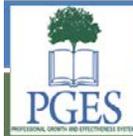




District Certified Personnel Manual



Kentucky Department of Education
Professional Growth and Effectiveness System



This manual will help guide the writing of an evaluation plan to be used by certified district level personnel such as: Instructional Supervisors, Directors of Special Education, Pupil Personnel, Professional Development Coordinators, and District Assessment Coordinators, etc. See the PGES Categories and Decision Factors at the end of the manual.

Timeline

Each district should identify the timelines for each source of evidence within the Certified Evaluation Plan (CEP). A general timeline is as follows:

First 30 contract days: District staff will review evaluation expectations with his or her primary evaluator, the district’s CEP, may complete the self-reflection, and use information to determine the areas to need to develop a Professional Growth Goal.

August through October: Use district-level data to determine an area of focus and measures for student growth/impact, collect baseline data to determine student growth/impact needs. Develop or identify tools (rubrics, preexisting forms, etc.) needed to determine levels of student growth. District personnel may inherit one of the superintendent’s growth/impact goals, focus on components that support the superintendent’s goal, or create a student growth/impact goal that aligns with the responsibility of the role. Goals will be written and reviewed with the primary evaluator, revised and approved within the district determined timeline.

Observation/Site Visit Cycles: A minimum of one observation/site-visit should be conducted by the primary evaluator within the district determined timeline. The district also has the option of including a peer observation to provide formative feedback on practices. Districts should also determine any expectations and timelines for pre and post-conferences. Although not required, pre-conferences may allow both the observee and the observer to discuss the “look-fors” or areas of focus that align for the specific role.

Second half of year: Continue the self-reflection process, review strategies and monitor progress towards both the professional and student growth goals. Adjust practices, complete any remaining observation/site-visits (determined by the CEP) and identify evidences to support professional practices.

April: The evaluator uses evidence from self-reflection, professional growth plans, observation(s)/site-visit(s), student growth/impact goals and professional judgment to determine the overall performance rating within the district determined timeline for the summative conference.



Identifying Standards

Choosing the appropriate standards is the critical first step. The district may choose standards that best fit each district role. Possible options (but not limited to):

- Superintendent Standards
- Principal Standards
- [Professional Standards for Educational Leaders](#) (formerly ISLLC)
- [Model Principal Supervisor Professional Standards](#)

District personnel will use the identified standards to complete the self-reflection/PGP processes (much like the principal process) as well as guide discussions around the observation/site-visit. It is recommended to include the identified standards for each role in the appendix of the district CEP.

A Crosswalk of the Superintendent and Principal Standards is included in appendix A of this document as a resource. Standards may be selected from either or both set of standards. Some general categories to consider are: instructional improvement, assessment and accountability, professional learning, and leadership. Ensure the standards align with responsibilities of the position.

SOURCES OF EVIDENCE

Self-Reflection and Professional Growth Plan

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators collect evidence, align it to their standards, then use that evidence and data to study what worked, what did not work, and what types of changes might lead to success, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve practices through ongoing thinking on how professional practices impact teacher and student learning. District personnel should conduct the self-reflection using the identified standards. This process will look much like the principal self-reflection. Using the results of the self-reflection, the educator determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this



goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth goal. Activities and experiences that are identified as being of value to educators in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact delivery goals of the district. Research shows for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities and connects back to student learning (Marzano, 2003).

The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. Uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus
2. collaborates with the supervisor to develop a PGP and identify action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on professional practice and the student growth goal
5. shows evidence of modification of the plan as appropriate
6. continues implementation and reflection

The district employee should meet with the primary evaluator to develop and receive feedback on the PGP.

Professional growth goals and action plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was the selected focus. Self-Reflections and Professional Growth Goals will be documented using district determined forms or methods.



Observation/Site Visit

The observation/site visit process is one source of evidence that provides *documentation and feedback* to measure the effective practices of the district employee using the identified standards for the specific role. The underlying rationale of an observation/site visit is to encourage continuous professional growth through critical reflection.

District personnel observation may look more like a site-visit. The observer may visit district personnel when they are with teachers, during ‘office’ or ‘planning’ hours, or leading team meetings. The evaluator may conduct the observation using questions similar to those used in the Principal’s Site-Visit.

The observation process is designed to create conversation between the employee and supervisor around the practices and responsibilities as they relate to the district employee’s field, the identified standards and the professional practices to meet the responsibilities.

The observation cycle and schedule is determined by the district as well as the expectations and timelines for pre and post-conferences.

Although pre-conferences are not required, it allows the observer to prepare for the Observation/Site Visit by reviewing “observation guidance” documents (standards, job responsibilities, etc.) that provide a summary of what to expect during the site visits. It also allows for discussion of “look-fors” in the standards, identified areas of improvement in a Professional Growth Goal, or other areas in which the employee desires to demonstrate growth.

Peer Observation

It is an *optional* district decision to include peer observation in DCPGES. Peer observation is a formative and collaborative process that provides *supportive and constructive feedback* that may impact practice. The underlying rationale of peer observations/site-visit are to encourage continuous professional growth through collaborative reflection.

