

School Leadership Framework



The LAUSD School Leadership Framework (v14) Preface

The *LAUSD School Leadership Framework v14 (SLF)* recognizes that leadership is an essential component of school success. As Louis, Leithwood, Wahlstrom, & Anderson found in their longitudinal study of school leadership, “Leadership matters. We have not found a single case of a school improving its student achievement record in the absence of talented leadership” (2010, p. 9).

The *LAUSD School Leadership Framework v14* describes actions that leaders take to create or maintain systems, structures, and a school culture that collectively contribute to improved student learning and teacher effectiveness. The purpose of this framework is to provide a tangible and concrete picture of effective leadership that can be used by current and future school leaders to assess their effectiveness and guide their growth and development.

Successful school leadership cannot be reduced to a single style or element. Leadership involves many disparate and related skills that must be developed over time. Successful school leaders are able to determine both their leadership strengths and where they need to develop additional skills. They understand how to adapt their leadership for the context, people, and situations they encounter at a specific point in time. They are able to reflect on their beliefs, data, choices, and the results of their actions, using these reflections to determine subsequent choices and actions likely to result in productive outcomes.

The standards, components and elements of the *LAUSD School Leadership Framework v14* enable district personnel to identify and select leaders who have a high likelihood of success as site-based administrators. In addition, the SLF can be used to evaluate current school leaders to determine their effectiveness against a common standard of criteria. Finally, the SLF

can be used to provide school leaders and their supervisors with a road map for next steps in growth and development.

The *LAUSD School Leadership Framework v14*:

- Provides all LAUSD stakeholders with a common definition of effective school leadership
- Focuses attention on the behaviors leaders exhibit to improve student learning, teacher effectiveness, and school culture
- Provides an organizing tool for all efforts to improve the quality of school leaders in LAUSD

Structure

The *LAUSD School Leadership Framework v14* is comprised of six standards. These standards are further divided into components and elements—behaviors or actions in relation to particular leadership skills. It is not always possible to see the actions that a leader takes. Therefore, to accurately measure the impact of effective leadership the SLF also includes examples of evidence for each element, including artifacts from events; samples of student work; observation notes or other materials from the instructional program; observable behaviors of teachers, staff, students or families; and written, visual, or auditory information on school systems. These examples are not meant to be exhaustive, but to indicate some of the ways in which school leaders and their supervisors can provide evidence of current performance in particular areas (elements). The role of the leader is to ensure that the standards, components and elements are demonstrated or implemented, and they may delegate pieces of work or create systems to do so.

These standards, components, and elements are aligned with the 2015 *Professional Standards for Educational Leaders (PSELs)*,

formerly ISSLC Standards) and the 2014 *California Professional Standards for Educational Leaders (CPSELs)* and are consistent with research-based leadership practices derived from the work of multiple researchers who focus on school leadership and the principalship.

LAUSD School Leadership Framework v14 – An overview of the standards

I. Leadership and Professional Growth—

School leaders have a responsibility to be the “chief learner” at a school site, modeling reflective practice, ethical decision-making, professional growth and other learning-centered leadership behaviors.

CPSEL 5 and PSEL 2, 6, 10

- CPSEL 5A – Reflective Practice
- CPSEL 5B – Ethical Decision-Making
- CPSEL 5C – Ethical Action
- PSEL 2 – Ethics and Professional Norms
- PSEL 6 – Professional Capacity of School Personnel
- PSEL 10 – School Improvement

II. Change Management—

School leaders help to create, maintain and communicate a shared vision around high expectations for student learning, by helping stakeholders recognize the need for change and adapt to those changes. A culture of continuous improvement fosters positive change in relation to the school’s shared vision and goals.

CPSEL 1, 2 and PSEL 1, 6, 10

- CPSEL 1A – Student-Centered Vision
- CPSEL 1B – Developing Shared Vision
- CPSEL 1C – Vision Planning and Implementation
- CPSEL 2C – Assessment and Accountability
- PSEL 1 – Mission, Vision, and Core Values

- PSEL 6 – Professional Capacity of School Personnel
- PSEL 10 – School Improvement

III. Instruction—School leaders demonstrate instructional leadership by supporting teachers in improving their instruction, developing curriculum, building their capacity to analyze data, and taking on leadership responsibilities.

CPSEL 2 and PSEL 4, 6, 7

- CPSEL 2B – Curriculum and Instruction
- CPSEL 2C – Assessment and Accountability
- PSEL 4 – Curriculum, Instruction, and Assessment
- PSEL 6 – Professional Capacity of School Personnel
- PSEL 7 – Professional Community for Teachers and Staff

IV. Culture of Learning and Positive Behavior

—A culture of learning and positive behavior reflects high expectations modeled by the school leader and embraced by the entire school community to support student learning and behavior, including social-emotional learning (SEL), along with staff satisfaction and growth.

CPSEL 2, 3, 5 and PSEL 3, 5, 6, 7

- CPSEL 2A – Professional Learning Culture
- CPSEL 3C – Climate
- CPSEL 5C – Ethical Action
- PSEL 3 – Equity and Cultural Responsiveness
- PSEL 5 – Community of Care and Support for Students
- PSEL 6 – Professional Capacity of School Personnel
- PSEL 7 – Professional Community for Teachers and Staff

V. Family and Community Engagement

—Family and community engagement involves communication, collaboration, education, and

leadership opportunities for community and family members in order to promote the success of all students and their family members. It also includes opportunities for partnerships with community organizations.

CPSEL 4 and PSEL 8

- CPSEL 4A – Parent and Family Engagement
- CPSEL 4B – Community Partnerships
- CPSEL 4C – Community Resources and Services
- PSEL 8 – Meaningful Engagement of Families and Community

VI. Systems and Operations

—School leaders manage fiscal, material and human resources, oversee operations, create and maintain school-wide systems, and ensure that policies are followed in order to promote student learning in a productive and safe environment.

CPSEL 3, 6 and PSEL 5, 6, 9

- CPSEL 3A – Operations and Facilities
- CPSEL 3B – Plans and Procedures
- CPSEL 3D – Fiscal and Human Resources
- CPSEL 6A – Understanding and Communicating Policy
- CPSEL 6B – Professional Influence
- PSEL 5 – Community of Care and Support for Students
- PSEL 6 – Professional Capacity of School Personnel
- PSEL 9 – Operations and Management

Levels of Performance

The *LAUSD School Leadership Framework v14* consists of four levels of performance:

Ineffective leaders demonstrate limited knowledge of the *LAUSD School Leadership Framework v14* and do not implement the standards. Their practice and outcomes require immediate attention, intervention and coaching on the part of their supervisors.

Developing leaders are aware of effective leadership practices, but do not consistently or effectively implement those practices. They may demonstrate appropriate effort but may not be able to show evidence of impact. Their practice will benefit from support, modeling and coaching on the part of their supervisors.

Effective leaders consistently implement effective leadership practices and demonstrate a wide range of skills across the leadership standards. In addition, members of the school community demonstrate effectiveness and growth that derive in part from the school’s leadership. Effective leaders benefit from support and coaching that pushes for depth in all aspects of their practice.

Highly Effective leaders demonstrate extraordinary leadership, as indicated by sustained, consistent growth in knowledge and skills for nearly all members of the school community. They are leaders in building a positive culture for students and staff, while simultaneously promoting instructional excellence across the school. Highly effective leaders build the capacity of others to assume leadership roles within the school and beyond. They benefit from a collaborative coaching relationship where they can focus on fine-tuning their own and others’ capacity to lead.



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Observation of Practice Rating Focus Elements: 3 unified focus elements + up to 2 cooperatively-established elements.

LAUSD SCHOOL LEADERSHIP FRAMEWORK v14, 2023-2024

STANDARD 1: LEADERSHIP AND PROFESSIONAL GROWTH	STANDARD 4: CULTURE OF LEARNING AND POSITIVE BEHAVIOR
<p>Component 1A: Models learning-centered leadership behaviors</p> <ol style="list-style-type: none"> 1. Demonstrates personal and professional ethics, integrity and judgment 2. Manages time and prioritizes high-leverage activities 3. Builds observation and coaching skills to improve instruction 4. Uses reflection to inform future decisions and actions 5. Participates in, and implements new learning from, professional development 6. Leads in situations of ambiguity or complexity 7. Demonstrates cultural proficiency and knowledge of the LAUSD competencies of social-emotional learning 	<p>Component 4A: Creates or maintains a culture conducive to educator growth</p> <ol style="list-style-type: none"> 1. Establishes or maintains a positive school climate, including workplace conditions for staff 2. Manages respectful conflict resolution in the school community <p>Component 4B: Creates or maintains a culture conducive to student growth</p> <ol style="list-style-type: none"> 1. Promotes and implements systems to foster positive student behavior 2. Creates or maintains an environment that fosters equity and Culturally and Linguistically Responsive Pedagogy (CLRP) 3. Motivates students toward goal attainment and future aspirations 4. Engages stakeholders in courageous conversations about bias and its effect on student learning 5. Promotes social-emotional learning (SEL) through comprehensive practices and professional development
STANDARD 2: CHANGE MANAGEMENT	STANDARD 5: FAMILY AND COMMUNITY ENGAGEMENT
<p>Component 2A: Leads and manages change</p> <ol style="list-style-type: none"> 1. Promotes a shared sense of responsibility for all students 2. Communicates a sense of urgency for sustainable change 3. Builds capacity of staff to adapt to and manage change <p>Component 2B: Develops or maintains a shared vision around high expectations for student learning</p> <ol style="list-style-type: none"> 1. Develops, implements, and revises a shared vision of high expectations 2. Communicates shared vision to stakeholders <p>Component 2C: Creates or maintains a culture of continuous improvement</p> <ol style="list-style-type: none"> 1. Uses data to determine school-wide priorities and goals 2. Implements plans to accomplish school-wide goals 	<p>Component 5A: Engages families and community members as partners</p> <ol style="list-style-type: none"> 1. Engages community and family members and involves them in leadership opportunities 2. Provides opportunities for family and community education 3. Establishes community partnerships that support students and schools. <p>Component 5B: Communicates with families and community members</p> <ol style="list-style-type: none"> 1. Creates or maintains school-home-community communication structures 2. Collects and analyzes data related to families and the community
STANDARD 3: INSTRUCTION	STANDARD 6: SYSTEMS AND OPERATIONS
<p>Component 3A: Provides support for teachers to improve instruction</p> <ol style="list-style-type: none"> 1. Implements coaching and support 2. Ensures high-quality professional development that results in implementation of effective pedagogy 3. Creates collaboration structures that support ongoing development 4. Builds capacity of staff to analyze and utilize student data <p>Component 3B: Promotes quality teaching, learning and leadership</p> <ol style="list-style-type: none"> 1. Monitors school-wide curriculum in relation to content standards and opportunity to learn 2. Creates and maintains distributed leadership opportunities 3. Identifies and develops teachers as leaders. <p>Component 3C: Assesses the performance of all staff</p> <ol style="list-style-type: none"> 1. Conducts formal and informal observations 2. Provides actionable feedback to staff 3. Manages the evaluation process 	<p>Component 6A: Manages people, time and resources</p> <ol style="list-style-type: none"> 1. Aligns budget and staffing priorities with needs, goals, vision, and data 2. Implements a clear selection and hiring process 3. Designs and implements a strategic staffing plan 4. Develops schedules and allocates space for learning 5. Seeks, allocates and uses technology and other resources to support learning <p>Component 6B: Creates or maintains a productive school environment</p> <ol style="list-style-type: none"> 1. Develops, implements, and reviews a system for school operations and structures 2. Communicates with staff, students, and district leadership <p>Component 6C: Demonstrates legal and policy compliance</p> <ol style="list-style-type: none"> 1. Ensures a healthy and safe school environment 2. Ensures that school decisions adhere to relevant district policies and comply with legal requirements



