in Modesto City Schools. Ultimately, the goal of the Principal Pipeline is to have a deep well of human resources ready to lead in a variety of positions as the need arises.

As the coaching model for principals developed, it became clear that a new evaluation process for site administrators was also necessary. The new evaluation needed to be a tool focused on a cycle of coaching and improvement. During the 2019-2020 school year, a site administration handbook and evaluation tool was created by a team of site administrators and the principal supervisors. The work of the evaluation hinged on the California Professional Standards for Educational Leaders. An evaluation rubric was developed and the evaluation tool shifted from a focus on summative performance data to a focus on growth. This work became pivotal to the development of a handbook for principal supervisors.

The role of the Principal Supervisor is primarily focused on strategic actions designed to provide direct support to the school principal and to the school site in its entirety. The Principal Supervisors interact with one another as a professional learning community, enhancing the skills of each other as they work together to build collective efficacy around educational leadership skills. The Principal Supervisors interact with one another to improve their coaching skill set and enhance their expertise of supporting school site principals and staff.



In order to focus the collaborative efforts of the Principal Supervisors, the Principal Supervisors engage in five structured professional learning activities throughout each school year:

1. One-on-one coaching from the Associate Superintendent of Educational Services in the form of monthly meetings, site visits, and dialogue to support the principal supervisor in their work with site administrators.
2. Weekly “Huddles” for the principal supervisors to discuss site needs, challenges, and upcoming support that will be needed for sites. The Huddles also include planning time for upcoming administrator meetings and professional development for principals.
3. Quarterly Lab Days are used to conduct site visits which include observations and calibration of site progress, site practices, and coaching conversations. These site visits allow for the principal supervisors to further hone their coaching skills and receive feedback from peers on those skills.
4. Quarterly Retreat Days are focused on data analysis, principal evaluation calibration and collaboration between principal supervisors.
5. Regular Teaching and Learning meetings serve as a mechanism for all department district-level leadership to come together and discuss upcoming projects, deadlines, and ideas to support school sites in best practices and ultimately improve student achievement.

The ultimate goal of the Principal Supervisor PLC is to enhance the skills of the principal supervisor, provide time and space for consistency in leadership and coaching, and to strengthen the principal coaching model approach. Since the implementation of the coaching model, survey data of principals demonstrate an improved view of principal supervision and school data has demonstrated improvement across all data points. The principal supervisors are committed to continued focus on the district culture to fulfill the Principal Pipeline mission of creating a culture that is collaborative, supportive, rooted in coaching, focused on personal growth and focused on professional growth of all stakeholders.



# PRINCIPAL SUPERVISOR FRAMEWORK

The Council of Chief State School Officers (CCSSO) is a nationwide nonprofit organization of public officials who head departments of elementary and secondary education in the states. The CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The CCSSO worked in tandem with the Wallace Foundation to develop the *Model Principal Supervisor Standards 2015*. The introduction to the *Model Principal Supervisor Standards 2015* states, “An expanding base of knowledge from research and practice shows that educational leaders exert influence on student achievement by creating conditions conducive to each student’s learning. They relentlessly develop and support teachers, effectively allocate resources, construct organizational policies and systems, and engage in other deep and meaningful work outside of the classroom that has a powerful impact on what happens inside it. (Professional Standards for Educational Leaders 2015, p.1)

By acknowledging the demanding work of the school principal, it is clear that now more than ever, today’s principals deserve support in order to meet the expectations of the school community and best serve the needs of the students. Hence the CCSSO and the Wallace Foundation began to examine how to best support principals and define the actions principal supervisors should engage in to provide optimal support.

*The Model Principal Supervisor Standards 2015* defines instructional leadership and includes eight standards, with dispositions highlighting mindsets within the standard practice. The dispositions include the following:

- Growth-oriented
- Collaborative
- Innovative
- Analytical
- Ethical
- Perseverant
- Reflective
- Equity-Minded
- Systems-focused

Within each standard dispositions are highlighted in bold

font to draw attention to standards which might call for a particular disposition to guide the work.

**Standard 1:** Principal Supervisors dedicate their time to helping principals grow as instructional leaders.

**Disposition:** *Innovative, Systems-focused*

Principal Supervisors focus a substantial portion of their time on developing instructional leadership capacity when working with individual principals as well as with groups of principals. They develop efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development.

**Standard 2:** Principal Supervisors Coach, support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.

**Dispositions:** *Growth-oriented, Ethical, Reflective, Equity-minded*

Principal Supervisors model the leadership behaviors they expect principals to exhibit, offer timely and actionable feedback, and provide differentiated learning opportunities to build principals’ capacity as instructional leaders. Essential to this coaching role is the ability to build strong relationships with principals that result in trust, candid communication, innovative thinking, and continuous improvement of leadership practice.

**Standard 3:** Principal Supervisors use evidence of principals’ effectiveness to determine necessary improvements in principals’ practice to foster a positive educational environment that supports diverse cultural and learning needs of students.

**Dispositions:** *Growth-oriented, Analytical, Equity-minded*

Principal Supervisors effectively focus principals’ learning by gathering and examining a wide variety of evidence from the school, district, and community. In addition to information about student achievement, such evidence might include teacher, student, and parent perception surveys, school climate surveys, evaluations from colleagues, and the principals’ personal reflections. By analyzing the evidence, the principal supervisor can make stronger inferences about principals’ current level of knowledge and skills, provide differentiated feedback to principals about their work and target areas for professional learning both for individual principals and the principal learning community.



**Standard 4:** Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

**Disposition:** *Growth-oriented, Collaborative, Reflective*

Through the formal evaluation processes, Principal Supervisors work collaboratively with principals to identify their leadership strengths and specific areas they need to develop. The Principal Supervisor uses a professional learning plan to support and hold principals accountable for continuous improvement in their practice, which results in higher levels of student learning and achievement. Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

**Standard 5:** Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

**Dispositions:** *Analytical, Perseverant, Systems-focused*

Principal Supervisors serve as an important conduit for two-way communication between the central office and individual principals. They translate and communicate the district vision, policies, and strategies to school leaders to help ensure that school-level goals and strategies align with those pursued by the district. Additionally, Principal Supervisors share feedback and data from schools to inform the district vision, policies, and strategies so that they support schools and student learning. Principal Supervisors also assist districts in the development and support of a strong leadership pipeline.

**Standard 6:** Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.

**Dispositions:** *Analytical, Ethical, Perseverant, Equity-Minded, Systems-focused.*

Principal Supervisors work with principals to promote the understanding, appreciation, and use of the school and community's diverse cultural, linguistic, social, political, and intellectual resources. They ensure that issues of student marginalization, deficit-based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed.

**Standard 7:** Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.

**Dispositions:** *Growth-oriented, Analytical, Reflective*

Principal Supervisors, as members of a professional community, seek to continuously improve their own leadership practice. By engaging in professional learning, they keep abreast of changes in laws and regulations that affect schools as well as district policies and practices. They also model the value of reflective practice for others and gain first-hand experience about the challenges of assessing.

**Standard 8:** Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high quality educational programs and opportunities across the district.

**Dispositions:** *Growth-oriented, Collaborative, Innovative, Perseverant, Systems-focused*

Principal Supervisors accept responsibility for continuously improving the performance of students, teachers, principals, and schools.



With sensitivity to the community values and interests, they work with principals to identify needs, determine strategy, and enact change that results in ever increasing performance. By sharing feedback and data from schools, they also drive changes to the district vision, strategies and policies so that they better support schools, student learning and continuous improvement.

## **PRINCIPAL SUPERVISOR EXPECTATIONS ALSO INTERFACE WITH THE MODESTO CITY SCHOOLS STRATEGIC GOALS:**

### **GOAL 1**

Increase academic achievement and ensure equitable access to enable all students to attain college and career readiness.

### **GOAL 2**

Ensure all employees have access to high quality professional development.

### **GOAL 3**

Provide a safe, welcoming, and respectful learning environment for every member of the school community while ensuring effective district communication for students, staff, families, and community partners.

### **GOAL 4**

Ensure the District is fiscally and operationally sound.

### **GOAL 5**

Recruit, hire, train, and retain high quality staff.



## MCS COMPETENCIES

During the 2018-2019 school year, Modesto City Schools district management engaged in a book study for the purpose of beginning district alignment and restructuring for improved support to the school sites. The book study and related activities focused on *Coherence* (Fullan and Quinn, 2016). This work launched the focus for the 2019-2020 school year during which MCS began work with consultant, Lyle Kirtman. The purpose of the work was to forward leadership capacity at the district level among district-level administration. The extended cabinet, composed of all department administrators and managers, engaged in a second book study examining the book *Coherent School Leadership* (Fullan and Kirtman, 2019). In addition to the book study, Kirtman began work with individuals and small groups to forward skills around the Work Place Inventory (WPI). The WPI embraces a set of skills leaders can work to build upon individually and collectively to improve an organization's efficacy.

As the work with Kirtman unfolded, MCS began to develop a set of organizational competencies based upon Kirtman's work but inherent to the culture of MCS. These competencies are described by behavioral expectations determined to be integral to MCS leadership. (MCS Competencies located in Principal Supervisor Tools and Resources)

Along with the Model Principal Supervisor Standards, the MCS Competencies embody the desirable behaviors of a principal supervisor. The MCS Competencies complete the evaluation process that is described in the next section. In the 2020-2021 school year, principal supervisors continued to consult with Lyle Kirtman, while at the same time deeply examining the Model Principal Supervisor Standards and exploring the idea of behavioral competencies for the

evaluation process. The Principal Supervisors used the Model Standards to create a rubric for implementation of those standards and how the standards applied to MCS. The Principal Supervisors spent Quarterly Retreat days as well as Huddle Meetings analyzing the standards, creating rubrics, and considering how the competencies interfaced with the evaluation process. After many hours of examination, the MCS Model Principal Supervisor Standard Rubric and Evaluation Tool was created as well as a process for evaluation of Principal Supervisors.

The Principal Supervisors recognized the need to memorialize the role of a Principal Supervisor. This recognition led to the creation of the handbook to serve as a guide to Principal Supervisors.



## ***MCS EVALUATION TOOL AND MEASURING EFFECTIVENESS***

The evaluation system serves to support Principal Supervisors in their professional growth of leadership skills, as well as to support growth of student achievement. Principal Supervisors have goals within their own leadership abilities, as well as goals to consistently improve student achievement.

According to Fullan and Kirtman, in their book *Coherent School Leadership*, instructional leadership is the ability to implement strategies that promote best student outcomes. Fullan states, "Leadership is not about making clever decisions. It is about energizing other people to make good decisions and... do things. At the end of the day, it is about implementing good ideas." (2019, p.53)

In order to support good decision making both on behalf of the Principal Supervisor but also for those they supervise, MCS Principal Supervisors developed a rubric based on the *Model Principal Supervisor Standards* 2015.

Rubrics are designed for both professional development and goal setting as well as to build the capacity of the instructional leader. Rubrics also help to give administration an assessment of their performance in high leverage areas. The intent for a rubric is to assess current practices, set goals, and experience continuous improvement.

The Modesto City Schools Model Principal Supervisor Rubric describes four levels: Highly Effective, Effective, Developing, and Ineffective. The Highly Effective level describes outstanding leadership referenced by actions in the demanding rubric. The Effective Level describes the expected practices of a principal supervisor. The Developing descriptor describes practices that are emerging in a new principal supervisor, or practices that may need refinement in a more experienced supervisor. An overall indicator of leverage areas. The intent for a rubric is to assess current practices, set goals, and experience continuous improvement.

Ineffective would suggest a Plan of Improvement is required. An overall indicator of Developing in a more experienced supervisor could also lead to a Plan of Improvement. An overall indicator of Developing or Ineffective may lead to a Plan of Improvement and/or recommendation for dismissal.

Modesto City Schools believes in open and honest communication. Effective feedback should be given as an ingrained practice. Principal Supervisor evaluations will be completed as per Board Policy. A mid-year progress update will be completed using the rubric and evaluation tool.

To score a Principal Supervisor's practice, read across the four levels for each criterion and highlight the level that best describes the supervisor's practice. This will create a visual display of overall performance, areas of commendation, and areas in need of attention. The overall score would be computed for each Model Principal Supervisor Standard. Overall scores and brief comments are recorded on the Evaluation Tool.

Modesto City Schools believes in the power of evaluation conferences. Both the evaluator and evaluatee should independently complete the rubric and use the evaluation conference to discuss outcomes together. It is important for evaluators to participate in the evaluation conference collaboratively and with a coaching mindset. The focus of the evaluation conference is to promote growth in the Standards and the MCS Competencies.