When peer observation is integrated into the design of DC PGES, the district will determine who qualifies to serve as a peer observer. Only professional feedback is given; no score is recorded by the peer observer. Information from the observation is only seen by the observee; no reports are sent to the evaluator.



Student Growth Goals

The language used in the district’s Certified Evaluation Plan must allow for the diversity of all district certified roles when creating the student growth process. The district should identify a process for writing, monitoring and determining student growth goals in the CEP. As a recommendation, language should be general to allow for the diversity of all district certified roles. The student growth goal should:

- align with the role responsibilities
- be based on district need
- identify appropriate measures and expectations for growth

District personnel have options to consider when identifying areas for growth. District personnel may:

- inherit one of the superintendent’s growth goals
- focus on components that support the superintendent’s goal
- Use state data specific to the role and identify an area of needed growth
- use local data specific to the role and identify an area of needed growth

When developing the student growth/impact goal, consider the possible practices and evidences that will be used to monitor progress.

Overall Performance Rating

The evaluator will use evidences from PGP, Self-Reflection, Observations/Site-Visits, Student Growth along with additional district approved evidences and professional judgment to determine an Overall Performance Rating for each district certified employee.

The following designations will be used in the summative conference to indicate the progress of a district employee toward the selected standards and their indicators and should be included in the CEP:

Exemplary:	Exceeds the standard
Accomplished:	Meets the standard
Developing:	Makes growth toward meeting the standard
Growth Required:	Area(s) required to be addressed in the PGP



Appendix A

Crosswalk: Superintendent and Principal Standards

The cross walk of the superintendent and principal standards and indicators aids in deciding which standards to use in evaluating the district certified employee based on his or her roles and responsibilities. Standards and indicators may be used from either or both as appropriate.

Superintendent Standards	Principal Performance Standards
<p>1. Strategic Leadership</p> <p>The Superintendent creates conditions that result in strategically reimagining the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision.</p> <p><i>A. Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century (Vision-Relationships)</i></p> <p><i>B. Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district’s vision, mission and goals (Vision-Monitor)</i></p> <p><i>C. Creates processes to ensure the district’s identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district (Strategic Planning-Implementation)</i></p> <p><i>D. Facilitates the collaborative development and implementation of a district strategic plan or district</i></p>	<p>Performance Standard 6: Professionalism</p> <p>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p> <p><i>6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.</i></p> <p><i>6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.</i></p> <p><i>6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.</i></p> <p><i>6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.</i></p> <p><i>6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.</i></p>



<p><i>improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (Strategic Planning (Monitoring/Evaluation)</i></p> <p><i>E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan (Strategic Planning -Resourcing)</i></p> <p><i>F. Facilitates the implementation of federal, state, and local education policies (Policies)</i></p> <p><i>G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. (Strategic Planning -Goals)</i></p>	
<p>2. Instructional Leadership</p> <p>The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.</p> <p><i>A. Leads the District’s philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets (Learning/Teaching Focus: High Expectations)</i></p> <p><i>B. Models and applies learning for staff and students (Professional Learning)</i></p> <p><i>C. Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels (High Expectations)</i></p> <p><i>D. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. Strategic Planning (Goals)</i></p>	<p>Performance Standard 1: Instructional Leadership</p> <p>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p> <p>1.1 <i>Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.</i></p> <p>1.2 <i>Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.</i></p> <p>1.3 <i>Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.</i></p> <p>1.4 <i>Demonstrates knowledge of research-based instructional best practices</i></p> <p>1.5 <i>Works collaboratively with staff to identify student needs and to design, revise, and</i></p>



<p><i>E. Demonstrates awareness of all aspects of instructional programs (Learning/High Expectations)</i></p> <p><i>F. Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology (Strategic Planning-Implementation)</i></p>	<p><i>monitor instruction to ensure effective delivery of the required curriculum.</i></p> <p><i>1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.</i></p> <p><i>1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*</i></p> <p><i>1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.</i></p> <p><i>1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.</i></p> <p><i>1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.</i></p> <p><i>1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.</i></p> <p><i>1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).</i></p> <p><i>1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.</i></p>
<p>3. Cultural Leadership</p> <p>The Superintendent understands and acts on the important role a system’s culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align</p>	<p>Performance Standard 6: Professionalism</p> <p>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p> <p><i>6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.</i></p>