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LAUSD SCHOOL LEADERSHIP FRAMEWORK APEIS v14 2023-2024

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<p>Component 1A: Models learning-centered leadership behaviors</p> <ol style="list-style-type: none"> 1. Demonstrates personal and professional ethics, integrity and judgment <li style="background-color: yellow;">2. Manages time and prioritizes high-leverage activities 3. Builds observation and coaching skills to improve instruction 4. Uses reflection to inform future decisions and actions 5. Participates in, and implements new learning from, professional development 6. Leads in situations of ambiguity or complexity 7. Demonstrates cultural proficiency and knowledge of the LAUSD competencies of social-emotional learning 	<p>Component 4A: Creates or maintains a culture conducive to educator growth</p> <ol style="list-style-type: none"> 1. Establishes or maintains a positive school climate, including workplace conditions for staff 2. Manages respectful conflict resolution in the school community <p>Component 4B: Creates or maintains a culture conducive to student growth</p> <ol style="list-style-type: none"> 1. Promotes and implements systems to foster positive student behavior 2. Creates or maintains an environment that fosters equity and Culturally and Linguistically Responsive Pedagogy (CLRP) 3. Motivates students toward goal attainment and future aspirations 4. Engages stakeholders in courageous conversations about bias and its effect on student learning 5. Promotes social-emotional learning (SEL) through comprehensive practices and professional development
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The LAUSD School Leadership Framework v14: Document map

Standard
Broad category of school leader's actions

Standard 1. LEADERSHIP AND PROFESSIONAL GROWTH

Levels of Performance
The degree to which the element has been mastered

Evidence Guide for Standard 1, Leadership and Professional Growth

A) Models learning-centered leadership behaviors

Component
A group of related behaviors within the standard

ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Demonstrates personal and professional ethics, integrity and judgment	Violates the tenets of integrity or ethical behavior within or outside of the school, or knowingly or carelessly violates administration of school policies, including the misuse of school funds or resources. Stakeholders articulate concerns regarding the leader's behavior, integrity, administration of school policies, or professional judgment ¹ when making decisions or taking action.	Inconsistently demonstrates ethical behavior and integrity in interactions within or outside of the school; generally administers school policies with integrity, including the use of school funds and resources. Stakeholders may question the leader's behavior, integrity, administration of school policies, or professional judgment when making decisions or taking action.	Consistently models ethical behavior and integrity in interactions within and outside the school and administers school policies with integrity, including the use of school funds and resources; exhibits professionalism when interacting with all members of the school community. Most stakeholders recognize the leader as one who exhibits integrity, ethical behavior, and sound professional judgment ² when making decisions or taking action.	Continuously demonstrates and transparently models ethical behavior and integrity in all interactions within and outside the school and administers school policies with integrity, including the use of school funds and resources; positively influences the culture of professionalism among all members of the school community. Stakeholders recognize the leader as one who models integrity and ethical behavior, and who uses sound professional judgment when making decisions or taking action.	<ul style="list-style-type: none"> Surveys of staff, students and parents Observation of interactions with staff, parents, students and community members Documentation of Student Body funds, Impress fund, Donation fund, and P card expenditures Resource and facility use records
2. Manages time and prioritizes high-leverage activities	Does not identify high-leverage ³ activities; fails to organize schedule, or focuses primarily on low-priority activities. Does not appropriately delegate responsibilities; consequently, high-leverage activities and school priority areas (e.g., instruction) receive inadequate or no attention.	Identifies high-leverage activities; organizes schedule and inconsistently delegates responsibilities so that high-leverage activities and school priority areas (e.g., instruction) receive limited attention.	Identifies high-leverage activities; proactively organizes schedule and strategically delegates responsibilities to ensure that high-leverage activities and school priority areas (e.g., instruction) receive adequate attention and are the focus of administrator oversight.	Systematically identifies high-leverage activities for self and other staff; proactively organizes schedule and strategically delegates responsibilities to ensure that high-leverage activities and school priority areas (e.g., instruction) are the ongoing focus of administrator attention and oversight. Collaborates with staff to ensure that their time is aligned with the highest-leverage activities.	<ul style="list-style-type: none"> Weekly or monthly schedule of completed observations and pre-/post-conferences To-do list List of delegated responsibilities Job descriptions/responsibilities Weekly log of time spent Action plans ILT, faculty, team meeting agendas Com distri (e.g., EDS

Element
Sub-category of a component, and the level at which the rubrics are written

School Leader's Rating
Determined by the body of evidence provided for that element

Examples of Evidence
Artifacts or practices that can be used as evidence for each element

Definitions

To clarify language in the levels of performance

¹www.dictionary.com defines "judgment" as the ability to judge, make a decision, or form an opinion objectively, authoritatively, and wisely, especially in matters affecting action; good sense; discretion.

² <http://www.thefreedictionary.com> and <http://english.stackexchange.com> define "sound judgment" as the capacity to assess situations or circumstances shrewdly and to draw competent, sensible, or valid conclusions.

³City et al (2009) define "high-leverage" as something that "if acted on, would make a significant difference for student learning" (p. 102).

Standard 1. LEADERSHIP AND PROFESSIONAL GROWTH					Evidence Guide for Standard 1, Leadership and Professional Growth
A) Models learning-centered leadership behaviors					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Demonstrates personal and professional ethics, integrity and judgment	Violates the tenets of integrity or ethical behavior within or outside of the school, or knowingly or carelessly violates administration of school policies, including the misuse of school funds or resources. Stakeholders articulate concerns regarding the leader’s behavior, integrity, administration of school policies, or professional judgment ¹ when making decisions or taking action.	Inconsistently demonstrates ethical behavior and integrity in interactions within or outside of the school; generally administers school policies with integrity, including the use of school funds and resources. Stakeholders may question the leader’s behavior, integrity, administration of school policies, or professional judgment when making decisions or taking action.	Consistently models ethical behavior and integrity in interactions within and outside the school and administers school policies with integrity, including the use of school funds and resources; exhibits professionalism when interacting with all members of the school community. Most stakeholders recognize the leader as one who exhibits integrity, ethical behavior, and sound professional judgment ² when making decisions or taking action.	Continuously demonstrates and transparently models ethical behavior and integrity in all interactions within and outside the school and administers school policies with integrity, including the use of school funds and resources; positively influences the culture of professionalism among all members of the school community. Stakeholders recognize the leader as one who models integrity and ethical behavior, and who uses sound professional judgment when making decisions or taking action.	<ul style="list-style-type: none"> • Surveys of staff, students and parents • Observation of interactions with staff, parents, students and community members • Documentation of Student Body funds, Impress fund, Donation fund, and P card expenditures • Resource and facility use records
2. Manages time and prioritizes high-leverage activities	Does not identify high-leverage ³ activities; fails to organize schedule, or focuses primarily on low-priority activities. Does not appropriately delegate responsibilities; consequently, high-leverage activities and school priority areas (e.g., instruction) receive inadequate or no attention.	Identifies high-leverage activities; organizes schedule and inconsistently delegates responsibilities so that high-leverage activities and school priority areas (e.g., instruction) receive limited attention.	Identifies high-leverage activities; proactively organizes schedule and strategically delegates responsibilities to ensure that high-leverage activities and school priority areas (e.g., instruction) receive adequate attention and are the focus of administrator oversight.	Systematically identifies high-leverage activities for self and other staff; proactively organizes schedule and strategically delegates responsibilities to ensure that high-leverage activities and school priority areas (e.g., instruction) are the ongoing focus of administrator attention and oversight. Collaborates with staff to ensure that their time is aligned with the highest-leverage activities.	<ul style="list-style-type: none"> • Weekly or monthly schedule of completed observations and pre-/post-conferences • To-do list • List of delegated responsibilities • Job descriptions/responsibilities • Weekly log of time spent • Action plans • ILT, faculty, team meeting agendas • Completion (on time list) of district/region priority tasks (e.g., EL accountability, EDST process, on-time IEPs) • Monthly or Yearly Calendar of IEP Schedules

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A) Models learning-centered leadership behaviors					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Builds observation and coaching skills to improve instruction	Rarely participates in opportunities to improve skills in observation note-taking, alignment of evidence to elements of the Teaching and Learning Framework, rating accuracy, or coaching individual teachers; is not yet preliminarily certified in observation skills or accuracy in rating teacher practice.	Occasionally initiates opportunities to practice and build skills in observation note-taking, alignment of evidence to elements of the Teaching and Learning Framework, rating accuracy, or coaching individual teachers; is preliminarily certified in observation skills or demonstrates limited accuracy in rating teacher practice.	Regularly initiates opportunities to practice and build skills in observation note-taking, alignment of evidence to elements of the Teaching and Learning Framework, rating accuracy, and using evidence to coach individual teachers; is certified in observation skills and demonstrates accuracy in rating teacher practice.	Systematically initiates opportunities for self and instructional staff to practice and build skills in observation note-taking, alignment of evidence to elements of the Teaching and Learning Framework, rating accuracy, and using evidence to provide feedback to and coaching of individual teachers; is certified (or higher) in observation skills and is consistently accurate in rating teacher practice.	<ul style="list-style-type: none"> Paired or peer/team observations for calibration within or across school sites Change in quality/quantity of observation notes in <i>MyPGS</i> Observation of coaching conference by supervisor Documentation from instructional rounds or team walk-throughs Observer Training Certification Evidence of school leader participating in PD, reading texts, role playing, scripting Notes from Growth Planning, Midyear and/or End-of-Year Conference Results of ongoing observer calibrations
4. Uses reflection to inform future decisions and actions	Rarely engages in reflective practices, or limited reflections do not result in a change in practice or professional growth.	Occasionally or inaccurately reflects on the results of decisions made or actions taken, and uses general impressions to inform future decisions or actions; occasionally encourages staff or student reflection. Inconsistent or inaccurate reflection results in minimal changes in practice or professional growth.	Regularly and accurately uses criteria and data to reflect on the results of decisions made or actions taken; uses reflection to inform future decisions or actions; models reflective practice in relation to the school’s vision and goals. Professional growth and changes in school practices can be attributed to the school leader’s reflections.	Systematically and accurately uses criteria and data to reflect on the results of decisions made or actions taken over time, and systematically uses reflection to inform future decisions or actions; establishes a culture of regular opportunities for staff and student reflection and self-assessment in relation to the school’s vision and goals. The reflective culture of the school community contributes to a school-wide climate of ongoing or sustained growth and improvement of practice.	<ul style="list-style-type: none"> <i>MyPGS</i> EDSSL Self-Assessment completed <i>MyPGS</i> Initial Growth Plan Notes from Growth Planning Conference, Midyear Conference, End-of-Year Conference between supervisor and school leader PD plans include staff reflection opportunities School action plans demonstrate improvement based upon faculty and student reflection and assessment Reflective journal Data reflection tool Reflection sheets from network meetings ILT meeting notes--team use of student or staff reflection Reflection on school experience survey data