## ***Professional Development***

Evaluation data is best used for professional development and personal growth. The use of the Modesto City Schools Principal Supervisor Rubric lends itself to a deep understanding of principal coaching practices, successful professional development programs, and suggestions for supporting site administrators in their practice through future opportunities for professional development. The Professional Development Rubric demonstrates how data can be collected to best support the needs of educational leaders in the Modesto City Schools District.

The rubrics use a four-level rating scale with the following descriptors:

**4 - Highly Effective**

**3 - Effective**

**2 - Developing**

**1 - Ineffective**

It is the ultimate duty of the evaluator to determine the overall descriptor that best describes the employee's practice.



# MCS EVALUATION TOOL AND MEASURING EFFECTIVENESS

Professional conversations between the evaluator and the Principal Supervisor ensure the process is growth-centered and not compliance-driven.

### **Overview of the Process**

The evaluation process is intended to be a process of continuous improvement. Principal Supervisors play an active, engaged role in their development as a leader and in their own professional development. The process begins with data analysis, self-reflection and goal-setting for the school year in order to set the stage for implementing a goal-driven plan. Throughout the school year, the plan is implemented, applied, refined, and monitored. The cycle is continuous

through leadership visits and Principal Supervisor coaching. In the mid-year, data is analyzed to aid in reflecting on progress to date. This process would help in ultimately determining the summative evaluation. Self-assessment by the Principal Supervisor is an important part of the process, as this allows for the Principal Supervisor to goal-set and continue in the cycle of growth.

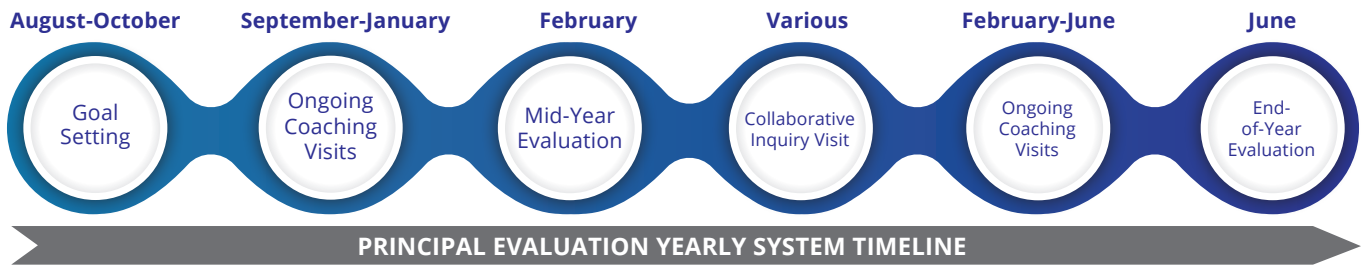
In total, the process includes an assessment of data, goal-setting, ongoing coaching sessions, leadership visits throughout the year, a mid-year evaluation, ongoing coaching sessions, and an end-of-year evaluation.

### **Principal Evaluation Yearly Implementation Cycle**





## Principal Evaluation Yearly Timeline



### Goal Setting

The purpose of goal setting is both to encourage reflection and strategic planning. The Principal Supervisor has the opportunity to analyze school level and district-level data and plan for the year ahead.

#### Key processes in Goal Setting should include:

- Reflect on the previous school year's progress data.
- Share a self-assessment of progress on the Model Principal Supervisor Standards and MCS Competencies and evaluation rubric.
- Present key ideas, strategies, systems or actions for making progress toward leadership goals.
- Determine the measures for success or growth towards goals.

#### Key tools:

- Evaluation rubric self-assessment
- Management Summit
- District Strategic Goals
- MCS Competencies

### Coaching Visits

During the course of the year, the Principal Supervisor will have visits at the site that include the Associate Superintendent of Educational Services. The purpose of the visit is to monitor progress toward school goals, examine instructional practices at the site, and provide feedback on the coaching model.

#### Key processes during the coaching visit:

- Principal provides a brief overview of the status of the school.
- School data is examined, including attendance, discipline, grades, benchmarks, progress on collaboration with teachers, etc.
- Site classrooms are visited to determine key instructional practices at the site and where supports may be needed.
- Principal Supervisor is observed in coaching conversations with the site administrator.
- Principal Supervisor and Supervisor collaborate on progress, next steps and supports needed.

### Mid-Year Evaluation

The purpose of the mid-year is to ascertain the progress towards goals through reflection, collaboration, and planning.

#### Key Process:

- Principal Supervisor demonstrates through data, actions, and evidence the progress towards goal attainment.
- Principal Supervisor and Supervisor collaborate on next steps and supports needed.

#### Key Tools:

- Evaluation rubric
- Management Mid-year Summit
- District Strategic Goals
- MCS Competencies

### End of Year Evaluation Process

The end of the year evaluation process is to determine the degree of goal attainment by analyzing data, reflection on practice, and collaboration. This conversation is designed to bring closure to the school year, while at the same time beginning to plan for the next school year. It is expected that principal supervisors are prepared with data, actions, and evidence taken throughout the year to attain goals. It is appropriate to celebrate success and also share challenges.

#### Key Process in the End of Year Evaluation

- Final Evaluation rubric and self-assessment as well as supervisor assessment
- Management Final Summit
- District Strategic Goals
- MCS Competencies

#### Key Tools:

- Final self-assessment for evaluation rubric
- Mid-Year self-assessment
- MCS Competencies
- Principal Supervisor Summative Evaluation



*“Collaborative leaders are responsible for inspiring and modeling learning, but they must also make sure that the co-constructed objectives they set out to accomplish have the support and understanding of the various stakeholders involved, whether they be parents, teachers, other district officials, or relevant community members.”*

**- PETER DEWITT**



## ***Differentiated Support***

The role of the Principal Supervisor is multi-faceted and requires many resources and supports. At times, the Principal Supervisor may need more supports developing necessary skills to lead or due to a challenging assignment. Other times, Principal Supervisors need support sustaining high quality initiatives or enhancing instruction at a site. It is paramount that both the Principal Supervisor and the Supervisor focus on the cycle of continuous improvement for growth.

Differentiated supervision has a variety of mechanisms depending on the need of the principal and the site. A veteran Supervisor who is highly successful may need less support whereas a first-year Supervisor may require weekly coaching sessions. Principal Supervisors vary the amount of time spent receiving coaching and mentoring depending upon the determined site needs.

## ***Principal Supervisor Support***

Modesto City Schools School Leadership Department participates in coaching focused professional development to support their work. The program consists of focused professional development throughout the year, after school workshops, and the support of a coaching network. This program is in addition to the support the Principal Supervisor receives from the Associate Superintendent of Educational Services.

## ***Plan of Improvement***

School leaders share a moral imperative to ensure that each child gets what he or she needs to succeed (Pedro Noguera, *Excellence Through Equity*). These are the expectations in Modesto City Schools. When an administrator struggles and needs support to help meet the needs of the children in the school district, a Plan of Improvement may be necessary. The Plan of Improvement (POI) is designed to support the behaviors of the administrator that may negatively impact students.

## ***How is a POI Initiated?***

A Plan of Improvement (POI) is initiated at any time when a supervisor observes the administrator needs additional supports. The POI can also be initiated if during the mid-year evaluation or end-of-year evaluation, an administrator receives an overall rating of “Developing” for a veteran administrator, or “Ineffective” for any administrator.

## ***How is the struggling principal supervisor supported?***

The Plan of Improvement is a systematic tool used to remediate leadership practices that are not conducive to providing the best environments for student learning. Continued consultations between the administrator and supervisor are collaborative in nature and work to determine next steps and actions to meet leadership goals. The Plan of Improvement is a mutually agreed upon plan of support.

If the administrator does not respond to the support, Human Resources will work to identify next steps for the administrator.



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### **Goal Setting Meeting**

**Purpose:** The purpose of the meeting is for Principal Supervisors and their evaluator to review and analyze data, reflect on the state of the district and the sites they supervise, and discuss the plans for the upcoming year.

#### **Prior to the Meeting:**

The Principal Supervisor should have district-level data available to discuss. Additionally, the Principal Supervisor should have some goals and accompanying actions relative to the Summit.

1. The Principal Supervisor will complete a self-assessment on the evaluation rubric with support from the evaluator if they are a first year Principal Supervisor. Returning Principal Supervisors will have their summative evaluation rubric available for reference.
2. Goal setting will be completed using district-level data including data required to meet the District Strategic Goals. These goals will be aligned to the Summit document.
3. The Principal Supervisor will also set a leadership goal related to the MCS Competencies.

#### **Goal Setting Meeting:**

- The Principal Supervisor will share reflection on previous year's data.
- The Principal Supervisor will discuss the self-assessment and share areas that will need the greatest attention.
- The Principal Supervisor and the evaluator will develop the action plan for both the school data and the leadership goal.

#### **After the Goal Setting Meeting:**

- The Principal Supervisor will make final revisions, additions, and deletions to the action plans and share them with the evaluator.

### **Associate Superintendent Site Visit Protocols**

**Purpose:** The purpose of the site visit is to support Principal Supervisors in the coaching model through observation and feedback. The goal should be to seek continuous improvement of the Principal Supervisor's coaching to the sites to forward site initiatives in order to meet district goals.

**Prior to the Site Visit:** The site administration should be prepared to share and discuss site-level data such as attendance data, discipline data, and data related to the district strategic goals. The site administrator should be prepared with questions, challenges, and successes to share with the Principal Supervisor and the Associate Superintendent for the purpose of examining next steps and capitalizing on things that are going well.

**During the Site Visit:** The site administration and the Principal Supervisor will engage in coaching conversations around the goals of the site and the progress made based on data, both qualitative and quantitative. The meeting notes and next step action plans will be recorded in the Director Principal Communicator (DPC). Each site visit will include classroom visitations for the purpose of analyzing the quality of instruction with the lens of next step supports for the site. This visit will be observed by the Associate Superintendent of Educational Services.

**Following the Site Visit:** The Principal Supervisor will implement any next step actions suggested by the Associate Superintendent of Educational Services and will record those actions in the 1:1 meeting as the Principal Supervisor engages in the cycle of continuous improvement.

### ***Mid-Year Evaluation Process***

The purpose of the Mid-Year Evaluation Process is to analyze the progress towards goal attainment through reflection, collaboration, and planning.

#### ***Prior to the Meeting:***

The Principal Supervisor would complete the following:

1. Self-evaluation on the Principal Supervisor evaluation rubric
2. Collection of evidence related to the leadership goals and Summit goals
3. Self-evaluation on the MCS Competencies

#### ***Mid-Year Evaluation Meeting:***

- The site administrator reflects on progress on the leadership goal and on the Summit Goal.
- The evaluator completes written feedback during or after the meeting.

#### ***After the Mid-Year Evaluation Meeting:***

- Within a week of completing the Mid-Year Evaluation process, the evaluator will give written feedback in the form of the Mid-Year Evaluation document.

### ***End-of-Year Evaluation Process***

**Purpose:** The End-of-Year evaluation serves to discuss progress toward goal attainment since the mid-year and to examine implementation of actions connected to the Modesto City School Model Principal Evaluation Rubric. The End-of-Year Evaluation process also serves to begin planning for the following year in the cycle of continuous improvement.

#### ***Prior to the Meeting:***

In preparation for the meeting, the Principal Supervisor completes the following:

1. Self-evaluation on the Principal Supervisor evaluation rubric
2. Reflection on the MCS Competencies
3. Collection of evidence related to the leadership goals and Summit goals. This evidence will include school-level data, district-level data and will be aligned to the District Strategic Goals.

#### ***End of Year Evaluation Meeting:***

- The Principal Supervisor reflects on his or her progress in each goal area and shares supporting documents and data as evidence of progress where appropriate.
- The evaluator provides verbal and written feedback and may provide draft rubric analysis prior to the meeting. The evaluator and the Principal Supervisor discuss progress towards goals and begin to plan for the next year.
- The evaluator will complete the Principal Supervisor evaluation after the meeting and give the Principal Supervisor the evaluation prior to the end of the work year.