<p>the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.</p> <p><i>A. Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs (Stakeholder/Community Involvement)</i></p> <p><i>B. Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century (Stakeholder/Community Involvement)</i></p> <p><i>C. Creates a unified school system (not a system of individual schools) with shared vision and equitable practices (Vision/Beliefs)</i></p> <p><i>D. Builds trust and promotes a sense of well-being between all stakeholders (Stakeholder/Community Involvement)</i></p> <p><i>E. Routinely celebrates and acknowledges district successes as well as areas needing growth (Celebrate/Acknowledge)</i></p> <p><i>F. Supports and engages in the positive cultural traditions of the community (Stakeholder/Community Involvement)</i></p> <p><i>G. Creates opportunities for staff involvement in the community and community involvement in the schools (Stakeholder/Community Involvement)</i></p> <p><i>H. Creates an environment that values and promotes diversity (Diversity)</i></p>	<p>6.7 <i>Provides leadership in the exchange of ideas and information with staff and other professionals.</i></p> <p>6.8 <i>Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.</i></p> <p>Performance Standard 2: School Climate</p> <p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p>2.1 <i>Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</i></p> <p>2.2 <i>Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</i></p> <p>2.3 <i>Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.</i></p> <p>2.4 <i>Promotes a culture of collaboration, trust and shared leadership.</i></p> <p>2.5 <i>Supports the staff through continuous improvement efforts.</i></p>
<p>4. Human Resource Leadership</p> <p>The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.</p> <p><i>A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district’s goals for achievement and instruction (Resourcing)</i></p>	<p>Performance Standard 3: Human Resources Management</p> <p>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p> <p>3.1 <i>Actively participates in an effective and efficient selection process in consultation with the school council.</i></p> <p>3.2 <i>Assigns highly-effective staff in a fair and equitable manner based on student and school</i></p>

<p><i>B. Creates and monitors processes for educators to assume leadership and decision- making roles (Staffing)</i></p> <p><i>C. Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel develops appropriate succession plans for key district roles, and places staff in strategically effective positions (HR functions)</i></p> <p><i>D. Uses data to create and maintain a positive work environment (Culture/Environment)</i></p> <p><i>E. Provides for results-oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs (Professional Learning)</i></p> <p><i>F. Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations (Evaluation)</i></p>	<p><i>needs, assessment data, and local and state requirements.</i></p> <p><i>3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.</i></p> <p><i>3.4 Provides a mentoring process for all new and targeted instructional personnel.</i></p> <p><i>3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.</i></p> <p><i>3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.</i></p> <p><i>3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.</i></p> <p><i>3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.</i></p> <p><i>3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.</i></p> <p><i>3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.</i></p>
<p>5. Managerial Leadership</p> <p>The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.</p> <p><i>A. Prepares and oversees a budget that aligns resources with district vision and needs (Finance)</i></p>	<p>Performance Standard 4: Organizational Management</p> <p>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</p> <p><i>4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.</i></p> <p><i>4.2 Establishes, in collaboration with the school council, and enforces policies and</i></p>



<p><i>B. Identifies and plans for facility and technology needs (Capital Planning)</i></p> <p><i>C. Continually assesses programs and resource allocation (Resourcing)</i></p> <p><i>D. Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology (Effectiveness and Efficiency)</i></p> <p><i>E. Builds consensus and resolves conflicts effectively (Conflict Resolution)</i></p> <p><i>F. Assures an effective system of districtwide communication (Communication)</i></p> <p><i>G. Continually assesses the system in place that ensures the safety of students and staff (Safety and security)</i></p> <p><i>H. Works with local and state agencies to develop and implement emergency plans (Safety and security)</i></p>	<p><i>procedures to ensure a safe, secure, efficient, and orderly facility and grounds.</i></p> <p><i>4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.</i></p> <p><i>4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.</i></p> <p><i>4.5 Reviews fiscal records regularly to ensure accountability for all funds.</i></p> <p><i>4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.</i></p> <p><i>4.7 Follows state and local policies with regard to finances, school accountability, and reporting.</i></p> <p><i>4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.</i></p>
<p>6. Collaborative Leadership</p> <p>The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.</p> <p><i>A. Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools (Vision and high expectations)</i></p> <p><i>B. Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success (Stakeholder/Community Involvement)</i></p>	<p>Performance Standard 5: Communication and Community Relations</p> <p>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</p> <p><i>5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.</i></p> <p><i>5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.</i></p> <p><i>5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.</i></p> <p><i>5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.</i></p> <p><i>5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.</i></p> <p><i>5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.</i></p>



<p><i>C. Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities (Professional Learning/Stakeholder Involvement)</i></p> <p><i>D. Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school (Stakeholder Involvement)</i></p>	<p>5.7 Provides a variety of opportunities for parent and family involvement in school activities.</p> <p>5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.</p> <p>5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.</p> <p>5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.</p>
<p>7. Influential Leadership</p> <p>The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.</p> <p><i>A. Understands the political systems involving the district (Political Context)</i></p> <p><i>B. Defines, understands, and communicates the impact on proposed legislation (Legal/Ethical)</i></p> <p><i>C. Applies laws, policies and procedures fairly, wisely, and considerately (Legal)</i></p> <p><i>D. Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities (Legal)</i></p> <p><i>E. Accesses local, state and national political systems to provide input on critical educational issues (Political Context; Stakeholder/ Community Involvement)</i></p>	<p>Performance Standard 2: School Climate</p> <p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</p> <p>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</p> <p>2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.</p> <p>2.4 Promotes a culture of collaboration, trust and shared leadership.</p> <p>2.5 Supports the staff through continuous improvement efforts.</p>

Appendix B