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ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
5. Participates in, and implements new learning from, professional development	Ignores or dismisses the use of data, or is subjective, when determining his/her professional development needs. Rarely participates in professional development, or does not implement current, research-based learning from professional development.	Uses some data analysis to determine his/her professional development needs. Occasionally participates in professional development to enhance content knowledge or leadership skills. Attempts to implement current, research-based learning from his/her professional development, but with limited impact.	Analyzes data to determine his/her professional development needs. Actively and regularly seeks out opportunities for professional development to enhance his/her content knowledge or leadership skills. Implements current, research-based learning from his/her professional development and tracks the degree to which his/her practice has changed or the school impacted.	Systematically analyzes data to determine his/her professional development needs. Actively and regularly seeks out opportunities for professional development to enhance his/her content knowledge and leadership skills. Works with peers or leadership team to implement current, research-based learning from professional development and tracks the degree to which practices have changed and the school impacted.	<ul style="list-style-type: none"> • Implementation of action steps from Initial Growth Plan in <i>MyPGS</i> • Observation by supervisor of change in school leader’s leadership and change in leadership team • Written or oral communication re: how school leader has implemented new learning and the impact on the school • Transcripts of professional coursework • Membership in and attendance at professional organizations and conferences • Needs assessment • Planning team evidence • Regular attendance and involvement in administrator PD • Observation of school leader participating in staff PD • Demonstrates cultural proficiency and knowledge of social-emotional learning resulting from administrator PD
6. Leads in situations of ambiguity or complexity	Is uncertain regarding how to proceed or hesitant to lead when confronted with unfamiliar, volatile or uncertain situations. Reacts emotionally or without thinking of consequences, and is unable to change course or manage the elements of change when information is contradictory.	Provides inconsistent leadership when confronted with unfamiliar, volatile or uncertain situations. Reacts to incomplete or contradictory information when managing change, resulting in confusion or minimally-effective outcomes.	Provides consistent leadership, guided by policy when appropriate, even when confronted with unfamiliar, volatile, or uncertain situations. Reacts thoughtfully to contradictory or incomplete information, seeking more information when possible. This leads to broader understanding and acceptance of the change, and ultimately to positive outcomes.	Provides consistent leadership, guided by policy when appropriate, and builds leadership team capacity even when confronted with unfamiliar, volatile, and uncertain situations. Works with leadership team members to clarify and expand contradictory or incomplete information, so that change is well-managed and understood by individuals, challenges are viewed as learning opportunities, and positive outcomes are attained and accepted.	<ul style="list-style-type: none"> • Observation by supervisor of school leader’s leadership in uncomfortable or challenging conversations • Staff and parents provide feedback re: the degree to which changes are working or not working • School leader articulates rationale for the change • Administrators, staff, students and/or parents demonstrate a willingness to take risks in the midst of ambiguity • Communications to and between school community members • Acknowledgement of complex or ambiguous circumstances • Implementation timeline includes stakeholder feedback on proposed changes • Presentation slides on a policy change • Schedule of focus groups/feedback groups • IEP and student placement discussions



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A) Models learning-centered leadership behaviors					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
7. Demonstrates cultural proficiency and knowledge of the LAUSD competencies of social-emotional learning⁴	Rarely participates in opportunities to learn about other cultures or best practices to enhance social-emotional learning; may demonstrate cultural incapacity, cultural blindness ⁵ , or social-emotional incompetence in interactions with adults or students; does not use cultural knowledge, information on best practices surrounding social-emotional learning, or trauma-informed practices to guide school policies or decisions.	Occasionally participates in opportunities to learn about other cultures or best practices to enhance social-emotional learning; inconsistently models culturally-competent practices and social-emotional competencies in interactions with adults and students; uses limited cultural knowledge or information on best practices surrounding social-emotional learning, occasionally including trauma-informed practices, to guide school policies and decisions.	Initiates learning about other cultures and seeks out best practices to enhance social-emotional learning; models culturally-proficient practices and social-emotional competencies in interactions with adults and students; uses cultural knowledge and information on best practices surrounding social-emotional learning, including trauma-informed practices, to guide school policies and decisions.	Actively and regularly initiates learning about other cultures and seeks out best practices to enhance social-emotional learning; consistently models and teaches culturally-proficient practices and social-emotional competencies in interactions with adults and students; collaboratively uses cultural knowledge and information on best practices surrounding social-emotional learning, including trauma-informed practices, to guide school policies and decisions.	<ul style="list-style-type: none"> • School leader demonstrates cultural proficiency and knowledge of social-emotional learning resulting from administrator PD • School leader models flexibility in instructional style, validation of multiple cultures, respect • Observation of school leader/parent interaction • Implementation of trauma-informed practices that promote resilience

⁴ See this link for a description of LAUSD’s social-emotional competencies: <https://achieve.lausd.net/socialemotionalllearning>

⁵ These terms are defined in the article, “A culturally proficient lens,” retrieved from www.naesp.org/sites/default/files/Quezada_ND13.pdf



Standard 2. CHANGE MANAGEMENT					Evidence Guide for Standard 2, Change Management
A) Leads and manages change					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Promotes a shared sense of responsibility for all students	Does not communicate or promote the school community’s responsibility for all students; few staff demonstrate a responsibility for students who are not in their own classrooms.	Inconsistently communicates or promotes the school community’s responsibility for all students; some staff demonstrate a commitment to, and responsibility for, all students, not just those in their own classrooms.	Consistently communicates and promotes the school community’s responsibility for all students; most staff demonstrate a commitment to, and responsibility for, all students, not just those in their own classrooms.	Systematically communicates and promotes by multiple means the school community’s responsibility for all students; nearly all staff demonstrate and articulate a commitment to, and responsibility for, all students, not just those in their own classrooms.	<ul style="list-style-type: none"> • Observation of informal and school-wide settings where teachers are demonstrating a commitment to students who are not their own, or where school leader makes reference to “shared responsibility” for all students • Written and oral communication that includes references to “shared responsibility” • Language of “we” and “our students” used by stakeholders • Agenda items with notes that show a discussion or emphasis on “shared responsibility” • Protocols established for collaborative student intervention and inclusion across classrooms and teachers • Teachers take responsibility for students other than their own in collaborative planning, supervision, or data analysis • Evidence of linguistically and culturally-responsive practices implemented throughout the school
2. Communicates a sense of urgency for sustainable change	Does not recognize or acknowledge a case for change; or makes changes without attempting to prepare stakeholders for the change or attending to their concerns; may resist changes that other stakeholders propose to benefit student learning.	Inconsistently challenges current practices that are unlikely to increase student learning; communicates a sense of urgency around high-leverage priorities or activities and demonstrates that change can occur quickly, but with limited impact; makes a case for change based on compliance or the law.	Consistently challenges current practices that are unlikely to increase student learning; makes a compelling case for change based on either moral imperatives ⁶ or data, communicating a sense of urgency around high-leverage activities; demonstrates that some change can occur within one school year, so that staff and students see that change is possible.	Systematically challenges current practices that are unlikely to increase student learning; makes a persuasive case for change based on moral imperatives and data, communicating a sense of urgency and shared responsibility around high-leverage priorities; works with others in the school community to demonstrate that changes can occur within one school year, so that stakeholders recognize that change has occurred.	<ul style="list-style-type: none"> • Memos to staff and notes from school meetings or individual teacher conferences where school leader articulates why and how change must occur • Communication of high-leverage activities • Public articulation of reasons why school must change (e.g., graduation rates, CAASPP results, EL redesignation, inclusion) • School leader models a specific change • Public articulation of school leader’s own responsibility to change • Surveys indicate a change from previous years • Agreed-upon written action plans • School leader involves leadership team/staff in communicating need for change; demonstrates successful practices • Uses school vision to filter goals (ILT meeting notes) • Use of a change management framework

⁶ www.macmillandictionary.com defines “moral imperative” as “something that must happen because it is the right thing.”



Standard 2. CHANGE MANAGEMENT					Evidence Guide for Standard 2, Change Management
A) Leads and manages change					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Builds capacity of staff to adapt to and manage change	Does not support staff in reflecting on what needs to change, or does not use data or moral imperatives to make the case for change. Few staff articulate the need for change, demonstrate a commitment to making changes, or identify evidence of change.	Supports staff in reflecting on what needs to change, based on data or moral imperatives. Some staff articulate the need for change, demonstrate a commitment to incremental progress, and identify specific evidence of change.	Builds capacity of staff to determine what needs to change based on data or moral imperatives. Most staff articulate the need for change, demonstrate a commitment to incremental and relentless progress, and identify specific evidence of school-wide changes.	Builds capacity of all staff to determine what needs to be changed based on data and moral imperatives. Nearly all staff articulate the need for change, demonstrate a commitment to moving forward incrementally and relentlessly in a cycle of continuous improvement, and identify specific evidence of systemic school-wide changes.	<ul style="list-style-type: none"> • Use of protocols, facilitators, coaches to teach staff how to analyze data and determine data-based changes • Staff articulate that they feel supported when trying to implement changes • Staff implement changes on their own and determine whether changes are effective • Articulation by staff of reasons why change must occur • Teacher reflection evidence • Initial planning sheets • Monitoring section of SPSA, DVR • Celebrations, affirmation of positive change • Staff analysis of school experience surveys • Observation of school leader guiding staff in identifying where change is needed and creating plans to make changes • Action plans and strategic documents provide evidence of a commitment to school-wide change and planning for the change