# MCS Model Principal Supervisor Standards Rubric 2021

## STANDARD 1: Principal Supervisors dedicate their time to helping principals grow as instructional leaders

DISPOSITIONS OF FOCUS	<ul style="list-style-type: none"> <li>Growth-oriented</li> <li>Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>Innovative</li> <li>Analytical</li> </ul>	<ul style="list-style-type: none"> <li>Ethical</li> <li>Perseverant</li> </ul>	<ul style="list-style-type: none"> <li>Reflective</li> <li>Equity-minded</li> </ul>	<ul style="list-style-type: none"> <li>Systems-focused</li> </ul>
ACTIONS	Ineffective	Developing	Effective	Highly Effective	
<b>Spend time in school observing principals and the effects of their leadership efforts, which would include, but not be limited to, observation of staff meetings, PLC meetings, stakeholder meetings.</b>	PS time on campus does not include observing any principal leadership opportunities and the effects of their leadership efforts.	PS time on campus includes one opportunity during the year to observe a principal in leadership opportunities and the effects of their leadership efforts.	PS time on campus includes observing principals and the effects of their leadership efforts and the work is recorded using the <b>Director Principal Communicator (DPC)</b> .	PS is innovative in scheduling time on campus, providing differentiated support and is focused on observing principals and the effects of their leadership efforts and recorded using the <b>Director Principal Communicator (DPC)</b>	
<b>Focus their time on supporting principals' efforts to improve teacher effectiveness, student learning and achievement.</b>	Time on campus is not focused on supporting principals' efforts to improve teacher effectiveness, student learning and achievement.	Time on campus is minimally focused on observing principals efforts to improve teacher effectiveness, student learning and achievement.	Time on campus is focused on observing and supporting principals efforts to improve teacher effectiveness, student learning and achievement. and the work is recorded using the <b>Director Principal Communicator (DPC)</b>	Time on campus is differentiated and focused on observing, supporting, coaching and innovating principals and the effects of their leadership efforts and recorded using the <b>Director Principal Communicator (DPC)</b>	
<b>Identify operational and other central office supports for principals that allow Principal Supervisors to focus on instructional leadership</b>	PS does not identify operational and other central office supports for principals that allow PS to focus on instructional leadership.	PS informs the principal of who to contact in the central office for supports.	PS can identify <b>systems within the organization</b> and contact operational and other central office supports for principals that allow principals to focus on instructional leadership.	PS has a command of <b>MCS Way</b> and leverages operational and other central office supports for principals that allow Principals Supervisors to focus on instructional leadership.	
<b>Monitor their use of time to ensure they are spending most of it in schools developing principals as instructional leaders</b>	PS spends time on campus but does not spend most of it developing principals as instructional leaders.	PS spends time on campus but does not spend it in schools developing principals as instructional leaders.	PS has a <b>system</b> to visit campuses a minimum of two times monthly, developing principals as instructional leaders through established systems of support.	PS has a <b>systems-focused</b> approach to differentiate time on campuses, with a minimum of two times monthly, observing principals and the effect of leadership efforts, and <b>strategic principal</b> efforts to maximize high leverage actions often looking for and supporting <b>innovative</b> ways to approach better outcomes for students.	

**STANDARD 2: Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.**

DISPOSITIONS OF FOCUS	<ul style="list-style-type: none"> <li>• Growth-oriented</li> <li>• Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Analytical</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical</li> <li>• Perseverant</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Equity-minded</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-focused</li> </ul>
Actions	Ineffective	Developing	Effective	Highly Effective	
Communicate effectively with principals and explain reasoning and research behind decisions and actions.	PS is directive in communication with little or no explanation of reasoning behind decisions, and no connection to the coherence of the district. PS is not self-reflective and gives little thought to ethical leadership.	The PS is learning the coaching model, helping principals to evaluate their school site needs, promoting equity, and supporting the principal in making decisions to cause optimal student growth. When prompted the PS self-reflects and uses reflection to drive his or her practice.	The PS is frequently following the coaching model, helping principals to evaluate their school site needs, promoting <b>equity</b> , and supporting the principal in making decisions to cause optimal student <b>growth</b> . When prompted the PS self-reflects and uses reflection to drive his or her practice.	The PS is consistent in following the coaching model, helping principals to evaluate their school site needs, promoting <b>equity</b> , and supporting the principal in making decisions to cause optimal student <b>growth</b> . The PS constantly <b>self-reflects</b> and continues to refine and improve their practice which is evident in the growth of their schools.	
Model culturally responsive best practices and effective leadership behaviors such as self-awareness, reflective practice, transparency, and ethical behavior.	The PS does not recognize how he or she is viewed by others and is not aware that he or she may not be modeling the <b>MCS Way</b> .	The PS is aware of culturally-responsive best practices and the <b>equity</b> work of the district, has engaged with the <b>MCS Way</b> , but more often talks about best practices, and does not consistently apply or support the application of best practices.	The PS engages in culturally-responsive best practices and the <b>equity</b> work of the district, the <b>MCS Way</b> , and promotes the work with principals and supports principals in viewing their site progress through an equity lens.	The PS consistently models culturally-responsive best practices and the <b>equity</b> work of the district and is consistent in modeling the <b>MCS Way</b> . PS engages in effective leadership behaviors providing coaching and support to principals in viewing their site progress through an <b>equity</b> lens.	
Build relationships with principals based on the knowledge of adult learning theory, common goals, trust, support and mutual accountability.	The PS does not have knowledge of adult learning theory, and has not taken time to know or understand the principals he or she supports, making the work slower and not fostering trust.	The PS is aware of adult learning theory and knows the importance of getting to know and understand the people he or she supports but is inconsistent in building relationships hence <b>goal setting</b> at the site is a struggle and there is little accountability of the PS toward the principal and the principal toward the PS.	The PS has a command of adult learning theory and leverages the ability to quickly build relationships and trust so the work of the site is <b>goal-oriented</b> and focused and there is a strong sense of two-way accountability.	The PS capitalizes on his or her knowledge of learning theory to quickly build and solidify strong relationships with all staff and stakeholders at each of their individual schools are <b>goal-oriented</b> to align with the school and district <b>goals</b> , and there is mutual accountability amongst all stakeholders.	
Differentiate the support given to each principal through balancing the learning needs of the principal and the instructional needs of the school.	PS provides systematic support to principals. Principals learning needs or the instructional needs are not taken into consideration. The focus of the support is task-oriented.	PS provides systematic support to principals, providing coaching based on equity, district initiatives and district data trends. The focus of the support is compliance and alignment to the work of the district.	PS provides differentiated coaching and support based on the individual learning needs of the principal and the instructional needs of the school, based on equity, district initiative and district data trends.	PS individualizes the coaching and support given to each principal through balancing the learning needs of the principal, promoting <b>equity</b> , and site instructional needs as identified on the Administrator Evaluation Rubric, PLC Rubric, and PBIS rubric. The PS also focuses coaching and support by utilizing site student achievement data as evidence of impact of principal efficacy.	
Establish and sustain safe and supportive learning communities (PLC, School Leadership Teams, Networking Groups, etc.) that provide peer feedback and promote innovative thinking.	The PS does not understand or foster the idea of the PLC process or other networking groups. The PS does not see this as part of the work of the site and mainly focuses on the relationship with the principal.	The PS visits school sites and monitors the work of PLCs. During principal meetings, the PS listens into network groups, but does not analyze if the group is effective and does not provide supports to help the group foster growth or achievement.	The PS is an active participant in supporting the principal with collaborative groups including Leadership Teams, PLCs, and principal network groups. The PS analyzes what occurs during participation in these groups and provides thoughtful, timely, and <b>growth-oriented</b> feedback.	The PS is an active participant with all schools he or she supervises in supporting the principal with collaborative groups including Leadership Teams, PLCs, and principal network groups. The PS analyzes what occurs during participation in these groups and provides thoughtful, timely, and <b>growth-oriented</b> feedback with relentless effort towards continual improvement.	



**STANDARD 2: Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.**

DISPOSITIONS OF FOCUS		• Growth-oriented • Collaborative	• Innovative • Analytical	• Ethical • Perseverant	• Reflective • Equity-minded	• Systems-focused
Actions	Ineffective	Developing	Effective	Highly Effective		
Shift from being a coach to a supervisor as necessary to push the learning of the principal.	PS does not demonstrate an ability to shift from being a coach to a supervisor as necessary to enhance or support the learning of the principal.	PS inconsistently demonstrates an ability to shift from being a coach to a supervisor as necessary to enhance or support the learning of the principal.	PS is able to shift from being a coach to a supervisor as necessary to enhance or support the learning of the principal.	PS is able to easily shift from being a coach to a supervisor as necessary to enhance and support the learning of the principal, understanding, and individualizing based on the needs of the principal.		
Utilize professional learning strategies that are supported by research and known to be effective with principals.	Does not utilize student achievement data or provide researched-based professional learning strategies based on school goals, district goals, principal's goals, staff professional needs, and student academic supports.	Does not consistently utilize student achievement data to identify researched-based professional learning strategies based on school goals, district goals, principal's goals, staff professional needs, and student academic supports.	Utilize student achievement data to identify researched based professional learning strategies based on school goals, district goals, principal's goals, staff professional needs, and student academic supports that will help MCS become a <b>destination district</b> .	Utilize student achievement data to differentiate (by teacher, program, classroom, and student groups) and identify research-based professional learning strategies based on school goals, district goals, principal's goals, staff professional needs, and student academic supports that will help MCS become a <b>destination district</b> .		
Ensure the principals' communities of practice stay focused on instructional leadership.	The <b>DPC</b> is not utilized or does not reflect discussions, actions, and supports to align district and school goals focused on student academic achievement.	The <b>DPC</b> does not consistently reflect discussions, actions, and supports to align district and school goals focused on student academic achievement. Opportunities for creativity, and alignment, reflection are limited or non-existent.	The <b>DPC</b> (throughout the year) reflects discussions, actions, and supports to align district and school goals focused on student academic achievement. The PS provides some opportunities for the principal to think and try <b>creative</b> and <b>innovative</b> actions/solutions when addressing teaching and learning needs of their school. The process (at times) includes opportunities to reflect on practice, opportunity to re-design processes/programs, and move forward to support teaching and learning.	The <b>DPC</b> (throughout the year) reflects discussions, actions, and supports to align district and school goals focused on student academic achievement. The PS consistently provides opportunities for the principal to think and try <b>creative</b> and <b>innovative</b> actions/solutions when addressing teaching and learning needs of their school. The process consistently includes opportunities to reflect on practice, and opportunity to re-design processes/programs to support teaching and learning.		

**STANDARD 3: Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.**

DISPOSITIONS OF FOCUS	<ul style="list-style-type: none"> <li>• Growth-oriented</li> <li>• Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Analytical</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical</li> <li>• Perseverant</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Equity-minded</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-focused</li> </ul>
Actions	Ineffective	Developing	Effective	Highly Effective	
<b>Gather qualitative, quantitative and observational evidence about principals capacity for instructional leadership and serving the needs of diverse learners.</b>	PS does not regularly visit classroom and monitor the principal instructional leadership or feedback to staff does not ensure <b>equity</b> to meet the individual needs of the school's diverse student population.	PS visits one to three classrooms and monitor the principal's instructional leadership or feedback to staff does not consistently ensure <b>equity</b> to meet the individual needs of the school's diverse student population.	PS visits four to six classrooms during each school visit to monitor the principal's instructional leadership and feedback to staff to ensure <b>equity</b> to meet the individual needs of the school's diverse student population.	PS visits seven or more classrooms during each school visit to monitor the principal instructional leadership and feedback to staff to ensure <b>equity</b> to meet the individual needs of the school's diverse student population.	
<b>Use evidence from a variety of sources to assess current levels of principals' proficiency and to target areas for professional learning</b>	PS does not place data, evidence, or information onto the <b>DPC</b> to assess principal proficiency to address target areas for professional learning.	PS does not regularly place data, evidence, or information onto the <b>DPC</b> to assess principal proficiency to address target areas for professional learning.	PS utilizes multiple data points (built within the <b>DPC</b> ) as evidence to identify their principals' proficiency to target areas for professional learning.	PS utilizes multiple data points (built within the <b>DPC</b> ) for each individual principal they supervise. The data/evidence is evaluated with an <b>equity</b> lens to help the principal target individual, group, or district-wide areas for professional learning.	
<b>Formatively assess principals' implementation of new practices through on-site observations and other sources of evidence.</b>	PS does not follow the MCS Site Administration Evaluation Handbook with their principals.	PS follows the MCS Site Administration Evaluation Handbook; however, does not consistently utilize the resources or follow the guidelines contained within the document with their principals.	PS follows the MCS Site Administration Evaluation Handbook. Timelines and processes are followed, and resources (Design Planning Template) are utilized to assess implementation of new practices.	PS follows the MCS Site Administration Evaluation Handbook. Timelines and processes are followed, and resources (Design Planning Template) are differentiated for each principal to assess implementation of new practices.	
<b>Provide Purposeful, timely, goal-aligned, and actionable feedback to principals.</b>	PS feedback is inconsistent, not aligned to school, district, or principal goals. The principal DPC does not accurately reflect the feedback between the PS and principal.	PS feedback is not consistent, formal (as needed), or informal (as needed). When feedback is provided, it is not consistently aligned to the school, district, and principal goals. The principal DPC does not consistently reflect the feedback and includes specific steps and timelines (based on collaboration/discussion between the PS and principal) the principal will be taking next to attain the goal.	PS feedback (both formal and informal) consistently align to the school, district, and principal goals. Each principal DPC reflects the feedback and includes specific steps and timelines (based on collaboration/discussion between the PS and principal) the principal will be taking next to attain the goal.	PS feedback (both formal and informal) consistently align to the school, district, and principal goals. Each principal DPC reflects the feedback and includes specific steps and timelines (based on collaboration/discussion between the PS and principal) the principal will be taking next to attain the goal.	
<b>Monitor the effect of principals' implementation of prescribed actions.</b>	PS does not consistently use the <b>DPC</b> to demonstrate how principal's actions are or are not addressing their school goals (SPSA), Principal goals (Summit), or district goals.	PS does not consistently use the <b>DPC</b> to demonstrate how principal's actions are or are not addressing their school goals (SPSA), Principal goals (Summit), or district goals.	PS uses the <b>DPC</b> to demonstrate how principal's actions address school goals (SPSA), Principal goals (Summit), or district goals.	PS uses the <b>DPC</b> to demonstrate (for each individual principal) the specific actions the principal has taken to address school goals (SPSA), Principal goals (Summit), or district goals.	

