

# SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

|  |                         | <b>Instructional Leadership</b>   | <b>School Climate</b>                                  | <b>Human Resources Management</b>   | <b>Organizational Management</b>   | <b>Communication and Community Relations</b>   | <b>Professionalism</b>   |  |
|--|-------------------------|---|--|---|--|--|--|--|
|  |                         | <b>Standards</b>  |  | <i>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.</i> | <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i> | <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i> | <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i> | <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i> |
| <b>SOURCES OF EVIDENCE To Inform Professional Practice</b>                           | Site Visits             | <b>Observation; District Identified Evidence (conferences)</b>                                  | <b>Observation</b>                                     |   | <b>District Identified Evidence (conferences)</b>  |  |  |  |
|  | Professional Growth     | <b>Professional Growth Planning and Self Reflection</b>   |  |   |  |  |  |  |
|  | Self-Reflection         | <b>Instructional Leadership</b>   | <b>School Climate</b>                                  | <b>Human Resources Management</b>   | <b>Organizational Management</b>   | <b>Communication and Community Relations</b>   | <b>Professionalism</b>   |  |
|  | Working Conditions Goal | <b>TELL Kentucky &amp; Other District Identified Feedback</b>                                   |  |   |  |  |  |  |
|  |                         | <b>Time; Professional Development; Instructional Practices &amp; Support; School Leadership</b> | <b>Time; Managing Student Conduct</b>                  | <b>Instructional Practices &amp; Support; Facilities &amp; Resources; Teacher Leadership; New Teacher Support</b>   | <b>Facilities &amp; Resources; Teacher Leadership; School Leadership</b>   | <b>Community Support &amp; Involvement</b>   | <b>Time; PD; Instructional Practices &amp; Support; Facilities &amp; Resources; Teacher Leadership; New Teacher Support</b>                                  |  |
|  | Val-Ed360 Survey        | <b>Superintendent &amp; Teacher Feedback</b>  |  |   |  |  |  |  |
| <b>High Standards for Student Learning; Rigorous Curriculum; Quality Instruction</b> |                         | <b>Culture of Learning &amp; Professional Behavior</b>  | <b>Quality Instruction; Performance Accountability</b> | <b>Quality Instruction</b>  | <b>Culture of Learning &amp; Professional Behavior; Connections to External Communities</b>  | <b>Culture of Learning &amp; Professional Behavior</b>   |  |  |