Standard 2. CHANGE MANAGEMENT					Evidence Guide for Standard 2, Change Management
B) Develops or maintains a shared vision around high expectations for student learning					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Develops, implements, and revises a shared vision of high expectations	Independently develops, reviews or revises a vision of high expectations for learners with no input from stakeholders, or does not develop a school vision. Values and beliefs are not explored. Data are not used to inform or revise the vision.	With minimal input from stakeholders, develops, reviews or revises a vision of high expectations for all learners. Values and beliefs are minimally explored. Limited data points are used to inform or revise the vision.	With most stakeholder groups, facilitates the development, review or revision of a shared vision based on values and beliefs of high expectations for all learners, including college and career readiness. Multiple data points are used to inform or revise the vision.	With representation from all stakeholders, co-creates, reviews or revises a shared vision based on thoroughly-explored values and beliefs of high expectations for all learners, including college and career readiness. Multiple data points are used to inform or revise the vision.	<ul style="list-style-type: none"> • Vision or mission statement • Notes from meetings where vision or mission statements are crafted • Notes from meetings where vision or mission statements are reviewed and revised • Screen shots of vision or mission statements on school website • Reference to the school vision in action plan or goal-related documents • Data showing how the vision is being attained • Reference to the school vision in action plan or goal-related documents • LRE Report • Promotes dual enrollment • Data for dual enrollment
2. Communicates shared vision to stakeholders	The vision is rarely communicated orally or in writing to stakeholders. Staff, students, and parents are unaware of the school’s vision, or actively disagree with the vision.	The vision is occasionally communicated orally or in writing to stakeholders. Staff, students, or parents may not be able to articulate what the vision is.	The vision is communicated regularly to all stakeholders orally and through actions and documents. Staff, students, and parents are able to articulate the vision or its implications and relationship to school goals.	The vision is communicated systematically and clearly to and by nearly all stakeholders, both orally and through actions and documents. Staff, students, and parents articulate ownership of, and a belief in, the school’s vision and related goals.	<ul style="list-style-type: none"> • Written and oral communication, which all include reference to vision or mission • Observation of stakeholders articulating their understanding of the school’s vision or mission • Reference to the school vision or mission in action plan or goal-related documents • Data showing how the vision is being attained • Highlighting the vision or mission when reviewing or revisiting school priorities, during PD or parent outreach • Discussion of school website development that includes posting of vision and mission



Standard 2. CHANGE MANAGEMENT					Evidence Guide for Standard 2, Change Management
C) Creates or maintains a culture of continuous improvement					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Uses data to determine school-wide priorities and goals	There is minimal to no evidence that classroom-level or school-wide data are used to assess the state of the school or establish goals. Goals for grade-levels or content areas are absent or not based on data. Learning expectations are either not articulated or are lower for certain groups of students.	Limited or anecdotal classroom-level and school-wide data are used to assess the state of the school and determine goals aligned to the school’s vision. Short- or long-term goals for grade-levels or content areas are based on limited or aggregate data. Learning expectations are not consistent across groups of students.	Classroom-level and school-wide data are used to assess the state of the school and determine goals aligned to the school’s vision of high expectations. Short- and long-term goals for grade-levels, content areas and target groups of students (e.g., English Learners, Students with Disabilities, Gifted Students) are based on multiple sources of data. Learning expectations are consistent across groups of students.	Collaboratively and systematically seeks out and analyzes classroom-level and school-wide data and resource allocations to assess the state of the school and determine goals aligned to the school’s vision of high expectations. Short- and long-term goals for grade-levels, content areas and each target group of students are based on disaggregated data. Learning expectations are consistent across groups of students, with differentiated expectations indicated as needed.	<ul style="list-style-type: none"> • Analysis of state, district and locally-designed assessment data • Preparation of SPSA • SPSA Needs Assessment • Data-based rationale for school and sub-group goals • Use of additional data sources (e.g., surveys, needs assessments, interviews, focus groups) • Schedule of data collection and plan review to determine meeting of benchmarks, and completion of action items • Revision of plan based on review • Ranking of short- and long-term priorities and goals (ILT, presentation to staff) • Staff initiating follow-up, analysis, or instructional changes to support short- and long-term goals • Grade level action plans based on data analysis for grade level needs. • Cycles of continuous improvement; ongoing feedback loops • Emails, agendas, team notes re: determining goals and priorities • Data Walls • CA School Dashboard, LCAP, TSP Plan • Agenda of Title I meetings • School Experience Survey, including data disaggregated by sub group • Special Education data reports
2. Implements plans to accomplish school-wide goals	Does not create or implement plans for achieving school-wide goals, or plans are superficial; decisions are made without reference to goals; fails to monitor progress or resolve challenges to goal attainment. Few staff can articulate school-wide goals or progress made toward goal attainment.	Creates and implements plans for achieving school-wide goals that align with the vision; uses the goals to guide some decisions and monitor progress; attempts to resolve challenges to goal attainment, with uneven results. Some staff can articulate school-wide goals and progress made toward goal attainment.	Collaboratively creates and implements plans for achieving school-wide goals that support the vision; uses the goals to guide decisions and monitor progress; resolves challenges to ensure that learning expectations and goals are met. Staff and students can articulate school-wide goals and progress made toward goal attainment.	Collaboratively creates and implements systematic plans for achieving school-wide and disaggregated goals that support the vision; uses the goals to guide decisions and monitor progress; anticipates and proactively addresses challenges to ensure that learning expectations and goals are met. Nearly all stakeholders can articulate school-wide goals and progress made toward goal attainment.	<ul style="list-style-type: none"> • Strategic, explicit plan for accomplishing the goals with benchmarks, timelines, and action items • Observation of staff, students and parents articulating their (or their students’) progress toward the school’s goals • Records of faculty, teams, ILTs, PLCs, etc., analyzing student work and other data to determine progress made to attain school-wide goals. • Evidence of school-wide rubrics and exemplars (where appropriate) to assess individual and group attainment of the school-wide goals • System of communication where all stakeholders hear about progress (e.g., online, data walls, verbal message at school meetings) • PDSA or PDR2 • Observation notes from an awards assembly



Standard 3. INSTRUCTION					Evidence Guide for Standard 3, Instruction
A) Provides support for teachers to improve instruction					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Implements coaching and support	Does not have a system in place to assess teacher strengths and needs in the absence of objective evidence from classroom observations or student data; does not provide individual or group coaching or support for struggling teachers to improve practice.	Uses limited objective evidence from observations of teacher practice and student data, or anecdotal evidence, to identify teacher strengths and needs; may subjectively identify low-performing teachers and provide targeted support and coaching for struggling teachers or teams to improve practice.	Uses objective evidence from observations of teacher practice and student data to identify teacher strengths and needs within and across grade levels and subject areas, and to assist teachers and teams in identifying their own needs and strengths. Ensures that differentiated support and coaching are provided based on individual and group needs and strengths; supports teachers in determining next steps that result in improved practice and progress toward goal attainment.	Systematically assesses each teacher’s strengths and needs based on multiple forms of objective evidence collected from observations and student data. Ensures that differentiated support and ongoing coaching within and across grade levels and subject areas are provided based on individual and group needs, student learning needs, and school-wide goals; supports all instructional staff in determining next steps that result in improved practice and movement toward goal attainment; acknowledges and celebrates progress made in improved practice.	<ul style="list-style-type: none"> • Pre- or post-conference notes in <i>MyPGS</i> • <i>MyTeam</i> report generated re: overall evaluation results for an EDST Cycle • Analysis of <i>MyTeam</i> report or action plan for addressing individual/group weaknesses • Supervisor’s observation of Growth Planning or other coaching conferences • Individual coaching log/tracker by teacher • Notes from a group coaching session with school leader or instructional coach • Feedback to teachers; their responses to coaching • Individual teacher reflections from peer observations or coaching • Summary notes, logs or emails from instructional coaches
2. Ensures high-quality professional development that results in implementation of effective pedagogy	Provides professional development that does not support teachers in modifying their pedagogy to meet the needs of students. Professional development is episodic, irregular, irrelevant, or poorly presented, and is not based on research-based practices or input from staff. Few teachers modify their instruction following professional development.	Provides professional development and resources to support teachers in modifying their pedagogy and implementing a limited number of research-based practices. Professional development is organized and well-presented, but with minimal differentiation or input from staff. Some teachers modify their instruction in ways consistent with the TLF.	Provides professional development and resources to support teachers in modifying their pedagogy and implementing research-based, culturally and linguistically responsive ⁷ pedagogical (CLRP) ⁸ practices, and best practices to enhance social-emotional learning. Professional development is focused, organized, well-presented, appropriately sequenced, differentiated, and designed and revised based on staff input. Most teachers modify their instruction in ways consistent with the TLF.	Provides comprehensive professional development and resources to support teachers in modifying their pedagogy and consistently implementing research-based, culturally and linguistically responsive pedagogical (CLRP) practices and curricular content, and best practices to enhance social-emotional learning. Professional development is differentiated and includes modeling and facilitation of strategies consistent with adult learning theory; it is designed, led, and revised by site-based and other educators. Nearly all teachers modify their instruction in ways consistent with the Teaching and Learning Framework.	<ul style="list-style-type: none"> • Notes/photos from PD, PLCs, team mtgs • Lesson study and data chat protocols • Feedback to teachers re: observed instr. strat • Staff evaluations or observation notes of PD • Evidence of PD planning by committee/ILT • PD Calendar and Revised PD Calendar • Classroom student data (e.g., sub-groups) that demonstrates that PD has been implemented • Staff do demo lessons in classrooms or PD • School leader provides feedback to teachers re: instructional strategies seen in classrooms • Research-based best practices are modeled, discussed, and observed • Articles or videos are shared with staff • Evidence of sustained change over time in teachers’ practice • PD includes teacher reflection on multicultural interactions and SEL

⁷ LAUSD’s priorities related to culturally and linguistically-responsive pedagogy and learning environments are described on pp. 18, 24, and 34 of its Strategic Plan. More information can be found at <https://achieve.lausd.net/strategicplan>.