**STANDARD 4: Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.**

DISPOSITIONS OF FOCUS		<ul style="list-style-type: none"> <li>Growth-oriented</li> <li>Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>Innovative</li> <li>Analytical</li> </ul>	<ul style="list-style-type: none"> <li>Ethical</li> <li>Perseverant</li> </ul>	<ul style="list-style-type: none"> <li>Reflective</li> <li>Equity-minded</li> </ul>	<ul style="list-style-type: none"> <li>Systems-focused</li> </ul>
Actions	Ineffective	Developing	Effective	Highly Effective		
<p><b>Collaborate with principals to articulate and refine a district-wide shared vision and understanding of effective principal instructional leadership and how the evaluation system supports the vision.</b></p>	<p>PS uses antiquated, subjective means of principal evaluation and the evaluation tool does not connect to promoting instructional leadership. PS does not listen to principals who express a need for a different document and does not communicate the principals' ideas to colleagues or supervisor.</p>	<p>PS understands the current evaluation tool and can see its connection to the district vision and improved instructional leadership; however, the PS thinks and has also heard from principals that they believe the current tool needs refinement because it does not support best practices or feedback related to best practices. The PS shares the information half-heartedly, but does not push to engage in more collaborative work with the principals or other district personnel.</p>	<p>The PS understands the current evaluation tool and uses the tool to forward instructional leadership and ultimately foster student achievement. The PS provides a robust training on the tool, works in tandem with principals to <b>self-evaluate</b> and set goals, and asks principals to include <b>feedback</b> for refining the process, if necessary. The PS continues to build time into site visits to re-visit the evaluation tool to monitor progress on goals and observe if the tool is working to <b>improve student achievement</b>.</p>	<p>The PS understands the current evaluation tool and uses the tool to forward instructional leadership and ultimately foster student achievement. The PS provides a robust training on the tool, works in tandem with principals to <b>self-evaluate</b> and set goals, and asks principals to include <b>feedback</b> for refining the process, if necessary. The PS continues to build time into site visits to re-visit the evaluation tool to monitor progression goals and to observe if the tool is working. Additionally, the PS organizes a committee around evaluation to bi-annually review the tool and continue to make refinements as the district continues to <b>change and grow</b>.</p>		
<p><b>Gather qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.</b></p>	<p>PS does not collect any evidence of site progress or the principals' capacity for instructional leadership. The PS does not examine data, does not regularly use the DPC, and rarely walks classrooms.</p>	<p>PS has some evidence of the principals' capacity for instructional leadership which includes MODD data, haphazard DPC entries, and a few classroom walkthroughs. PLCs are visited, and sometimes other stakeholder meetings, but there is little feedback or collection of evidence from these opportunities.</p>	<p>PS has a well-organized approach to collecting site data to demonstrate a principal's practice. This includes the PLC rubrics for each site, the PBIS matrix, notes regarding MODD data dives, and notes related to discussions around other data points. The PS regularly utilizes the DPC for on-going goal setting with the principal, and also attends stakeholder meetings providing feedback and evidence of collaborative discussions for next steps as a result of the observations. Notes are kept in the DPC.</p>	<p>PS has a well-organized approach to collecting site data to demonstrate a principals' practice. This includes the PLC rubrics for each site, the PBIS matrix, notes regarding MODD data dives, and notes related to discussions around other data points. The PS regularly utilizes the DPC for on-going goal setting with the principal, and also attend stakeholder meetings providing feedback and evidence of collaborative discussions for next steps as a result of the observations. Notes are kept in the DPC and regularly referred to, to plan next step conversations. As a result of the work, the PS sites are continually improving student achievement. If student achievement is not improving, the PS engages in the cycle of inquiry to possibly engage in new strategies.</p>		
<p><b>Ensure all principals clearly understand the district's expectations for instructional leadership and the associated terminology.</b></p>	<p>PS does not have a clear understanding of district expectations, does not understand how to seek clarity to gain understanding and does not engage in finding ways to learn the associated terminology.</p>	<p>PS works to help principals understand the district's expectations and the meaning of instructional leadership in the district, but explains the expectations in a manner that is unclear and not completely aligned to the district. Associated terminology is used but can sometimes be used or applied incorrectly.</p>	<p>PS has a clearly defined understanding of principal expectations for instructional leadership and is able to clearly express the expectations and support principal in application and practice of instructional leadership. Associated terminology is used frequently and professionally and is often used to support a principal in advancing their practice and improving student achievement.</p>	<p>PS has a clearly defined understanding of principal expectations for instructional leadership and is able to clearly express the expectations and support principals in application and practice of instructional leadership. Associated terminology is used frequently and professionally and is often used to support a principal in advancing their practice and improving student achievement. Additionally, the PS is able to identify gaps in the professional understanding of principals and colleagues and works to fill the gaps from knowledge application across the organization.</p>		

**STANDARD 4: Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.**

DISPOSITIONS OF FOCUS	<ul style="list-style-type: none"> <li>• Growth-oriented</li> <li>• Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Analytical</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical</li> <li>• Perseverant</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Equity-minded</li> <li>• Systems-focused</li> </ul>
Actions	Ineffective	Developing	Effective	Highly Effective
<p>Ensure all principals clearly understand the district’s expectations for instructional leadership and the associated terminology.</p>	<p>PS does not have a clear understanding of district expectations, does not understand how to seek clarity to gain understanding and does not engage in finding ways to learn the associated terminology.</p>	<p>PS works to help principals understand the district’s expectations and the meaning of instructional leadership in the district, but explains the expectations in a manner that is unclear and not completely aligned to the district. Associated terminology is used but can sometimes be used or applied incorrectly.</p>	<p>PS has a clearly defined understanding of principal expectations for instructional leadership and is able to clearly express the expectations and support principal in application and practice of instructional leadership. Associated terminology is used frequently and professionally and is often used to support a principal in advancing their practice and improving student achievement.</p>	<p>PS has a clearly defined understanding of principal expectations for instructional leadership and is able to clearly express the expectations and support principals in application and practice of instructional leadership. Associated terminology is used frequently and professionally and is often used to support a principal in advancing their practice and improving student achievement. Additionally, the PS is able to identify gaps in the professional understanding of principals and colleagues and works to fill the gaps from knowledge application across the organization.</p>
<p>Communicate and model how the evaluation process supports principals’ growth as instructional leaders.</p>	<p>PS tells the principal how they are performing using the site administration evaluation and does not articulate how the evaluation tool supports effective instructional leadership as well as the district strategic goals.</p>	<p>PS attempts to hold collaborative discussions around the site administration evaluation tool and makes some connections to how the tool supports instructional leadership and makes minimal connections to the district strategic goals.</p>	<p>PS engages in an effective and <b>continuous cycle of inquiry</b> together with the principal to identify areas of principal strength and weakness within the evaluation tool and together identifies how these areas of strength can support site goals as well as district strategic goals.</p>	<p>PS engages in an effective and <b>continuous cycle of inquiry</b> together with the principal to identify areas of principal strength and weakness within the evaluation tool and together identifies how these areas of strength can support site goals as well as district strategic goals. Evidence of student achievement improving is documented.</p>
<p>Collaborate with principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, and develop a professional learning plan for achieving goals.</p>	<p>PS does not collaborate with the principal around strengths and weaknesses and often finds that it is difficult to identify what a principal does well and where areas of challenge are. There is no plan in place to support learning and the PS does not engage in supporting the principal in getting started on a plan for achieving goals.</p>	<p>PS collaborates regularly with the principal and is able to give feedback around strengths and weaknesses, but the feedback is not actionable and it does not support the principal in building a cohesive plan for professional learning.</p>	<p>The PS works with the principal to examine school-wide data across many data points. The PS is able to help the principal to establish the abilities in the areas of school <b>growth</b>. The PS can also assist the principal in identifying areas where the principal may struggle to support school growth. Based on the collaborative work in getting both a broad and more detailed view of the school, the PS is able to help the principal craft a plan to hone their skills in order to meet goals.</p>	<p>The PS works with the principal to examine school-wide data across many data points. The PS is able to help the principal to establish the capacities the principal may have to address the areas of need and support the areas of school growth. The PS can also assist the principal in identifying areas where the principal may struggle to support school <b>growth</b>. Based on the collaborative work in getting both a broad and more detailed view of the school, the PS is able to help the principal craft a plan to hone their skills in order to meet goals. The PS continues to monitor the principals engagement in the professional learning, make suggestions for future learning, and at times, may design learning opportunities across the district because there appears to be a systemic need when looking at the broad picture of district leadership.</p>
<p>Support principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.</p>	<p>The PS does not engage in a cycle of continuous improvement to support principal growth. The PS may talk with the principal about their plan, but the discussion is a conversation, does not include data points or information, and does not include a written document or plan.</p>	<p>The PS attempts to engage in the cycle of continuous improvement at the beginning of the year, but forgets to continue engaging in the cycle in the mid-year and does not keep a record of implementation or discussions.</p>	<p>The PS engages in the cycle of continuous improvement with the focus on the professional learning plan for the principal. The PS and principal approach the work collaboratively looking for data points to demonstrate growth.</p>	<p>The PS engages in the cycle of continuous improvement with the focus on the professional learning plan for the principal. The PS and principal approach the work collaboratively looking for data points to demonstrate growth. The PS is able to collaborate with the principal to differentiate the plan as needed based on the data, and if the plan needs revision, the PS and principal are both able to utilize data in order to determine if more time is needed or if a different approach is necessary.</p>

**STANDARD 5: Principal Supervisors advocate for and inform the coherence of Modesto City Schools' vision, policies, and strategies to support schools and students learning.**