⁸*Culturally and Linguistically Responsive Pedagogy PK-12 Professional Development Module*: LAUSD Policy Bulletin BUL-6870.0 (October 3, 2017) Issued by Frances M. Gipson, Ph.D., Chief Academic Officer Division of Instruction: <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/217/BUL-6870.0.pdf>



Standard 3. INSTRUCTION					Evidence Guide for Standard 3, Instruction
A) Provides support for teachers to improve instruction					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Creates collaboration structures that support ongoing development	Rarely provides opportunities for teams of teachers to collaborate ⁹ for their own professional growth or in support of student learning. Teams are formed around grade levels or subject areas and rarely focus on student learning. There is little evidence of protocol use, peer facilitation, or strategic data analysis. Teachers do not have input into team structure and content.	Provides occasional opportunities for teams of teachers to collaborate for their own professional growth or in support of student learning. Team structures may be flexible; some teams focus on student learning and effectively use protocols, peer facilitation, or strategic data analysis. Team structure and content is designed and implemented with the assistance of some instructional staff.	Provides regular opportunities for teams of teachers to collaborate for their own professional growth and in support of student learning. Team structures are flexible; most teams focus on student learning and effectively use protocols, peer facilitation, and strategic data analysis. Team structure and content is designed and implemented with the assistance of instructional staff.	Provides systematic opportunities for teams of teachers to collaborate for their own professional growth and in support of student learning. Teams are structured around student needs, and all teams focus on student learning, making effective use of protocols, peer facilitation, and strategic data analysis; teacher leaders receive training and support in peer facilitation. Teachers take responsibility for designing the structure and content of their team meetings.	<ul style="list-style-type: none"> Minutes, photos or agendas from PLCs, grade-level-team meetings, department meetings, book clubs, communities of practice, etc. Evidence of facilitated team meetings Evidence of training and support for facilitators PD Calendar MyPLN--collaborative work environments Collaboration protocols Grade-level meeting calendar Lists of teams structured around student needs Data analysis of student needs to inform collaboration structures ILT agendas, notes, plans
4. Builds capacity of staff to analyze and utilize student data	Provides teachers with little or no access to student data, or does not provide training and support in analyzing student data. Few instructional staff are able to obtain student data for their classes, or to use data to determine student learning progress, grouping, enrichment or intervention for groups of students.	Provides teachers with access to limited student data, and minimal training and support in analyzing student data. Some instructional staff obtain student data for their classes, analyzing the data to identify learning progress or gaps, or determine grouping, enrichment or intervention opportunities for some sub-groups or content areas.	Provides teachers with access to student learning and demographic data, along with training and support in collecting and analyzing multiple forms of data, including student work. Most instructional staff obtain and analyze student data for their classes, identifying learning progress and gaps, and determining grouping, enrichment and intervention opportunities within grade levels or content areas.	Provides teachers with electronic access to student learning and demographic data, along with systematic training and support in collecting and analyzing multiple forms of data, including student work. Most instructional staff regularly access and analyze student learning data to identify learning progress and gaps and determine differentiation, grouping, enrichment and intervention opportunities within and across grade levels and content areas.	<ul style="list-style-type: none"> Classroom observations that show changing student groups over time Student data discussed in pre-observation conference Print-outs or screen-shots of student data Universal Access Time—lists of students in each group Photos--teacher teams analyzing student data Observation of teacher teams accessing data Intervention and enrichment plans Universal Access Plan Photo of Data Wall from meeting room Protocol to analyze student data at a PD Responses from teachers to principal supervisor on how data is accessed Scheduled data chats

⁹ Opportunities for teacher collaboration must be considered in relation to the overall structural context for particular schools (e.g., whether common planning periods can be scheduled).



Standard 3. INSTRUCTION					Evidence Guide for Standard 3, Instruction
B) Promotes quality teaching, learning, and leadership					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Monitors school-wide curriculum in relation to content standards and opportunity to learn	Rarely monitors the school’s curricular program to ensure links to content standards, quality, or opportunities for students to learn rigorous content; teachers rarely participate in evaluation or revision of standards-aligned lessons and instruction.	Monitors the school’s curricular program in some subjects or grade levels to ensure links to content standards, quality, and opportunities for most students to learn rigorous content; some teachers engage in opportunities to evaluate or revise standards-aligned lessons and instruction.	Ensures that the school’s curricular program is rigorous and linked to content standards, and that each student has an adequate opportunity to learn rigorous content in all academic subjects; most teachers engage in opportunities to evaluate and revise standards-aligned lessons and instruction.	Builds capacity of teachers to collectively ensure that the school’s curricular program is rigorous and aligned to content standards, and that each student has ongoing opportunities to learn rigorous content in all academic subjects; nearly all teachers regularly engage in opportunities to evaluate and revise standards-aligned lessons and instruction.	<ul style="list-style-type: none"> • Pre-observation notes/lesson plans show alignment to standards • Scope/Sequence, unit plans, backwards mapping connected to content standards and performance tasks • Observation of classrooms shows horizontal alignment with unit plans or developed curriculum sequence • Observations of grade-level or department meetings show teachers creating/revising lessons, units or performance tasks • Culturally and linguistically responsive pedagogy (CLRP) • Curriculum related to social-emotional learning (SEL)
2. Creates and maintains distributed leadership opportunities	Does not provide opportunities for, or cultivate, shared leadership; does not provide direction, training or support for staff in leadership positions.	Occasionally creates leadership opportunities for instructional staff; may fill leadership positions based on interest rather than skill; provides limited direction, training or support for instructional staff in leadership positions.	Has structures in place to create leadership opportunities for most instructional staff; recruits and places instructional staff in leadership positions based on skill and interests ¹⁰ ; provides direction, training and support.	Has structures in place to build leadership skills and create leadership opportunities for all instructional staff; strategically recruits and places instructional staff in leadership positions based on skill, interests, and collegial relationships.	<ul style="list-style-type: none"> • Observation of staff participating in leadership opportunities • Shared facilitation in multiple settings • Leadership grid: which staff lead other staff, student, or parent groups, or serve in governance • Discussion notes re: match between staff skill and PD topics • Content/expert teams
3. Develops teachers as leaders	Does not assess teachers’ leadership potential, and does not build their leadership capacity. Rarely, if ever, acknowledges or accepts teachers as leaders.	Minimally assesses teachers’ leadership potential, and infrequently offers opportunities to build teacher leadership capacity. Accepts or involves teachers as leaders when opportunities are presented.	Has processes in place to assess teachers’ leadership potential and build teacher leadership capacity. Involves teachers as leaders, and works with teacher leaders to identify leadership opportunities for them in the school and/or district.	Has formal systems and programs in place to assess teachers’ leadership potential and build teacher leadership capacity. Proactively seeks out and involves teacher leaders, engages and mentors them as leaders to build school-wide and/or district-wide teacher leadership opportunities.	<ul style="list-style-type: none"> • Adjunct duties or committees • Teachers as instructional leadership team members • Teachers facilitate or lead professional development • Stated/published roles and responsibilities for teacher leaders • Meeting notes/agendas in which teacher leaders participate

¹⁰ Within the constraints of collective bargaining agreements



Standard 3. INSTRUCTION					Evidence Guide for Standard 3, Instruction
C) Assesses the performance of all staff					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Conducts formal and informal observations	Infrequently conducts formal or informal observations for those staff in an evaluation year; observation evidence is subjective, inaccurately aligned or not representative of teachers' classroom practices; observations are not differentiated based on staff need.	Conducts formal and informal observations for those staff in an evaluation year (or has systems in place to ensure observations occur) with some collection and sorting of objective evidence; observations are occasionally differentiated based on staff need.	Regularly conducts formal and informal observations, consistently collecting and sorting objective evidence aligned to teachers' goals and focus elements. Has systems in place so that peers or leadership team members also conduct regular observations. Differentiates focus and number of observations based on staff need.	Regularly and systematically conducts formal and informal observations, collecting and sorting specific, comprehensive, objective evidence aligned to teachers' goals or school priorities. Has systems in place so that peers and leadership team members also conduct regular observations to improve practice. Differentiates focus, number and timing of observations based on staff need.	<ul style="list-style-type: none"> • Scripted observation notes in <i>MyPGS</i> • Notes from paired observations between supervisor and school leader • Observation log or tracker • Notes from leadership or site-based teams participating in instructional rounds or the equivalent • Photos from classroom observations • District <i>Informal Observation Tool</i> Reports
2. Provides actionable feedback to staff	Rarely provides actionable or evidence-based feedback; feedback may be negative, conciliatory, or in the form of mandates. Feedback does not focus on professional growth to improve practice. Teachers do not demonstrate or articulate changes made in instructional practices.	Inconsistently provides actionable feedback to high-need staff, or to those staff in an evaluation year, that focuses on student learning or professional growth. Questions and feedback use limited evidence from observations or student learning data, or are framed as advice. Some teachers demonstrate changes in instructional practice following feedback.	Consistently provides actionable feedback to most staff that is focused on student learning and professional growth (and/or has systems in place so that staff receive feedback from an effective peer or leadership team member). Questions and feedback are evidence-based and promote teacher reflection. Feedback may be at the individual or group level. Most teachers demonstrate changes in instructional practice following feedback.	Staff receive systematic actionable feedback from an effective peer or member of the leadership team that is specific to the needs of the individual and builds on observation evidence, student learning data, and self-assessment. Questions and feedback are evidence-based, are linked to staff members' goals or school priorities, and focus on student learning and professional growth. Feedback is provided to both individuals and groups. Most teachers demonstrate consistent and ongoing changes in instructional practice following feedback.	<ul style="list-style-type: none"> • School leader's pre- or post-conference notes from EDST • Supervisor's observation of a pre- or post-conference between school leader and teacher • Emails or informal notes to teachers following informal visits • Memos to teams or staff following informal observations, instructional rounds or other observations • Photos documenting changes in classrooms after feedback • Screen shots from the District <i>Informal Observation Tool</i>
3. Manages the evaluation process	Established protocols for supervising teaching and learning are not followed with fidelity. Evaluations may be incomplete, even for teachers or classified staff in an evaluation year.	Utilizes established protocols for supervising teaching and learning and completes required evaluations with fidelity. Provides minimal supervision for teachers who are not in an evaluation year.	Consistently utilizes established protocols for supervising most staff that are clear, transparent, thorough, consistent, and followed with fidelity. Completes required evaluations in a timely manner.	Systematically utilizes established protocols for supervising all staff that are clear, transparent, comprehensive, consistent, and collaboratively designed. Ensures that required evaluations for all staff are completed in a timely manner.	<ul style="list-style-type: none"> • EDST <i>MyPGS</i> Reports demonstrate completion of EDST Cycles • Notes from pre- or post-conferences • Group-created or adapted protocols or resources around evaluation processes • Supervision protocols and notes for classified staff



Standard 4. CULTURE OF LEARNING AND POSITIVE BEHAVIOR					Evidence Guide for Standard 4, Culture of Learning and Positive Behavior
A) Creates or maintains a culture conducive to educator growth					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Creates or maintains a positive school climate, including workplace conditions for staff	Does not promote a school-wide climate of fairness, respect and collaboration; and does not create or maintain workplace conditions that staff perceive to be positive.	Inconsistently promotes a school-wide climate of fairness, respect and collaboration, and works to create or maintain workplace conditions that some staff perceive to be positive.	Consistently promotes a school-wide climate of fairness, respect and collaboration, and to create or maintain workplace conditions that most staff perceive to be positive.	Collaboratively and systematically creates or maintains workplace conditions that nearly all staff perceive to be positive; most staff demonstrate their commitment to a school-wide climate of fairness, respect and collaboration.	<ul style="list-style-type: none"> School Experience Survey for Employees Observation of staff room, restrooms, and resource room Schedules of adjunct duties, playground and bus supervision Notes from teacher representative’s interaction with school leader Discipline/student behavior logs that indicate follow-up Observation of interactions in classrooms, PLCs, school meetings, and informal settings Photos or screen shots of norms Observation of the use of norms during meetings Staff recognition ISTAR (Incident System Tracking Accountability Report) CA School Dashboard
2. Manages respectful conflict resolution in the school community	Does not create or maintain a professional working environment where staff and family members communicate differences of opinion in a respectful manner; does not facilitate respectful resolution of conflicts, or does not intervene when conflicts become heated or disrespectful.	Is inconsistent in attempts to create or maintain a professional environment where staff and family members communicate differences of opinion in a respectful manner; attempts to facilitate respectful resolution of conflicts with moderate success.	Consistently creates or maintains a professional environment where most staff and family members communicate differences of opinion in a respectful manner; when needed, facilitates respectful resolution of conflicts.	Has established and maintains a professional environment where nearly all staff and most family members communicate differences of opinion in a respectful manner and actively work independently or collaboratively (with or without the school leader) to respectfully resolve conflicts (as appropriate).	<ul style="list-style-type: none"> Observation of the use of norms and protocols for respectful disagreement Notes from a conflict resolution session between staff or other members of school community



Standard 4. CULTURE OF LEARNING AND POSITIVE BEHAVIOR					Evidence Guide for
B) Creates or maintains a culture conducive to student growth					Standard 4, Culture of Learning and Positive Behavior
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Promotes and implements systems to foster positive student behavior	Rarely implements a Schoolwide Positive Behavior Intervention and Support plan, including restorative or trauma-informed practices, in alignment with the district’s Discipline Foundation Policy, or implementation is incomplete.	Occasionally implements a Schoolwide Positive Behavior Intervention and Support plan, including restorative or trauma-informed practices, in alignment with the district’s Discipline Foundation Policy. Adults inconsistently implement the plan.	Regularly implements a Schoolwide Positive Behavior Intervention and Support plan, including restorative and trauma-informed practices, in alignment with the district’s Discipline Foundation Policy. ¹¹ Most adults consistently implement the plan.	Systematically and collaboratively implements a Schoolwide Positive Behavior Intervention and Support plan, including restorative and trauma-informed practices, in alignment with the district’s Discipline Foundation Policy. Nearly all adults in the school consistently support, implement and monitor the plan.	<ul style="list-style-type: none"> Plans for Schoolwide Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Rules, consequences, and recognition posted and referred to in meetings and bulletins Student self-assessment of behavior; behavior contracts Observation of informal and school-wide settings Analysis of student behavior data, logs MiSiS Photos of classrooms (e.g., behavior charts) Regular and systematic student recognition Photos or flyers re: peer mediation School review evidence (WASC, Pilot, DVR) Presentation slides for assemblies Use of trauma-informed practices that promote resilience Provides or ensures calming spaces in classrooms
2. Creates or maintains an environment that fosters equity and Culturally and Linguistically Responsive¹² Pedagogy (CLR)¹³	Provides little attention to creating a socially-just school, resulting in inequitable or socially-unjust practices for linguistically or culturally diverse students; does not provide or offer professional development to support staff in equitable or culturally and linguistically-responsive practices.	Occasionally develops or promotes strategies for creating a socially-just school, with some attention to culturally and linguistically diverse students; may advocate for, or guide school policies to attempt, equitable practices and socially-just outcomes; provides compliant professional development to support staff in equitable, culturally and linguistically-responsive practices; staff inconsistently integrate practices.	Develops and promotes strategies for creating a socially-just school, with emphasis on culturally and linguistically diverse students; advocates for, and guides school policies to achieve, equitable practices and socially-just outcomes; provides professional development to support staff in integrating equitable, culturally and linguistically-responsive practices; staff consistently integrate practices throughout the school.	Develops and promotes systems for creating a socially-just school, with emphasis on linguistically and culturally diverse students; proactively advocates for, and guides school policies to achieve, equitable practices and socially-just outcomes; provides professional development and parent education to support family members/staff in integrating equitable, culturally and linguistically-responsive practices throughout the school; nearly all stakeholders consistently integrate practices throughout school.	<ul style="list-style-type: none"> School leader engagement with families, community members, or agencies as partners in the education of all students Translation provided as needed, orally and in writing Meetings arranged around family work schedules Evidence of PD that prepares teachers to teach in a diverse setting and/or with certain sub-groups Evidence of school leader meeting with culturally and linguistically-diverse students 1-on-1 or in small groups for support as needed Evidence of peer support groups in place for culturally and linguistically-diverse students Evidence of conflict mediation/resolution b/w cultural groups School-established support for culturally and linguistically-diverse groups is evident and promotes tolerance Opportunities for staff to examine personal and organizational practices to ensure effective multicultural interactions Classroom observations demonstrate teachers’ conscious, intentional efforts to embed linguistically and culturally-responsive material and information The language and cultural experiences of English-learning students and their families is incorporated into curriculum Data on referrals
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE

¹¹ LAUSD’s Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) (BUL-133307): https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/106/BUL-133307_-_Discipline_Foundation_Policy.pdf

¹² LAUSD’s priorities related to culturally and linguistically-responsive pedagogy and learning environments are described on pp.18, 24, and 34 of its Strategic Plan. More information can be found at <https://achieve.lausd.net/strategicplan>.

¹³ Culturally and Linguistically Responsive Pedagogy PK-12 Professional Development Module: LAUSD Policy Bulletin BUL-6870.0 (October 3, 2017) Issued by Frances M. Gipson, Ph.D., Chief Academic Officer Division of Instruction: <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/217/BUL-6870.0.pdf>



Standard 4. CULTURE OF LEARNING AND POSITIVE BEHAVIOR					Evidence Guide for
<i>B) Creates or maintains a culture conducive to student growth</i>					<i>Standard 4, Culture of Learning and Positive Behavior</i>
3. Motivates students toward goal attainment and future aspirations	Rarely encourages students to set or achieve learning goals, either for their immediate future or toward their college and career aspirations. Few adults actively promote growth mindset or support students in goal setting and achievement.	Creates occasional opportunities for students to engage in setting and achieving learning goals, either for their immediate future or toward their college and career aspirations. Adults promote growth mindset to support some students in goal setting and achievement.	Creates or maintains conditions and regular opportunities for students to engage in setting and achieving learning goals, both for their immediate future and toward their college and career aspirations. Adults promote growth mindset to support most students in goal setting and achievement.	Collaboratively establishes processes and systematic opportunities for students to engage in setting and achieving learning goals, both for their immediate future and toward their college and career aspirations. Adults promote growth mindset to support all students in goal setting and achievement. Mastery of skills and goal attainment are recognized and publicly celebrated.	<ul style="list-style-type: none"> • Students lead or participate in formal daily structures that explicitly link student aspirations and achievement • Celebrations of student success include the message that all students can achieve with effort • Students who have worked hard and accomplished goals or met milestones are celebrated • Students can describe a pathway to their goals and aspirations and translate aspirations into concrete plans that define day-to-day expectations and what preparation means • Evidence of advisory, peer mentoring or similar programs to ensure processes are in place to monitor student progress and provide advocates for every student • Systems for students to access supports • Notes from assemblies or events • Supports dual enrollment programs • Documentation of student participating in IEP meeting • SEL priorities on self-efficacy and growth mindset
4. Engages stakeholders in courageous conversations about bias and its effect on student learning	Rarely engages stakeholders in examining personal or organizational biases or practices; does not attempt to change biases or practices. Fails to recognize or speak out against language or practices that demonstrate bias toward students (including bias based on race, ethnicity, culture, socio-economic status, disability, or gender).	Occasionally engages stakeholders in examining personal or organizational biases and practices; may attempt to change these biases and practices, but with uneven results. Recognizes or speaks out against language or practices that demonstrate bias toward students (including bias based on race, ethnicity, culture, socio-economic status, disability, or gender);	Engages stakeholders in examining personal and organizational biases and practices; works with stakeholders to challenge and change these biases and practices. Recognizes and speaks out against language and practices that demonstrate bias toward students (including bias based on race, ethnicity, culture, socio-economic status, disability, and gender).	Collaboratively and proactively engages stakeholders in examining personal and organizational biases and practices; supports members of the school community in working to challenge and change these biases and practices. Builds the capacity of the school community to recognize and challenge language and practices that demonstrate bias toward students (including bias based on race, ethnicity, culture, socio-economic status, disability, and gender).	<ul style="list-style-type: none"> • Evidence of public and private discussions of bias and prejudice • Evidence that administrator responds to occurrences of bias, prejudice, or stereotyping, and follows through regarding expected changes • Surveys and interviews with parents or students • Conference memos • Evidence that others in the school community challenge or address occurrences of bias, prejudice, or stereotyping • Notes from IEP Team meeting documenting FAPE



Standard 4. CULTURE OF LEARNING AND POSITIVE BEHAVIOR					Evidence Guide for Standard 4, Culture of Learning and Positive Behavior
B) Creates or maintains a culture conducive to student growth					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
5. Promotes social-emotional learning¹⁴ through comprehensive practices and professional development	Rarely checks the school’s curricular and expanded-day programs for instruction or practice in the LAUSD competencies of social-emotional learning, such as growth mindset, self-efficacy, self-management, or social awareness; does not provide opportunities for staff to examine and change personal or organizational practices related to social-emotional learning. Students’ social-emotional needs are rarely addressed.	Occasionally checks the school’s curricular and expanded-day programs for instruction and practice in the LAUSD competencies of social-emotional learning, including growth mindset, self-efficacy, self-management, and social awareness; provides limited or inconsistent opportunities for staff to examine and change personal or organizational practices related to social-emotional learning. Students’ social-emotional needs are unevenly addressed.	Ensures that the school’s curricular and expanded-day programs include instruction and practice in the LAUSD competencies of social-emotional learning, including growth mindset, self-efficacy, self-management, and social awareness; provides opportunities for staff to examine and change personal and organizational practices to ensure effective social-emotional learning. Most adults work to ensure that students’ social-emotional needs are consistently addressed.	Systematically and collaboratively ensures that the school’s curricular and expanded-day programs include instruction and practice in the LAUSD competencies of social-emotional learning, including growth mindset, self-efficacy, self-management, and social awareness; builds the capacity of staff to initiate opportunities to examine and change personal and organizational practices to ensure effective social-emotional learning. Nearly all adults proactively work to ensure that students’ social-emotional needs are systematically addressed.	<ul style="list-style-type: none"> • Opportunities for staff to practice, plan, and incorporate SEL strategies and lessons into core content or expanded-day programming • Students and staff demonstrate SEL competencies when interacting with one another • SEL is explicitly connected to school vision/mission, expanded-day programs, and parent/family educational opportunities • Evidence from Strategic Plan, CASEL docs, and LAUSD Board resolution • Social-emotional supports are provided to students • Implementation of trauma-informed practices that promote resilience • Provides or ensures calming spaces in classrooms