DISPOSITIONS OF FOCUS	<ul style="list-style-type: none"> <li>Growth-oriented</li> <li>Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>Innovative</li> <li>Analytical</li> </ul>	<ul style="list-style-type: none"> <li>Ethical</li> <li>Perseverant</li> </ul>	<ul style="list-style-type: none"> <li>Reflective</li> <li>Equity-minded</li> </ul>	<ul style="list-style-type: none"> <li>Systems-focused</li> </ul>
Actions	Ineffective	Developing	Effective	Highly Effective	
Examine school-level goals and strategies, to promote equity for students, and ensure alignment with district vision, policies, and strategies.	PS <u>reviews</u> school level goals or strategies to promote <b>equity</b> but does not analyze alignment to district vision, policies, and strategies.	PS <u>examines</u> school level goals and strategies to promote <b>equity</b> with limited thought given to how site goals and strategies align with and impact the progress of the district vision, policies, and strategies.	PS <u>examines</u> school level goals and strategies, as written in documents such as SPSA, MTSS, and PBIS, and works to promote <b>equity</b> for students. PS <u>ensures alignment with district vision, policies, and strategies.</u>	PS <b>analyzes</b> school-level goals and strategies to promote <b>equity</b> for students, as written in documents such as SPSA, MTSS, and PBIS. PS <b>persistently</b> monitors application and evidence of impact of school level goals and strategies during site visits. PS ensures alignment with district vision, policies and strategies, continuing to work with individual sites to increase <b>alignment to the MCS way throughout the system.</b>	
Communicate the vision, goals, strategies of the district with all internal and external stakeholders.	PS does not align with the district vision, goals, strategies of the district when communicating with stakeholders.	PS aligns with but does not effectively communicate the vision, goals, and strategies of the district with stakeholders.	PS aligns and effectively communicates the vision, goals, and strategies of the district with all internal and external stakeholders.	PS aligns and effectively communicates, both formally and informally, the vision, goals and strategies of the <b>MCS Way</b> with all internal and external stakeholders, demonstrating an understanding of the impact of messaging. PS <b>analyzes</b> feedback to increase effective communication.	
Connect principals to central office resources and personnel to support the principal's work.	PS does not effectively connect principals to central office resources and personnel to support the principal's work.	PS is able to connect principals to central office resources and personnel to support the principal's work. PS does not follow up to ensure that principal's needs have been met.	PS is able to connect principals to central office resources and personnel to support the principal's work and inconsistently ensures that the needs of the principal have been fully addressed.	PS has a command of and leverages central office resources and personnel in a timely manner to support the work of the principal, and follows up to ensure that needs of the principal have been fully addressed. PS is an advocate for the sites with which they work, garnering attention and support when needed. PS continually <b>analyzes</b> the <b>MCS system</b> for areas to improve support of the principal's work.	
Assist principals in learning to allocate school resources in ways that best support staff and meet their school's needs.	PS provides little or no assistance to principals in learning to allocate resources, and if support is provided, there is no analysis of how to best support staff or meet the needs of the school.	PS assists principles in learning to allocate school resources but does not support an analysis of the best ways to support staff and meeting the needs of the school.	PS provides <b>coaching</b> and assistance to principals in learning to allocate resources and analyze how to best support staff and meet their school's needs and <b>alignment</b> to district vision, goals, strategies.	PS provides coaching and assistance to principals in the allocation of resources based on an <b>analysis</b> of their school's needs, and taking into consideration <b>equity</b> and alignment to and support of the <b>MCS Way.</b>	
Help principals create distributed leadership systems and structures that support teaching and learning.	PS provides little or no help to principals who are trying to create a system of distributed leadership or structures that support teaching and learning.	PS asks about the development of distributed leadership systems and structures, but provides little support to assist the principal in creating a sustainable system.	PS helps principals create distributed leadership systems and structures that support teaching and learning by reviewing agendas and minutes with the site principal and providing feedback and resources to help the principal identify next steps.	PS provides coaching and support to principals to build capacity within their staff, create a distributed leadership system as well as structures that support highly effective teaching and evidence of learning. PS provides resources and observes leadership and staff meetings to provide principal actionable feedback.	
Gather and provide feedback to district leaders regarding district goals, policies, and strategies to support the principal and student learning.	PS does not gather information from sites to provide feedback to district leaders regarding district goals, policies, and strategies.	PS gathers limited and unconnected feedback from sites providing district leaders incomplete information regarding district goals, policies and strategies to support the principals and student learning. PS does not connect information from multiple sites to identify trends or district needs.	PS gathers and provides feedback to district leaders regarding district goals, policies and strategies to support the principals and student learning. PS is able to connect feedback from multiple sites.	PS gathers and provides feedback to district leaders regarding district goals, policies and strategies to support the principals and student learning, create a clear and connected picture of school.	

**STANDARD 5: Principal Supervisors advocate for and inform the coherence of Modesto City Schools' vision, policies and strategies to support schools and students learning.**

DISPOSITIONS OF FOCUS		• Growth-oriented • Collaborative	• Innovative • Analytical	• Ethical • Perseverant	• Reflective • Equity-minded	• Systems-focused
Actions	Ineffective	Developing	Effective	Highly Effective		
Strategically buffer principals from distractions to maintain their focus on instructional leadership.	PS does not strategically buffer principals from distractions to maintain their focus on instructional leadership. PS leaves it up to the principal to determine how to maintain focus on <b>instructional leadership</b> .	PS provides minimal support buffering principals from distraction to maintain their focus on instruction leadership. PS is not building capacity of the principal in how to build systems that support maintaining focus on <b>instructional leadership</b> .	PS provides support by strategically buffering principals from distractions to maintain their focus on instructional leadership. PS is building capacity in the principal in how to build systems that support maintaining focus on <b>instructional leadership</b> .	PS provides support by strategically buffering principals from distractions and is increasing principal capacity to maintain their focus on instructional leadership. PS is transparent in identifying distractors and supports principals work to leverage site resources in support of maintaining focus on <b>instructional leadership</b> .		
Assist with the development of a strong pipeline of future school leaders.	PS is not involved in the development of the pipeline of future school leaders and has significantly limited understanding of the potential impact of the pipeline on leadership development. PS does not provide coaching or support of future school leaders.	PS has limited involvement with the development of a strong principal pipeline. PS has an incomplete understanding of the principal pipeline and its potential impact on leadership development within the district.	PS has an understanding of the principal pipeline, how to support future school leaders, and the potential impact of internal leadership development in alignment with Modesto City Schools leadership development.	PS is innovative in the development of the pipeline of future school leaders and has a strong understanding of the potential impact of the pipeline on leadership development. PS does provide coaching and support of future school leaders and actively seeks to identify future leaders during campus visits. PS understands that to achieve the goal of becoming a destination district, future leaders must be developed internally and receive the support they need to achieve success in the <b>MCS way</b> .		
Lead processes to select and induct principals ready to serve as successful instructional leaders.	PS is a part of the process to select and induct principals to serve as successful instructional leaders. PS does not incorporate site needs and principal strengths.	PS is a part of the process of selecting principals ready to serve as successful instructional leaders incorporating site needs. PS provides some coaching and support with little alignment to the <b>MCS way</b> .	PS can lead the work in selecting a principal based on the identified site needs. PS provides coaching and support in the induction into the MCS way. PS monitors the instructional leadership of the principal.	PS can lead the work in selecting a principal based on the identified site needs. PS provides coaching and support in the induction into the MCS way. PS monitors the instructional leadership of the principal, making responsive and appropriate moves to keep the principal progressing toward success, helping the principals build on areas of growth and leverage areas of strength.		
Evaluate the effectiveness of the district's systems to support schools and student learning.	PS does have an understanding of the district's systems to support schools and student learning and cannot effectively evaluate such systems.	PS attempts to evaluate the effectiveness of the district's systems to support schools and student learning but lacks knowledge of the system and its interworking parts.	PS evaluates the effectiveness of the district's systems to support schools and students' learning. PS can identify weaknesses and strengths and their likely root cause.	PS adeptly analyzes and evaluates the effectiveness of the district's systems to support schools and students learning. PS has a strong understanding of how each system interacts with the other systems. PS can identify weaknesses and strengths and their root causes. PS offers innovative solutions to increase system effectiveness.		



**STANDARD 6: Principal Supervisor assists the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.**

DISPOSITIONS OF FOCUS	<ul style="list-style-type: none"> <li>• Growth-oriented</li> <li>• Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Analytical</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical</li> <li>• Perseverant</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Equity-minded</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-focused</li> </ul>
Actions	Ineffective	Developing	Effective	Highly Effective	
<b>Ensure that each student is treated fairly and equitably and has physical access to the learning environment and academic access to excellent teachers.</b>	The PS and principal do not regularly visit classrooms, morning, lunch, end-of-school activities, and office areas. Principal feedback is not based on <b>equity</b> and specifically addresses the individual (not group) social emotional, academic, and college and career needs of students.	The PS and principal visit classrooms, morning, lunch, end-of-school activities, and office areas. Principal feedback is based on <b>equity</b> and specifically addresses the individual (not group) social emotional, academic, and college and career needs of students.	The PS and principal visits classrooms, morning, lunch, end-of-school activities, and offices areas. Principal feedback based on <b>equity</b> and specifically addresses the individual (not group) social emotional, academic, and college and career needs of students.	During each school visit, the PS and principal visits classrooms, morning, lunch, end-of-school activities, and office areas on campus. Principal feedback based on <b>equity</b> and specifically addresses the individual (not group) social emotional, academic, and college and career needs of students.	
<b>Ensure that teachers and staff are treated fairly and equitably and have physical access to a positive and collaborative work environment.</b>	The PS inconsistently works with principals to develop or sustain meeting norms and communication protocols for their staff and PLC teams. Meeting and professional development locations are (at times) not accessible to all staff.	The PS inconsistently works with principals to develop or sustain meeting norms and communication protocols for their staff and PLC teams. Meeting and professional development locations are (at times) not accessible to all staff.	The PS works with principals to develop or sustain meeting norms and communication protocols for their staff and PLC teams. Meeting and professional development locations are accessible to all staff.	The PS has differentiated coaching and support for each individual principal to develop or sustain meeting norms and communication protocols for their staff and PLC teams. Meeting and professional development locations are accessible to all staff.	
<b>Ensure that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.</b>	The PS has not ensured the principal and school sites have <b>PBIS</b> and <b>MTSS</b> systems to support all students and parents.	The PS has not ensured that each principal and school site have <b>PBIS</b> and <b>MTSS</b> systems to support all students and parents.	The PS ensures that principals and school sites have <b>PBIS</b> and <b>MTSS</b> systems to support all students and parents.	The PS has differentiated coaching and support for each individual principal to develop or sustain <b>PBIS</b> and <b>MTSS</b> systems that support all students and parents.	
<b>Exhibit cultural competency in interactions and decision-making with principals and community.</b>	The PS does not provide coaching and support to develop or sustain communication, curriculum, instruction, programs, budget, and activities that reflect their student population, culture, and social-economic needs.	The PS provides coaching and support to develop or sustain communication, curriculum, instruction, programs, budget, and activities that reflect their student population, culture, and social-economic needs.	The PS provides coaching and support to develop or sustain communication, curriculum, instruction, programs, budget, and activities that reflect their student population, culture, and social-economic needs.	The PS has differentiated coaching and support for each individual principal to develop or sustain communication, curriculum, instruction, programs, budget, and activities that reflect their student population, culture, and social-economic needs.	
<b>Protect students' equitable access to social capital within the school and to high-quality instructional practices.</b>	The PS does not provide coaching and support for each individual principal to develop or modify school policies and processes to ensure all students have equitable access to high quality instruction, programs, and activities.	The PS does not consistently provide coaching and support for each individual principal to develop or modify school policies and processes to ensure all students have equitable access to high quality instruction, programs, and activities.	The PS provides coaching and support for principals to develop or modify school policies and processes to ensure all students have equitable access to high quality instruction, programs, and activities.	The PS has differentiated coaching and support for each individual principal to develop or modify school policies and processes to ensure all students have equitable access to high quality instruction, programs, and activities.	
<b>Monitor schools as affirming and inclusive places.</b>	The PS does not provide coaching and support for principals to develop or modify school policies and processes to ensure inclusive practices within all school classes, programs, and activities.	The PS does not consistently provide coaching and support for principals to develop or modify school policies and processes to ensure inclusive practices within all school classes, programs, and activities.	The PS provides coaching and support for principals to develop or modify school policies and processes to ensure inclusive practices within all school classes, programs, and activities.	The PS differentiates coaching and support for each individual principal to develop or modify school policies and processes to ensure inclusive practices within all school classes, programs, and activities.	

**STANDARD 7: Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.**

DISPOSITIONS OF FOCUS	<ul style="list-style-type: none"> <li>• Growth-oriented</li> <li>• Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Analytical</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical</li> <li>• Perseverant</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Equity-minded</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-focused</li> </ul>
Actions	Ineffective	Developing	Effective	Highly Effective	
<b>Understand the dimensions and challenges of professional growth.</b>	The PS engages in professional learning as an individual to forward individual professional desires and does not view one's own learning as a mechanism to support the district goals. The PS does not engage in professional learning to support areas of need or weaknesses.	The PS engages in professional learning seeking opportunities that may support his/her areas of need, but does not connect those areas of need to learning that will support student achievement, colleagues, or district goals.	The PS carefully analyzes his/her areas of strength or weakness in comparison to the needs of the principals and sites he/she supervises, in relation to being a member of a team and the team needs, and relative to the district strategic goals. The PS uses data to analyze his/her professional learning needs, sets goals, and works to meet the goals.	The PS carefully analyzes his/her areas of strength or weakness in comparison to the needs of the principals and sites he/she supervises, in relation to being a member of a team and the team needs, and relative to the district strategic goals. The PS uses data to analyze his/her professional learning needs, sets goals, and works to meet the goals. The PS also contributes to the PS PLC and uses data to help move the team forward in their collective professional learning goals.	
<b>Use relationships and experiences to inform and improve their leadership practice.</b>	The PS does not draw on previous experiences or relationships for inward or outward learning, areas of success, and areas of past struggles to reflect upon leadership decisions and continue to learn and grow. The lack of reflection and application of previous experience hinders abilities to understand site perspectives and apply "just in time" strategies to support principals.	The PS is beginning to understand how relationships can support inward and outward networks for learning and how past site experience and experiences with other departments can support learning and growth. The PS is starting to apply past areas of success and struggle to help principals in their decision making and the PS is beginning to see how past relationships and experiences can be used to identify their next steps growth plan.	The PS understands how to leverage relationships to forward their own learning in areas of need and to help accomplish district goals and goals with principals. The PS understands how past experiences could be a direct result of gaps in their own development and that professional learning in certain areas could support necessary growth. The PS understands the importance of reflection and how reflection alongside data can support seeking opportunities to improve practice.	The PS understands how to leverage relationships to forward their own learning in areas of need and to help accomplish district goals and goals with principals. The PS understands how past experiences could be a direct result of gaps in their own development and that professional learning in certain areas could support necessary growth. The PS also connects this learning directly to the work of the principals he/she supervises and can connect his/her own growth and leadership capacities to the needs of the sites he/she supervises.	
<b>Remain current on latest laws, regulations, and required data.</b>	The PS does not read laws or regulations and does not keep informed on up-to-date site data.	The PS reads laws and regulations and does keep informed on site data but does not share the information in a useful or purposeful manner.	The PS is knowledgeable about current laws and regulations as well as site and district level data, and employs the information usefully and with intentions of supporting the site.	The PS is knowledgeable about current laws and regulations as well as site and district level data, and employs the information usefully and with intentions of supporting the site. The PS also uses the data to support innovative practices to improve student outcomes.	
<b>Use feedback and data from multiple sources (e.g., principals, supervisors, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.</b>	The PS has difficulty with feedback and relationships that could be built to support professional learning and growth. The PS may understand strengths and weaknesses, but does little to seek opportunities for growth.	The PS listens passively to feedback and will seek out positive relationships that reinforce the PS strengths; however, the PS is challenged with accepting areas for growth and does little to align professional learning to the specific individual needs of the PS.	The PS accepts feedback readily in both areas of strengths and weaknesses and develops relationships with others to enhance the PS's skill set. The PS seeks professional learning opportunities and aligns the opportunities for purposeful reasons, primarily to address deficits in knowledge, or to enhance strengths that can lead to better student outcomes.	The PS seeks out feedback through a variety of mechanisms: - relationships, surveys, supervisor evaluations, etc. and is able to immediately make plans and follow through with professional growth opportunities aligned with the provided feedback. The PS is confident in vocalizing what he/she is working on and shares progress updates with the supervisor and sometimes with colleagues.	
<b>Set pertinent and measurable professional learning goals to improve their leadership practice.</b>	The PS is unaware of areas in which he/she can grow and does not set professional growth goals.	The PS is aware of areas in which to grow, but is unsure how to approach the areas for growth and does not set specific goals but rather looks to their supervisor for support.	The PS is aware of areas to improve leadership practices and sets goals that are time bound. The PS shares his/her progress with the supervisor and there are measurable outcomes.	The PS is aware of areas to improve leadership, sets goals that are time bound, and shares progress with others. When the PS accomplishes one goal or one set of goals, he/she quickly moves on to another area to improve and begins the cycle of continuous improvement again.	



**STANDARD 7: Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.**

DISPOSITIONS OF FOCUS		• Growth-oriented • Collaborative	• Innovative • Analytical	• Ethical • Perseverant	• Reflective • Equity-minded	• Systems-focused
Actions	Ineffective	Developing	Effective	Highly Effective		
Share professional learning goals with supervisors and principals to garner support and accountability.	The PS does not share information about their learning goals with others.	The PS shares learning goals with others that are mostly strength-based, non-specific, and not aligned to the needs of the team.	The PS shares both areas for growth and areas of strength with others and frequently discusses progress with the team, particularly if the areas of progress help to strengthen the work of the team.	The PS shares areas for growth and areas of strength with others, develops a robust learning plan and seeks input from others particularly asking others for feedback and how to refine the goals to support the needs of the team.		
Engage in individual and collective professional learning activities to meet professional learning goals.	The PS does not engage in learning activities and very rarely participates when there are collective learning opportunities.	The PS engages in individual opportunities to learn, but those opportunities are not connected to the needs of the team, and the PS struggles to engage with group learning and discussion around the needs of the group.	The PS engages actively in all learning opportunities, both individual and collective, and is focused on meeting the goals outlined by both his/her supervisor and the team.	The PS engages in all learning opportunities, both individual and collective, and is focused on meeting goals outlined by both his/her supervisor and the team and additionally, the PS analyzes relevant data to suggest and/or provide learning opportunities for next steps. The PS may even have suggestions for a 3-year learning plan.		
Evaluate progress in achieving professional learning goals and adjust as necessary to reach them.	The PS does not have goals for learning and has difficulty feeling a sense of urgency towards the work.	The PS has learning goals, but the goals are not time bound and there is a lackluster approach to engaging with the goals.	The PS has specific goals for learning, and when barriers arise, the PS verbalizes the barriers and finds ways to accomplish the goal in a different manner or under an adjusted schedule.	The PS has specific goals for learning, reaches them in a timely manner despite barriers, adjusts for mitigating factors, and finds <b>innovative</b> means for continuing to reach the goal.		

**STANDARD 8: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.**

DISPOSITIONS OF FOCUS	<ul style="list-style-type: none"> <li>• Growth-oriented</li> <li>• Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Innovative</li> <li>• Analytical</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical</li> <li>• Perseverant</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective</li> <li>• Equity-minded</li> </ul>	<ul style="list-style-type: none"> <li>• Systems-focused</li> </ul>
Actions	Ineffective	Developing	Effective	Highly Effective	
Use evidence from a variety of data sources to identify areas that need improvement in each school as well as across schools to inform district responses.	PS does not utilize data sources (MODD, SBAC, district assessments, CCI, etc.) with their principals.	PS inconsistently utilizes data sources (MODD, SBAC, district assessments, CCI, etc.) with principals to develop action steps to align SPSA, WASC (high school only), and district goals.	PS utilizes data sources (MODD, SBAC, district assessments, CCI, etc.) with principals to develop action steps to align SPSA, WASC (high school only), and district goals.	PS utilizes data sources (MODD, SBAC, district assessments, CCI, etc.) and differentiates coaching and support with principals to develop action steps to align SPSA, WASC (high school only), and district goals.	
Determine situationally-appropriate strategies for improvement, including transformational and incremental approaches, in response to identified principal and school performance needs.	PS does not take time to understand the site reality and does not work with the principal to brainstorm strategies for improvement.	PS inconsistently analyzes the current reality of the site and offers ideas and suggestions for improvement. These ideas may not be followed up on or instituted.	PS works in conjunction with the principal to identify the current reality of the site, analyze needs assessment, and determine appropriate strategies to meet site needs. The approach is “just in time,” and there is consistent follow-through and dialogue on if the strategies are supporting improvement.	PS works in conjunction with the principal to identify the current reality of the site, analyze needs assessment, and determine appropriate strategies to meet site needs. The approach is “just in time,” and there is consistent follow-through and dialogue on if the strategies are supporting improvement. The results of the dialogue often support adding/adjusting/refining strategies in response to the current outcomes.	
Employ innovative thinking and strategic planning to create change in response to identified school performance need.	PS does not coach and support principals to develop a strategic plan. A boiler plate strategic plan might be used or the previous year’s plan is utilized with minor adjustments.	PS inconsistently coaches principals to help develop a strategic plan. The PS provides information, guidance, and support to the principal of the current systems/structures, District Policy, and Education Code to allow for the development and implantation of the strategic plan.	PS coaches and supports principals to help develop an original strategic plan utilizing some data. The PS provides information, guidance, and support to the principal regarding current systems/structures, District Policy, and Education Code. The PS also provides opportunity for the principal to learn and grow regardless if the plan is successful or not.	PS differentiates coaching and supports principals to help develop an original and responsive strategic plan based on a comprehensive needs assessment. The PS provides information, guidance, and support to the principal regarding current systems/structures, District Policy, and Education Code. The PS also provides opportunity for the principal to learn and grow regardless if the plan is successful or not.	
Communicate to principals and district the need and the means for effecting and embracing change.	PS has developed a manner of communicating that works for him/her. The PS does not understand or lead change and is more comfortable in supporting the status quo.	PS inconsistently differentiates coaching and support for principals based on their experience, expertise, and knowledge of district and school structures that effect change. PS uses the DPC to provide specific steps or strategies the principal can use or use with staff to embrace change.	PS differentiates coaching and support for principals based on their experience, expertise, and knowledge of district and school structures that effect change. PS uses the DPC to provide specific steps or strategies the principal can use or use with staff to embrace change.	PS differentiates coaching and support for each individual principal based on their experience, expertise, and knowledge of district and school structures that effect change. PS uses the DPC to provide specific steps or strategies the principal can use or use with staff to embrace change.	
Identify operational and other central office supports for principal to implement change.	PS provides the contact information to various district departments, directors, or program managers. PS inconsistently communicates with district divisions the type of support each individual school needs to implement change.	PS provides the contact information to various district departments, directors, or program managers. PS inconsistently communicates with district divisions the type of support each individual school needs to implement change.	Identify operational and other central office supports for principals to implement change. PS is the conduit to various district departments, directors, or managers. PS communicates with district divisions the type of support each individual school needs to implement change.	PS is the conduit to various district departments, directors, or program managers. PS communicates with district divisions with the type of support each individual school needs to implement change.	
Provide feedback to central office staff about ways to improve services that support principals, schools, and student learning.	PS does not provide feedback to district staff.	PS provides feedback to district staff in various meetings about specific needs and supports their schools need to support all stakeholders.	PS provides feedback to district staff in various meetings about specific needs and supports their schools need to support all stakeholders.	PS provides feedback to district staff in meetings and directly about specific needs and supports their schools need to support all stakeholders.	

**STANDARD 8: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.**

DISPOSITIONS OF FOCUS		• Growth-oriented • Collaborative	• Innovative • Analytical	• Ethical • Perseverant	• Reflective • Equity-minded	• Systems-focused
Actions	Ineffective	Developing	Effective	Highly Effective		
Use data to assess the impact of change on the determined need.	PS does not utilize data sources with their principal to develop strategies to implement change initiatives at their school site.	PS inconsistently utilizes data sources (MODD, SBAC, district assessments, CCI, etc.) and differentiates their coaching and support with their principal to develop strategies to implement change initiatives on their school site.	PS utilizes data sources (MODD, SBAC, district assessments, CCI, etc.) and coaching and support with their principal to develop strategies to implement change initiatives on their school site.	PS utilizes data sources (MODD, SBAC, district assessments, CCI, etc.) and differentiates their coaching and support with their principal to develop strategies to implement change initiatives on their school site.		
Assess the principal's effectiveness in leading change at the school level.	PS does not provide feedback or the opportunity for principals to ensure stakeholders are supported through various types of change initiatives.	PS does not consistently provide feedback to principals based on their implementation plan and strategies to implement change. Inconsistent opportunities to provide the principal time to analyze, reflect, learn, and develop next steps with their PS to ensure stakeholders are supported through various types of change initiatives.	PS provides feedback to principals based on their implementation plan and strategies to implement change. Opportunity to provide the principal time to analyze, reflect, learn, and develop next steps with their PS to ensure stakeholders are supported through various types of change initiatives.	PS differentiates feedback to principals based on their implementation plan and strategies to implement change. Opportunity to provide the principal time to analyze, reflect, learn, and develop next steps with their PS to ensure stakeholders are supported through various types of innovative change initiatives.		