¹⁴ Numerous resources provide information on social-emotional learning, including <https://casel.org/>, <https://achieve.lausd.net/social-emotional-learning>, <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/737/resolutions/IntegrationSocialEmotionalLearning2017.pdf>, <https://achieve.lausd.net/Page/477>, <https://www.cde.ca.gov/eo/in/documents/selguidingprincipleswb.pdf>, and <https://www.air.org/resource/supporting-social-and-emotional-development-through-quality-afterschool-programs>



Standard 5. FAMILY AND COMMUNITY ENGAGEMENT					Evidence Guide for Standard 5, Family and Community Engagement
A) Engages families and community members as partners					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Engages community and family members and involves them in leadership opportunities	Rarely interacts with family or community members and does not encourage their involvement with the school.	Occasionally interacts with some family and community members, but seldom elicits input or encourages parent participation in leadership opportunities.	Regularly interacts with family and community members around the school’s vision and goals, and organizes multiple opportunities for parents to assume leadership within the school community.	Collaboratively and systematically interacts with family and community members, creating and organizing multiple opportunities for parents to exercise leadership and express their views on issues aligned to the school’s vision and goals.	<ul style="list-style-type: none"> • Observation of parent meetings, Back-to-School Night, Open House, IEP meetings • Membership list of School Council • Meeting minutes that provide evidence of parent initiative of planning, selection of content, and facilitation of parent or school-wide events • Meeting content (e.g., parents, school council) is aligned with school’s vision or goals • Parent surveys re: leadership opportunities • Council Election documents • Photos of bulletin boards in main office or hallway • Photos of parent center with parent literature/ideas • Parent community-created newsletter • Parent-generated emails/Connect Eds to community • Parent/collaborative blog • Committee member rosters—purpose, roles
2. Provides opportunities for family and community education	Rarely provides opportunities for family or community education, or educational opportunities are not organized or aligned to the school’s vision and goals. Family and community members do not provide input into the content or structure of these educational opportunities, or are unaware of such opportunities.	Establishes or implements occasional opportunities for family and community education that are organized and loosely aligned to the school’s vision and goals; allocates time and resources accordingly. A small number of family or community members provide input into the content or structure of these educational opportunities.	Establishes or implements regular opportunities for family and community education that are organized and aligned to the school’s vision and goals; allocates time and resources accordingly. Family and community members provide input into the content and structure of these educational opportunities.	Collaboratively establishes or implements ongoing opportunities for family and community education that are organized, aligned to the school’s vision and goals, and reflect community interests and expectations; allocates time and resources accordingly. Family and community members, along with school staff, share in the development and implementation of these educational opportunities.	<ul style="list-style-type: none"> • School Experience Survey for Parents • Evidence of alignment between school goals and parent education opportunities • Observation of Family Nights, parent education events • Calendar of parent events including District Special Ed. events • Evaluations from parent education events • Parent surveys re: educational opportunities • Monthly newsletter with parent corner • List of community services for parents • Parent Sign-Ins • Observation of coffee with principal • LCAP modules • Screenshots of Facebook, Twitter, Instagram • Remind app • Great Schools • Marquee • Schedule of classes at Parent Center • Evidence of support for parents to engage in effective multicultural interactions • Evidence of support for parents to learn the LAUSD competencies of social-emotional learning: growth mindset, self-efficacy, self-management and social awareness



Standard 5. FAMILY AND COMMUNITY ENGAGEMENT					Evidence Guide for Standard 5, Family and Community Engagement
A) Engages families and community members as partners					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Establishes community partnerships that support students and schools	Does not engage with the partnerships or district to establish community partnerships. Does not adequately acknowledge or support existing partnerships. Implementation of partnerships is problematic, and evaluation of partnerships is not sufficient or only minimally attempted.	Inconsistently engages the partnerships and/or district to establish community partnerships. Acknowledges existing partnerships and supports the establishment of new partnerships. Evaluation of partnerships is informal and may only partially contribute to improvement.	Regularly engages and collaborates with community and district to establish and sustain community partnerships. ¹⁵ Acknowledges existing partners and actively promotes new partnerships. All partnerships are supported during implementation and operation to strengthen partnerships and ensure that they are mutually beneficial to the school and partners. The leader evaluates partnerships and uses the results to inform improvement and ensure success.	Strategically collaborates with the community and district partnerships to establish processes and systems that engage, sustain, and build the capacity of partnerships, and ensure that they are mutually beneficial to the school and partners. Acknowledges and celebrates existing partners and new partnerships. Seeks input from partners and the school community to participate in regular evaluation of partnerships, and uses the results to ensure that the partnerships are successful, sustained, mutually beneficial, and improved.	<ul style="list-style-type: none"> Curriculum/instructional units reflect the integration of career/industry and college readiness skills. Evidence that community partners and leaders are engaged in the decision-making processes aligned to their roles in the school School meeting records and minutes reflect the involvement of community partners in those areas in which they are engaged with the school. School meeting records and minutes demonstrate how community expectations and needs are identified and met through the partnerships. School newsletters, calendars, and communications promote school events and activities involving community partners, and promote the community partnerships. Records of local activities and events document the engagement of community partners and promote the success of the students and school. MOU developed with the district and partner/agencies Emails and communication between school leaders and partners

¹⁵ Partnerships may include community, business, institutional, educational, civic and other organizations within the greater school community / geographic region of the school.



Standard 5. FAMILY AND COMMUNITY ENGAGEMENT					Evidence Guide for Standard 5, Family and Community Engagement
B) Communicates with families and community members					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Creates or maintains school-home-community communication structures	Does not establish or maintain a system for communication with family or community members (with or without technology); or methods of communication are not appropriate or accessible. Communication methods are seldom reviewed or adjusted. Parents and community members articulate that their opinions are not heard or valued.	Is limited in his/her uses of available technology to establish or maintain systems for communication between the school and family or community members. Communication methods are reviewed occasionally and may be adjusted as needed. Communication is usually transparent and respectful. Some parents and community members articulate that their opinions are heard and valued.	Uses available technology to collaboratively establish or regularly maintain systems for communication between the school and family or community members. Communication methods are reviewed regularly and adjusted as needed. Communication is transparent, respectful, two-directional and multi-lingual (as needed). A majority of parents and community members articulate that their opinions are heard and valued.	Innovates in the use of technology to collaboratively establish and maintain systems for communication between the school and individual families or community members. Multiple methods of communication are used, reviewed, and adjusted regularly as needed. Communication is transparent, respectful, two-directional and multi-lingual (as needed). A majority of parents and community members articulate that their opinions are encouraged, heard and valued.	<ul style="list-style-type: none"> • School Experience Survey for Parents • Blackboard Connect scripts • Phone log • Emails to/from parents • Screen shots of teacher and school websites • Flyers for community events • Invitations to community and business entities for events • School leader’s notes from Neighborhood Council or Town Hall meetings • Parent/teacher communication log for house meetings, or Parent Sign-Ins • Regular school newsletter • School leader’s blog • Edmodo--two-way communication • PTA/Booster Club/Council meeting agendas, minutes, or logs • IEP notifications and documentation
2. Collects and analyzes data related to families and the community	Does not collect or analyze family or community data or the collection is too small to analyze accurately. Trends are not identified or used for planning. Staff do not use family or community data in planning.	Uses available technology to collect and analyze limited family or community data. Trends may be identified but are not used for planning. Some school staff use family and community data for educational planning purposes.	Uses available technology to collaboratively collect and analyze family and community data to identify trends. Most school staff use family and community data for educational planning purposes.	Innovates in the use of technology to collaboratively collect and analyze extensive family and community data, which is used to identify trends in relation to the school’s vision and to proactively address pertinent issues. Nearly all school staff use family and community data for educational planning purposes.	<ul style="list-style-type: none"> • School Experience Survey for Parents • Survey response rate from parents • Evidence of opinion gathering from community on a school-community issue • School leader’s notes from Neighborhood Council or Town Hall meetings • Evidence of staff addressing parent survey results • School report card • Notes from focus group meetings • Surveys using Google forms • Community Watch/Policing statistics • Welligent report data



Standard 6. SYSTEMS AND OPERATIONS					Evidence Guide for Standard 6, Systems and Operations
A) Manages people, time and resources ¹⁶					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Aligns budget and staffing priorities with needs, goals, vision, and data	Allocates human and fiscal resources to initiatives that do not support the school’s vision or goals; or misappropriates funds or reports inaccurate information on how funds were appropriated.	Allocates human and fiscal resources to be in general alignment with the school’s vision, student data, and learning goals, and within the school’s annual budget.	Uses staff and community input to allocate human and fiscal resources in alignment with the school’s vision, student data, and learning goals, and within the school’s annual budget.	Collaborates with staff and community to strategically leverage existing school, community, and district resources, and proactively accesses additional human and fiscal resources that align with the school’s vision, priorities, student data and staff capacity.	<ul style="list-style-type: none"> • Budget planning sheets and justifications, including personnel • Minutes from staff or leadership team meetings demonstrating discussion of budget priorities • Final budget is aligned with identified priorities and student needs • Matrix rosters with rotations • Rosters for intervention, accommodations • Needs assessment surveys • Control sheets with notes • Wish lists and plans for resources/budget
2. Implements a clear selection and hiring process	Does not use clear selection criteria for hiring staff and does not assess needs of the school prior to hiring teachers; or makes hiring decisions that are misaligned with school and staffing needs.	Uses selection criteria for hiring staff and articulates a strategy for selecting staff; attempts to assess school needs prior to selecting staff; pursues high-quality personnel from district-provided lists to fill vacancies.	Uses clear and transparent selection criteria, protocols, and hiring processes; assesses school needs and when possible identifies specific vacancies early to inform selection and hiring processes; builds staff capacity to participate in the selection and hiring process; recruits high-quality personnel to fill vacancies.	Uses clear and transparent selection criteria, protocols, and hiring processes that include teaching a sample lesson; assesses school needs and identifies specific vacancies early to inform selection and hiring processes; builds stakeholder capacity to participate in and facilitate the selection and hiring process; pursues multiple strategies to recruit high-quality personnel to fill vacancies.	<ul style="list-style-type: none"> • Evidence that hiring aligns to identified personnel needs • Notes from collaborative hiring/selection process – interview questions, paper screening process, observation of demonstration lessons • Flyer with specific requirements on it (e.g., special education credential) • ESBMM waiver • Hiring Committee notes • Job descriptions for out-of-classroom positions • Waiver—selection of teachers • Interviewing rubrics • Position flyer and description

¹⁶ To the extent that staffing, budget and resource acquisition are within the school leader’s control