## BEHAVIORAL EXAMPLES

Competency	Ineffective	Developing	Effective	Highly Effective
<p><b>HANDLING STRESS</b></p> <p>Maintaining emotional stability and self-control under pressure, challenge, or adversity</p>	<ul style="list-style-type: none"> <li>Becomes flustered, volatile, insensitive, or overwhelmed when exposed to typical or normal pressure or when pushed out of their comfort zone.</li> <li>May seek to have others relieve them of stressful situations</li> </ul>	<ul style="list-style-type: none"> <li>Maintains composure in normal situations and strives for composure in stress situations.</li> <li>Typically maintains focus and emotional control in normal situations</li> <li>Inconsistently handles difficult situations</li> </ul>	<ul style="list-style-type: none"> <li>Maintains composure in normal and somewhat stressful situations.</li> <li>Rarely becomes overwhelmed when given high workload, ambiguous assignments, and interruptions and distractions</li> </ul>	<ul style="list-style-type: none"> <li>Maintains composure when given high workloads, ambiguous assignments, interruptions and distractions</li> <li>Maintains focus and emotional control in stressful situations and unpleasant circumstances</li> </ul>
<p><b>PROJECT MANAGEMENT</b></p> <p>Ensuring that projects are on-time, on-budget, and achieve their objectives</p> <p><i>*Kirtman Leadership Competencies = Creates a commonly owned plan for success</i></p>	<ul style="list-style-type: none"> <li>May rush into action without a plan</li> <li>Fails to establish clear goals and what success looks like</li> <li>Plans without consulting key stakeholders</li> <li>Uses poor judgement regarding activities, resources, and key relationships</li> <li>Repeats mistakes when managing projects by not reflecting on outcomes, progress, or feedback</li> <li>Fails to incorporate feedback or learn from mistakes</li> <li>Fails to share clear expectations with the project team</li> </ul>	<ul style="list-style-type: none"> <li>Project goals and criteria for success are unclear</li> <li>Unnecessarily limits the number of key stakeholders involved in providing input on the project</li> <li>Underutilizes resources, skillset, or relationships needed to complete the project</li> <li>Incorporates feedback to learn from mistakes to ensure projects are completed</li> <li>Expectations of the project team are not always clear</li> </ul>	<ul style="list-style-type: none"> <li>Shares project goals and metrics used to determine success</li> <li>Involves key stakeholders throughout the project</li> <li>Ensures the right skill mix is present in the project staff</li> <li>Encourages feedback to learn from mistakes and ensure future projects are completed with minimal mistakes</li> <li>Establishes a decision-making process for the project team</li> <li>Foresees problems and strives to mitigate their impact on the project</li> <li>Details roles and expectations to the project team</li> </ul>	<ul style="list-style-type: none"> <li>Ensures clear definition of project goals and criteria for success</li> <li>Involves key stakeholders throughout the project and solicits their feedback</li> <li>Leverages skill set among project staff</li> <li>Proactively seeks feedback to minimize mistakes and applies lessons to future projects</li> <li>Establishes decision-making process and boundaries for independent decision making</li> <li>Anticipates problems and mitigates risks</li> <li>Clarifies roles and expectations among those in the project team</li> </ul>
<p><b>VALUING DIVERSITY</b></p> <p>Appreciating the benefits of varied backgrounds and cultures in the workplace</p>	<ul style="list-style-type: none"> <li>Ineffective when relating to others different from oneself</li> <li>Openly talks or behaves inappropriately toward members of various groups</li> <li>Often includes/excludes certain groups from meetings, decision-making sessions, or career opportunities</li> <li>Shows preconceived expectations of behavior/performance based on a person's group membership</li> <li>Views diversity as a 'numbers game'</li> <li>Occasionally 'jokes' inappropriately toward members of various groups in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>Open to differences between groups</li> <li>May inadvertently include/exclude certain groups from meetings, decisions, etc. but strives to resolve this</li> <li>Recognizes preconceived expectations of behavior/performance and strives to minimize its effects</li> </ul>	<ul style="list-style-type: none"> <li>Sees the benefit of having differing backgrounds and points of view in the workplace and may leverage those differences in decision-making and group efforts</li> <li>Strives to develop a workforce that reflects the students served</li> <li>Promotes and removes barriers to equal opportunity and participation when they arise</li> </ul>	<ul style="list-style-type: none"> <li>Appreciates the benefit of having differing backgrounds and points of view in the workplace and leverages those differences in decision-making and group processes</li> <li>Develops a workforce that reflects the students served</li> <li>Promotes and proactively removes barriers to equal opportunity and participation</li> <li>Seeks out diverse input, feedback, and perspective from others to be inclusive and well-rounded</li> </ul>

# BEHAVIORAL EXAMPLES

Competency	Ineffective	Developing	Effective	Highly Effective
<p><b>RELATIONSHIP BUILDING</b></p> <p>Establishing rapport and maintaining mutually-productive relationships</p> <p><i>*Kirtman Leadership Competencies = Builds external networks/partnerships</i></p>	<ul style="list-style-type: none"> <li>Lacks approachability</li> <li>Uninterested in considering the perspective of others</li> <li>Uninterested in what others think</li> <li>Is inconsiderate, unfair, or inconsistent in the treatment of others</li> <li>Is unauthentic and demonstrates favoritism</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently cultivates work relationships with coworkers on their immediate team</li> <li>Appears to be open and approachable, but difficult to determine</li> <li>Treats others in immediate team with respect and consideration and strives to cultivate relationships outside of the immediate team</li> </ul>	<ul style="list-style-type: none"> <li>Builds work relationships with coworkers who they consistently come into contact with</li> <li>Is open and approachable</li> <li>Consistently treats others with respect, consideration, and fairness</li> </ul>	<ul style="list-style-type: none"> <li>Develops and maintains work relationships with all coworkers</li> <li>Continuously improves relationships</li> <li>Is easily approachable</li> <li>Always treats others with respect, consideration, and fairness</li> </ul>
<p><b>SYSTEMS THINKING</b></p> <p>Viewing the district as a system of integrated and interdependent departments and functions</p>	<ul style="list-style-type: none"> <li>Looks at organizational functions in isolation or views work groups as silos</li> <li>Fails to recognize interdependencies of the organization with its environment and other functions</li> <li>Fails to see how changes in one part of the organization affects other parts</li> <li>Fails to anticipate long-term implications of changes in various parts of the organization system</li> <li>Focuses problem analysis and problem solving on one part of a more complex system</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently views the organization as interconnected parts</li> <li>Underestimates the impact the organization, its environment, and its functions have on one another</li> <li>Underestimates the impact changes in part of the org will have on others</li> <li>Focuses problem analysis and problem solving on a subsection of the larger organizational system</li> </ul>	<ul style="list-style-type: none"> <li>Sees the organization as a whole rather than individual parts</li> <li>Recognizes the relationship among the organization, its functions, and the environment it operates in</li> <li>Sees how changes in part of the organization affects other parts</li> <li>Seeks optimal ways in which the system parts can be arranged to achieve objectives</li> </ul>	<ul style="list-style-type: none"> <li>Conceptualizes the organization as a whole rather than a collection of parts</li> <li>Grasps the relationship among the organization and its environment</li> <li>Anticipates how changes in part of the organization affects other parts</li> <li>Understands how changes in the organization's environment leads to changes inside the organization</li> <li>Discovers optimal ways in which the system parts can be arranged to achieve objectives</li> <li>Actively works to breakdown silos and increase collaborative thinking through outreach with other departments</li> </ul>
<p><b>LEADERSHIP</b></p> <p>Guiding and encouraging others to accomplish a common goal</p> <p><i>*Kirtman Leadership Competencies = Has a high sense of urgency for change and sustainable results</i></p>	<ul style="list-style-type: none"> <li>Uses force or intimidation when directing others</li> <li>Always critical of others when completing projects</li> <li>Objectives are unclear or unfocused</li> <li>Unable to energize a group to accomplish a goal</li> <li>Is indifferent to the morale or commitment of their group</li> <li>Is passive regarding leading a group and prefers to be "just one of the group"</li> </ul>	<ul style="list-style-type: none"> <li>Creates a positive work environment after being explicitly told to do so by the group or superiors</li> <li>Goals, objectives, and methods are unclear and the group may be unclear with what to do, de-energizing the team efforts</li> <li>Strives to appear confident and optimistic but does so inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>Creates positive work environments in response to group tension</li> <li>Goals are often clear and challenging but may not always align with organization goals</li> <li>Explanation regarding goals, objectives, and methods of work are convoluted leading to some hesitation from the group</li> <li>Appears confident and optimistic</li> </ul>	<ul style="list-style-type: none"> <li>Proactively creates a positive work environment where all members are encouraged to do their best</li> <li>Ensures goals are clear, challenging, and attainable and align with organization goals</li> <li>Clearly explains rationale behind goals, objectives, and methods of work to achieve buy-in from the group</li> <li>Conveys confidence and optimism in the group's ability to accomplish goals</li> <li>Models exemplary MCS employee behaviors</li> </ul>

# BEHAVIORAL EXAMPLES

Competency	Ineffective	Developing	Effective	Highly Effective
<p><b>DEVELOPING OTHERS</b></p> <p>Supporting others in stretching and expanding their capabilities</p> <p><i>*Kirtman Leadership Competencies= Focuses on team over self</i></p>	<ul style="list-style-type: none"> <li>• Appears indifferent or fails to recognize the training and growth needs of others</li> <li>• Does not share information or knowledge</li> <li>• Uses expertise as a way to dominate/control others</li> <li>• Does not provide useful feedback, suggestions, opportunities or support for others' performance growth</li> </ul>	<ul style="list-style-type: none"> <li>• Shows inconsistent interest in training and growing others</li> <li>• Focuses coaching on 'favorites'</li> <li>• Shares knowledge and expertise when asked</li> <li>• Offers feedback and coaching to those who request it</li> <li>• Occasionally uses expertise as a way to dominate/control others</li> <li>• Acknowledges progress and growth</li> <li>• Provides feedback, suggestions, and/or support only during designated times (e.g., performance evaluations)</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in training and growing others</li> <li>• Open to coaching others at various performance levels</li> <li>• Shares knowledge and expertise openly</li> <li>• Offers ongoing feedback, suggestions, and encouragement</li> <li>• Acknowledges and encourages progress and growth</li> <li>• Understands causes of poor performance and shares information with others</li> </ul>	<ul style="list-style-type: none"> <li>• Genuinely interested in supporting others' career and development goals</li> <li>• Coaches others regardless of performance level</li> <li>• Proactively shares knowledge and expertise to benefit others</li> <li>• Proactively offers feedback, suggestions, and encouragement to guide development</li> <li>• Leverages progress and growth to benefit the employee, team, and MCS</li> <li>• Shows insight into causes of poor performance and how it can be improved</li> </ul>
<p><b>CONTINUOUS IMPROVEMENT</b></p> <p>Defining, assessing, and improving operational processes and workflows</p> <p><i>*Kirtman Leadership Competencies = Commitment to continuous improvement for self and organization</i></p>	<ul style="list-style-type: none"> <li>• Allows work to continue in a disorganized or inefficient manner</li> <li>• Fails to see, question, and eliminate inefficient or unnecessary steps in the process</li> <li>• Does not use, or know how to use, customer feedback and process metrics to guide improvement</li> <li>• When workload increases, requires employees to work harder or increase staffing instead of optimizing the process</li> <li>• Fails to innovate and instead recycles old ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes process when work has become noticeably disorganized or inefficient</li> <li>• Considers activities, roles, etc., once the process has broken down</li> <li>• Does not always consider industry best practices</li> <li>• Inconsistently incorporates process metrics in optimizing workflow</li> <li>• Encourages employees to work harder instead of evaluating process</li> <li>• Innovates by improving current efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes processes to ensure they meet needs and expectations</li> <li>• Evaluates activities and roles, striving for an efficient workflow</li> <li>• Considers industry best practices</li> <li>• Considers process metrics in optimizing workflow</li> <li>• Conducts root-cause analyses when processes breakdown or to improve or simplify the workflow</li> <li>• Innovates by striving to develop new approaches to problems/opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Continually analyzes processes to ensure they meet needs and expectations</li> <li>• Optimizes activities and roles into an efficient workflow</li> <li>• Benchmarks best practices in the industry</li> <li>• Continually analyzes process metrics to optimize workflow</li> <li>• Conducts proactive evaluations to improve processes or simplify the workflows before change is implemented</li> <li>• Innovates by effectively developing new, creative, resourceful, or imaginative approaches to problems/opportunities</li> </ul>
<p><b>INTEGRITY &amp; ETHICS</b></p> <p>Displaying honesty, adherence to principles, and personal accountability</p> <p><i>*Kirtman Leadership Competencies = Build trust through clear communications and expectations</i></p>	<ul style="list-style-type: none"> <li>• Does not follow through on commitments</li> <li>• Exaggerates or distorts facts</li> <li>• Makes excuses for mistakes</li> <li>• Takes the sole credit for ideas and solutions generated with the help from others</li> <li>• Indifferent to conflicts of interest or issues associated with accepting gifts from clients</li> <li>• Mishandles or careless with confidential information</li> <li>• Submissive to others without regard for values/principles</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistently follows through on promises</li> <li>• May exaggerate or distort facts</li> <li>• Inconsistently accepts responsibility for mistakes</li> <li>• May take sole credit for ideas and solutions generated with the help of others</li> <li>• Oblivious to conflicts of interest or issues associated with accepting gifts from clients</li> <li>• Inconsistently acts ethically and may strive for the best interest of those who work with MCS</li> <li>• Inconsistently deals with breaches in ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently follows through on promises</li> <li>• Often does the difficult but right thing</li> <li>• Builds trust by reliably delivering on expectations and sharing credit for ideas and solutions</li> <li>• Minimizes conflicts of interest and does not accept favors, gifts, etc., from clients</li> <li>• Consistently acts ethically and in the best interest of those who work with MCS</li> <li>• Deals with breaches in ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Nearly always follows through on promises</li> <li>• Willing to do the difficult but right thing</li> <li>• Builds trust through reliability and authenticity</li> <li>• Recognizes and diligently handles personal and confidential information</li> <li>• Avoids conflicts of interest</li> <li>• Avoids compromising one's neutrality by not accepting favors, gifts or other quid pro quo actions</li> <li>• Nearly always acts ethically and in the best interest of MCS employees, students, parents, and stakeholders</li> <li>• Deals efficiently with breaches in ethics</li> </ul>



# BEHAVIORAL EXAMPLES

Competency	Ineffective	Developing	Effective	Highly Effective
<p><b>MANAGING CHANGE</b></p> <p>Addressing key factors that influence successful organizational change</p> <p><i>*Kirtman Leadership Competencies = Challenges the status quo</i></p>	<ul style="list-style-type: none"> <li>• Fails to recognize the complexity or difficulty when implementing change</li> <li>• Fails to anticipate obstacles</li> <li>• Runs into unanticipated challenges or encounters blind spots by not including key stakeholders</li> <li>• Loses stakeholder interest and momentum after initial stages, hoping change will go smoothly as anticipated</li> <li>• Retracts change when challenges arise</li> </ul>	<ul style="list-style-type: none"> <li>• Underestimates the complexity in managing change</li> <li>• Messaging behind change is unclear</li> <li>• Action team created to facilitate planning, decision making, and execution includes relevant and non-relevant members</li> <li>• Inconsistently attempts to share the cost/benefit of change</li> <li>• May become hesitant of change when challenges arise</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the complexity in managing change</li> <li>• Creates a sound argument for change</li> <li>• Forms a team with others to facilitate planning, decision making, and execution</li> <li>• Maintains a high level of communication throughout change</li> <li>• States the cost/benefit of change</li> <li>• Often champions change through challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates the complexity in managing change</li> <li>• Creates compelling arguments for change</li> <li>• Forms an action team of key stakeholders to facilitate planning, decision making, and execution</li> <li>• Proactively maintains a high level of communication</li> <li>• Details costs/benefits of change</li> <li>• Champions change through challenges</li> </ul>
<p><b>ALLOCATING RESOURCES</b></p> <p>Prioritizing the use of fiscal and material resources to maximize district effectiveness</p>	<ul style="list-style-type: none"> <li>• Fails to leverage funds, materials, equipment, and other resources for the best strategic use</li> <li>• Does not make financial decisions based on spending plan or priorities</li> <li>• Makes financial or resource utilization decisions based on impulse, immediate circumstances, or without considering optimal uses</li> <li>• Tends to run out of money, overspend, or have a budget surplus</li> <li>• Overlooks, underutilizes, or wastes funding sources and existing resources</li> <li>• Micro-manages employees, abdicates responsibility, or fails to set-up employees for success when delegating</li> </ul>	<ul style="list-style-type: none"> <li>• Strives to use available resources but at times does so ineffectively</li> <li>• Inconsistently makes sound financial decisions based on priorities</li> <li>• Aware of immediate cost implications but may lack long-term perspective</li> <li>• Occasionally runs out of money or has a budget surplus</li> <li>• Occasionally overlooks, underutilizes, or wastes funding sources or existing resources</li> <li>• Maintains high control over employee efforts or shows inconsistent interest in their efforts when delegating</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the sources and structure of MCS resources</li> <li>• Utilizes organizational funds, material, resources, etc., effectively</li> <li>• Aware of immediate and long-term cost implications when making organizational decisions</li> <li>• Forecasts based on a general understanding of budget projections and constraints</li> <li>• Optimizes cost/benefit of financial spending and resource utilization</li> <li>• Empowers employees and provides the resources/context needed for success when delegating</li> </ul>	<ul style="list-style-type: none"> <li>• Understands intimately the sources and structure of MCS resources</li> <li>• Utilizes organizational funds, material resources, staffing levels and salaries wisely and strategically</li> <li>• Considers immediate and long-term cost implications when making organizational decisions</li> <li>• Forecasts and carefully monitors, adjusts, and adapts to budget usage and constraints</li> <li>• Creatively optimizes cost/benefit of financial spending and resources</li> <li>• Trusts employee efforts and stands by their decisions when delegating</li> </ul>
<p><b>INITIATIVE</b></p> <p>Initiating tasks and focusing on accomplishments</p>	<ul style="list-style-type: none"> <li>• Waits to be told what to do</li> <li>• Often procrastinates</li> <li>• Avoids making commitments or needs constant reminders regarding deadlines and/or commitments</li> <li>• Slow to respond to calls of action</li> <li>• Loses track of goals or is easily sidetracked by trivial details</li> <li>• Is impulsive, not fully thinking through a situation before acting</li> <li>• Shows reckless pursuit of goals regardless of risk</li> </ul>	<ul style="list-style-type: none"> <li>• May know what needs to be done but needs reassurance before moving forward</li> <li>• Inconsistently meets deadlines and/or commitments</li> <li>• Responds to calls of action, but may be hesitant</li> <li>• Drives self and inconsistently drives others in meeting goals, objectives, and/or deadlines</li> <li>• May lose track of goals due to trivial details but recognizes when this happens and strives to get back on track</li> <li>• May be impulsive when thinking through situations</li> <li>• May move hastily when pursuing goals, increasing risks</li> </ul>	<ul style="list-style-type: none"> <li>• Knows what needs to be done and may do so without being told or asked</li> <li>• Rarely needs reassurance before moving forward</li> <li>• Drives self and often drives others in meeting goals, objectives, and/or deadlines</li> <li>• Gets things done well and strives to get them done efficiently</li> <li>• Rarely loses track of goals and knows when research, analysis, debate, and discussion are needed</li> <li>• Thinks through situations before moving forward</li> </ul>	<ul style="list-style-type: none"> <li>• Knows what needs to be done and does it proactively without being told</li> <li>• Stays focused on what is expected or needs to be done</li> <li>• Drives self and others in meeting goals, objectives, and/or deadlines</li> <li>• Gets things done well and efficiently</li> <li>• Knows when research, analysis, debate, and discussion are needed in moving forward</li> <li>• Avoids complicating tasks</li> <li>• Consistently thinks through situations before moving forward</li> </ul>

# MODESTO CITY SCHOOLS PRINCIPAL SUPERVISOR EVALUATION

<b>Evaluatee Name:</b>	<b>Position:</b>
<b>School:</b>	<b>School Year:</b>
<b>Evaluator:</b>	<b>Position:</b>

## CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS - RUBRIC SCORING FOR INDIVIDUAL CPSELS

**Standard One** - Principal Supervisors dedicate their time to helping principals grow as instructional leaders.

Ineffective	Developing	Effective	Highly Effective
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**Standard Two** - Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.

Ineffective	Developing	Effective	Highly Effective
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**Standard Three** - Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

Ineffective	Developing	Effective	Highly Effective
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**Standard Four** - Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

Ineffective	Developing	Effective	Highly Effective
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**Standard Five** - Principal Supervisors advocate for and inform the coherence of organizational vision, policies, and strategies to support schools and student learning.

Ineffective	Developing	Effective	Highly Effective
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**Standard Six** - Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.

Ineffective	Developing	Effective	Highly Effective
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**Standard Seven** - Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.

Ineffective	Developing	Effective	Highly Effective
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**Standard Eight** - Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

Ineffective	Developing	Effective	Highly Effective
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**MODESTO CITY SCHOOLS LEADERSHIP OVERALL RATING:**

Ineffective	Developing	Effective	Highly Effective
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**Overall Comments by Evaluator:****Overall Comments by Evaluatee:**

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Evaluator's Signature

Date

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Evaluatee's Signature

Date

*The Evaluatee's signature merely acknowledges completion of the evaluation process.*

# MODESTO CITY SCHOOLS PRINCIPAL SUPERVISOR PLAN OF IMPROVEMENT

<b>Evaluatee Name:</b>	<b>Position:</b>
<b>School:</b>	<b>School Year:</b>
<b>Evaluator:</b>	<b>Position:</b>

**Area(s) of concern and needed improvement:**

**Evidence to be collected to measure improvement:**

**Guidance and assistance to be provided:**

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

**Results of Plan of Improvement**

- Performance deficiencies have been improved.
- The performance deficiencies have not been improved.

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

# MODESTO CITY SCHOOLS STRATEGIC GOALS

## *Every Student Matters, Every Moment Counts*

**Goal One:** Increase academic achievement and ensure equitable access to enable all students to attain college and career readiness.

### **Strategies:**

- 1.1 Ensure great instruction first time.
- 1.2 Increase students being identified as “prepared” in the college/career indicators.
- 1.3 Increase English learner growth toward English proficiency.
- 1.4 Develop a multi-tiered system of support for all students.
- 1.5 Ensure students have access to enrichment activities at all school sites.
- 1.6 Increase access to general education for students with disabilities.

**Goal Two:** Ensure all employees have access to high quality professional development.

### **Strategies:**

- 2.1 Increase targeted professional development in the areas of early literacy, mathematics, English Language Development (ELD), effective PLC teams, culturally-responsive instruction, and leadership development.
- 2.2 Ensure all staff has professional development in the area of building their capacities as professionals.
- 2.3 Ensure training is available to support students in their development of MCS Character Traits.

**Goal Three:** Provide a safe, welcoming, and respectful learning environment for every member of the school community while ensuring effective district-wide communication for students, staff, families, and community partners.

### **Strategies:**

- 3.1 Implement the recommendations identified through the Safety Task Force.
- 3.2 Promote outstanding students, families, staff, programs, schools, and community partners.
- 3.3 Increase regular two-way communication with stakeholders regarding student progress and other important issues.

- 3.4 Improve customer service for students, families, staff, and community to support welcoming school environments.
- 3.5 Improve operational efficiencies through the use of technology, and improved network infrastructure.

**Goal Four:** Ensure the District is fiscally and operationally sound.

### **Strategies:**

- 4.1 Implement sustainable plan for the budget under the Local Control Funding Formula.
- 4.2 Engage stakeholders in a District Budget Committee process.
- 4.3 Invest in school facilities and infrastructure for safe and clean facilities.
- 4.4 Plan and implement short- and long-term strategies to decrease declining enrollment.

**Goal Five:** Recruit, hire, train, and retain high quality staff.

### **Strategies:**

- 5.1 Create a District culture of valuing all employees to facilitate hiring and maximize retention.
- 5.2 Strengthen partnerships with local teaching, training, and employment programs.
- 5.3 Expand recruiting and hiring processes to provide support, maximize retention, and increase diversity in the certificated, classified, and management workforce.
- 5.4 Improve communication and collaboration within and between Human Resources and other departments and sites to better meet the District’s vision, mission, values, and strategic goals.

# Appendix A

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# MODESTO CITY SCHOOLS GLOSSARY

## Accountability

- Accepting responsibility for someone or for an activity; self-imposed; a form of trustworthiness; a willingness to be answerable to someone for one's conduct.

## Equity

- In education, equity refers to the standard of support that will be provided based on the individual need of a student to ensure they have the access and support they require to achieve at high levels; to unrelentingly examine programs and policies in search of barriers preventing students from reaching high levels of achievement using data as a guidepost toward success.

## Coaching vs. Supervisor

- Coaching is the practice of providing deliberate and focused support to another individual to assist in the process of clarifying and achieving goals in pursuit of ever increasing efficacy and expanding capacity.
- Supervisor is the person that assigns and monitors job duties and provides job performance-related feedback.

## College and Career Indicator (CCI)

- Completing rigorous coursework, passing challenging exams, or receiving a state seal; the goal of education and preparedness that MCS holds for every student. College and Career readiness begins with our youngest learners and ends when our students graduate high school prepared for successfully transitioning into college or beginning a career.

## Common Goals

- Interactively established desired outcomes serving the best interest of the site and aligned to district goals.

## Culturally-Responsive

- Gay (2000) defines culturally-responsive teaching as using the cultural knowledge, prior experiences and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students. (Source: *Culturally Responsive Teaching; Theory, Research, & Practice*, by G.Gay, 2000).

## Destination District

- MCS holds itself accountable to becoming a district that so thoroughly embodies **Every Student Matters, Every Moment Counts** that families, students, and employees seek out association with our district.

## Director, Principal Communicator (DPC)

- A document in which the joint work of the Director and Principal is memorialized. Conversations, agreements, and timelines will be represented in this document.

## Ethical Behavior

- Honesty, integrity, fairness; behaving in a manner that serves the goal of doing what is best for students.

## MCS Way

- The manner for conducting business at Modesto City Schools; a culture that is collaborative, supportive, rooted in Coaching, focused on Professional Growth and Personal Growth.

## Modesto City Dashboard (MOD)

- A tool used to monitor real-time data representing progress on current district priorities.

## MCS Site Administration Evaluation Handbook

- A tool developed for MCS administrators to guide professional and personal growth; an evaluation tool that lends itself to a deep understanding of site administration practice through reflection and goal-setting.

## Multi-Tiered Systems of Support

- A system that represents increasing levels of academic, behavior, and social/emotional support to ensure student success.

## Self-Awareness

- Conscious knowledge of one's own character, feelings and motives; a reflective knowledge of self and how the impact of one's behavior, words, and ideas can impact the intended outcome



## **THE MCS WAY**

*Every Student Matters, Every Moment Counts*