Standard 6. SYSTEMS AND OPERATIONS A) Manages people, time and resources ¹⁶					Evidence Guide for Standard 6, Systems and Operations
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Designs and implements a strategic staffing plan	Does not attempt to retain or promote effective or highly effective teachers. Does not verify that teachers are assigned appropriately based on their credentials and authorizations; does not use teacher evaluations to determine teacher effectiveness, placement or granting of permanent status.	Attempts to retain effective and highly effective teachers and to create conditions that will retain teachers, but does not have a clear retention strategy. Assures that most teachers are assigned appropriately based on their credentials and authorizations; attempts to use teacher evaluations to support the district’s human resource process, determine teacher effectiveness, determine which teachers will be given permanent status, and determine placement based on impact on student learning, but with uneven results.	Targets retention efforts on effective and highly effective teachers; attempts to improve elements of the culture that retain teachers. Assures that teachers are assigned appropriately based on their credentials and authorizations; uses teacher evaluations to support the district’s human resource process, determine teacher effectiveness, determine which teachers will be given permanent status, and determine placement based on impact on student learning.	Proactively identifies, and works to retain or promote effective and highly effective teachers and develop teachers with high potential. Assures that all teachers are assigned appropriately based on their credentials and authorizations; uses retention or survey data to improve elements of the culture that retain teachers. Uses teacher evaluations to support the district’s human resource process, determine teacher effectiveness, determine which teachers will be given permanent status, and strategically place teachers to have the greatest impact on student learning.	<ul style="list-style-type: none"> • MyTeam/HR data (teacher turnover, longevity) • MyPGS • Conference memos • PAR documentation • Survey questions related to workplace conditions, school climate, collaboration, and teacher leadership opportunities • Staffing roster • Observation of an administrative meeting where master schedule, grade-level and subject-area placement are determined • Teacher preference sheets • Classroom observation data and student quantitative data to indicate teacher strengths • Mentoring program evidence • Matrix
4. Develops schedules and allocates space for learning	Does not create class schedules or room allocations to ensure that most students receive core instruction and any necessary interventions; does not create staffing schedules that allow for collaborative opportunities and professional development on a regular basis. Schedules or room allocations are created independently and are seldom reviewed.	Creates class schedules and room allocations that ensure that most students receive both core instruction and any necessary interventions, and creates staffing schedules that allow for collaborative opportunities and professional development for most staff. Schedules and room allocations are reviewed and revised occasionally.	Collaboratively creates class schedules and room allocations that ensure that all students receive both core instruction and any necessary interventions, and creates staffing schedules that ensure regular collaborative opportunities and professional development for staff. Schedules and room allocations are reviewed and revised regularly, based on data, to enhance learning and collaboration.	Builds staff and leadership capacity to collaboratively create class schedules and room allocations that maximize learning for all students, and create staffing schedules that ensure frequent and ongoing collaborative opportunities, peer observation, and professional development for staff. Time is viewed as a flexible resource to support research-based best practices in teaching and learning. Schedules and room allocations are reviewed and revised regularly, based on multiple forms of data, to enhance learning and collaboration.	<ul style="list-style-type: none"> • Master schedule (including room assignments) • Beginning-of-semester observations of classrooms • Schedule of common planning periods • A-G enrollment audit • English Learner rosters • Intervention schedules • Inclusion Activities • AP enrollment • Master plan staffing matrix • Grade-level or department meeting agendas • Photos or notes of lesson study • Schedules for technology, PE, library, Teacher Assistants, etc. • LCAP TSP Plan • Provides space for dual enrollment instruction



Standard 6. SYSTEMS AND OPERATIONS					Evidence Guide for Standard 6, Systems and Operations
A) Manages people, time and resources ¹⁶					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
<p>5. Seeks, allocates and uses technology and other resources to support learning</p>	<p>Allocates technology and resources independently with little or no assessment of needs; seldom models technology use for stakeholder learning or support of operations. Rarely attempts to seek outside resources when a need arises. Resource allocations are seldom reviewed or revised. Resources are mismanaged or not made available to staff in a timely manner.</p>	<p>Assesses needs and allocates technology and resources but with limited input from stakeholders; occasionally models technology use for stakeholder learning or support of operations. Attempts to seek outside resources as needed. Resource allocations are reviewed and revised occasionally. Resources are not always made available to staff in a timely manner.</p>	<p>Collaboratively assesses needs and allocates technology and resources to ensure equitable access to learning opportunities; models effective use of technology for stakeholder learning and support of operations. Seeks outside resources as needed. Resource allocations are reviewed regularly and revised in support of the School Plan, student learning and the school’s vision. Resources are made available to staff in a timely manner.</p>	<p>Builds staff and leadership capacity to collaboratively assess needs, and allocate existing technology and resources to ensure equitable access to learning opportunities and alignment with the school’s vision and goals; provides opportunities for multiple stakeholders to model effective use of technology for stakeholder learning and support of operations. Strategically and proactively seeks outside resources as needed. Resource allocations are reviewed systematically and revised in support of the School Plan, student learning, and the school’s vision. Staff access resources well ahead of their implementation into instructional practice.</p>	<ul style="list-style-type: none"> • Technology schedule • Comprehensive technology plan • Budget justification sheet incorporates technology support in relation to school’s goals • Resources – alignment to school goals or identified needs; personnel and system to order, inventory and distribute • Connected PD and implementation plan • Observation of resources implemented in classrooms • Tech DD agendas and evaluations • Needs assessment surveys • Grant applications and emails to request grants • Purchase orders • SPSA • LCAP TSP PLAN • Documentation of assistive technology to support students



Standard 6. SYSTEMS AND OPERATIONS					Evidence Guide for Standard 6, Systems and Operations
B) Creates or maintains a productive school environment					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Develops, implements, and reviews a system for school operations and structures	Inconsistently implements or reviews systems for the maintenance of the facility, its infrastructure, available technology, and related services with little or no input from the school community regarding system development. School operations interfere with student learning. Time and resources are wasted.	Develops or implements systems for the maintenance of the facility, its infrastructure, available technology, and related services with some input from staff or other stakeholders. Some aspects of school systems support student learning. Systems are reviewed infrequently and may be an inefficient use of time or resources.	Collaboratively develops or implements systems for the maintenance of the facility, its infrastructure, available technology and related services and programs. Systems are reviewed periodically to ensure that they support student learning and result in an efficient use of time and resources.	Builds staff and leadership capacity to collaboratively develop or implement systems for the maintenance of the facility, its infrastructure, available technology, and related services. Systems are reviewed consistently to ensure that they support student learning and the school’s vision, and that they maximize the use of time and resources.	<ul style="list-style-type: none"> • OEHS inspection reports • Maintenance logs • Visual inspection during campus walk-throughs • Custodial request system • Review of ISTARs to evaluate trends, patterns pertaining to school incidents
2. Communicates with staff, students, and district leadership	Does not establish or maintain a system for regular communication with staff, students or district personnel, or methods of communication are not appropriate or accessible for some staff or students. Few staff and students communicate with school leaders; or communication is mostly negative. Communication methods are rarely reviewed or adjusted.	Establishes or maintains systems for two-way communication between school leadership and staff, students and district personnel. Some staff and students communicate with school leaders, who ensure that staff and student concerns are eventually addressed. Communication methods are reviewed occasionally and may be adjusted as needed.	Uses available technology to collaboratively establish or maintain systems for ongoing two-way communication between school leadership and staff, students and district personnel. Staff and students regularly communicate with school leaders, who ensure that staff and student concerns are handled in a timely manner. Communication methods are reviewed regularly and adjusted as needed.	Uses available technology to collaboratively establish or maintain systems for ongoing two-way communication between school leadership and staff, students and district personnel. Staff and students are included in decision-making aspects of the school, regularly initiate communication with school leaders, and report that their concerns are heard and addressed in a timely manner. Multiple methods of communication are provided, reviewed systematically and adjusted as needed.	<ul style="list-style-type: none"> • Two-way e-mail trails • Blackboard Connect scripts • E-mail documentation of resolution of staff/student concerns • Staff memos • 360-degree evaluations • Surveys • E-mail replies to local district or central office personnel



Standard 6. SYSTEMS AND OPERATIONS					Evidence Guide for Standard 6, Systems and Operations
C) Demonstrates legal and policy compliance					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
<p>1. Ensures a healthy and safe school environment</p>	<p>Fails to implement policies or procedures in response to school safety concerns. Stakeholders have little or no input into the Safe School Plan; or a Safe School Plan does not exist. Procedures are rarely practiced.</p>	<p>Develops and implements policies and procedures that address school safety with input from some stakeholders. Some of the school community adhere to the Safe School Plan. Procedures are occasionally practiced.</p>	<p>With representation from most stakeholder groups, collaboratively develops and implements policies and procedures that address the physical safety of students and staff. Most of the school community adhere to the Safe School Plan. Procedures are regularly practiced.</p>	<p>With representation from all stakeholder groups, builds staff and leadership capacity to collaboratively develop and implement policies and procedures that proactively address the physical safety of students and staff. Nearly all in the school community adhere to the Safe School Plan. Procedures are routinely practiced; adjustments to procedures are instituted as needed.</p>	<ul style="list-style-type: none"> • Integrated Safe School Plan is tailored to the school site • Written or oral communication regarding specific elements of the Safe School Plan, health and safety procedures, etc. • Calendars of completed fire, earthquake, emergency drills • Post-drill feedback/evaluations used to modify drill procedures • Child abuse certification • Safety Committee checklists (walks of campus) and meeting notes • Staff form to report safety issues
<p>2. Ensures that school decisions adhere to relevant district policies and comply with legal requirements</p>	<p>Fails to review or adhere to district policies or comply with legal requirements when making decisions or determining school policies. Some decisions may violate individual rights and entitlements. Fails to review school or district policies with the school community. Rarely communicates with applicable district staff when guidance is needed.</p>	<p>Occasionally reviews district policies and legal requirements to guide school decisions and some policies. Occasionally reviews school and district policies with the school community, focusing on compliance. Inconsistently communicates with applicable district staff, or over-communicates with district staff in seeking guidance.</p>	<p>Regularly reviews district policies and legal requirements to guide school decisions and policies. Reviews school and district policies with the school community to ensure policies are understood. Communicates with applicable district staff as needed.</p>	<p>Builds staff and leadership capacity to collaboratively analyze and apply district policies and legal requirements to guide school decisions and policies. Works with site and district leadership to advocate for policy changes to meet the needs of all learners; facilitates policy discussions with the leadership team and school community to ensure policies are understood. Proactively communicates with applicable district staff to inform and seek guidance as needed.</p>	<ul style="list-style-type: none"> • Observation of policy discussions at site with staff, students and other stakeholders • IDEA, SPED documentation • 504s, IEPs • Procedural Rights and Safeguards • Williams compliance • CBEDS report • EL Master Plan • Agendas and sign-ins provided • Completed Administrator Certification Forms are submitted twice a year • Evidence of collaborative review and adjustment of school policies • Agendas from meetings and written communication (e.g., updates) from regional & central offices (e.g., operations staff relations, personnel) covering topics related to policies • ISTAR Reports • LCAP TSP Plan, SPSA



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