

DRAFT PRINCIPAL SUPERVISOR PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

<p>STANDARD 1</p> <p>Principal Supervisors engage principals in the formal principal evaluation process in ways that help them grow as instructional leaders.</p>	<p>STANDARD 2</p> <p>Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.</p>	<p>STANDARD 3</p> <p>Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and equitable access to resources necessary for the success of each student.</p>	<p>STANDARD 4</p> <p>Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.</p>
<p>Indicator 1</p> <p>The principal supervisor gathers high quality qualitative, quantitative and observational evidence about principals’ capacity for instructional leadership.</p>	<p>Indicator 1</p> <p>The principal supervisor uses feedback and data from multiple sources (e.g., principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.</p>	<p>Indicator 1</p> <p>The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p>	<p>Indicator 1</p> <p>The principal supervisor examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.</p>
<p>Indicator 2</p> <p>The principal supervisor communicates and models how the NEPF evaluation process supports principal’s growth as instructional leader.</p>	<p>Indicator 2</p> <p>The principal supervisor seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<p>Indicator 2</p> <p>The principal supervisor ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.</p>	<p>Indicator 2</p> <p>The principal supervisor assists principals in learning to allocate school resources in ways that best support staff and meet their school’s needs.</p>
<p>Indicator 3</p> <p>The principal supervisor collaborates with principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal.</p>	<p>Indicator 3</p> <p>The principal supervisor sets pertinent and measureable professional learning goals to improve their leadership practice.</p>	<p>Indicator 3</p> <p>The principal supervisor exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices.</p>	<p>Indicator 3</p> <p>The principal supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.</p>

<p>STANDARD 1</p> <p>Principal Supervisors engage principals in the formal principal evaluation process in ways that help them grow as instructional leaders.</p>	<p>STANDARD 2</p> <p>Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.</p>	<p>STANDARD 3</p> <p>Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and equitable access to resources necessary for the success of each student.</p>	<p>STANDARD 4</p> <p>Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.</p>
<p>Indicator 4</p> <p>The principal supervisor supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.</p>	<p>Indicator 4</p> <p>The principal supervisor engages in individual and collective professional learning activities to meet professional learning goals.</p>	<p>Indicator 4</p> <p>The principal supervisor follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>Indicator 4</p> <p>The principal supervisor evaluates the effectiveness of the district's systems to support schools and student learning.</p>

STANDARD 1: Principal Supervisors engage principals in the formal principal evaluation process in ways that help them grow as instructional leaders.

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Administrator Practice	Confirmatory Evidence Sources of Administrator Practice	Description/Notes
<p>Indicator 1 The principal supervisor gathers high quality qualitative, quantitative and observational evidence about principals’ capacity for instructional leadership.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes • Principal Supervisor Observation data • Educator Evaluation Summative Report • School personnel data • Teacher Interviews • School performance data 	<ul style="list-style-type: none"> • Conducts frequent observations utilizing the NEPF and maintains accurate records of data on principal practices • Provides targeted and actionable feedback through focused pre and post observation conferences • Utilizes principal feedback (both formal and informal) to support principal development in instructional practices
<p>Indicator 2 The principal supervisor communicates and models how the NEPF evaluation process supports principal’s growth as instructional leader.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes • Educator Evaluation Summative Report • School Performance Plan 	<ul style="list-style-type: none"> • Collaborates with principals to articulate and refine a district-wide shared vision and understanding of effective principal instructional leadership and how the evaluation system supports the vision • Implements and monitors a rigorous, consistent evaluation system aligned to NEPF requirements • Ensure final evaluation ratings are evidence driven and incorporate multiple examples of principal practice and student outcomes
<p>Indicator 3 The principal supervisor collaborates with principals to identify leadership strengths and weaknesses, determines actions</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • Through the formal evaluation processes, principal supervisors work collaboratively with principals to identify the leadership strengths and specific

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Administrator Practice	Confirmatory Evidence Sources of Administrator Practice	Description/Notes
<p>and supports needed to improve their practice, and develops a professional learning plan for achieving their goal.</p>			<p>areas they need to develop.</p> <ul style="list-style-type: none"> • Rigorous evaluation process is completed for every principal • Recognizes where principals are on a continuum of skills and needs and differentiates supports accordingly • Tailors principal observations to the needs of each principal and to school-wide initiatives • Monitors principal performance to ensure feedback is incorporated into principal practice
<p>Indicator 4 The principal supervisor supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School observation schedule/calendar • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • The principal supervisor uses a professional learning plan to support and hold principals accountable for continuous improvement in their practice, which results in higher levels of student learning and achievement

STANDARD 1: Principal Supervisors engage principals in the formal principal evaluation process in ways that help them grow as instructional leaders.

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The principal supervisor gathers high quality qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.</p>	<p>Indicator 2</p> <p>The principal supervisor communicates and models how the NEPF evaluation process supports principal's growth as instructional leader.</p>	<p>Indicator 3</p> <p>The principal supervisor collaborates with principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal.</p>	<p>Indicator 4</p> <p>The principal supervisor supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.</p>
<p>Level 4</p> <p>The principal supervisor effectively gathers high quality qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.</p>	<p>Level 4</p> <p>The principal supervisor effectively communicates and models how the NEPF evaluation process supports principal's growth as instructional leader.</p>	<p>Level 4</p> <p>The principal supervisor effectively collaborates with principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal.</p>	<p>Level 4</p> <p>The principal supervisor effectively supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.</p>
<p>Level 3</p> <p>The principal supervisor adequately gathers high quality qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.</p>	<p>Level 3</p> <p>The principal supervisor adequately communicates and models how the NEPF evaluation process supports principal's growth as instructional leader.</p>	<p>Level 3</p> <p>The principal supervisor adequately collaborates with principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal.</p>	<p>Level 3</p> <p>The principal supervisor adequately supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.</p>
<p>Level 2</p> <p>The principal supervisor inadequately gathers high quality qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.</p>	<p>Level 2</p> <p>The principal supervisor inadequately communicates and models how the NEPF evaluation process supports principal's growth as instructional leader.</p>	<p>Level 2</p> <p>The principal supervisor inadequately collaborates with principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal.</p>	<p>Level 2</p> <p>The principal supervisor inadequately supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.</p>

<p>Indicator 1</p> <p>The principal supervisor gathers high quality qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.</p>	<p>Indicator 2</p> <p>The principal supervisor communicates and models how the NEPF evaluation process supports principal's growth as instructional leader.</p>	<p>Indicator 3</p> <p>The principal supervisor collaborates with principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal.</p>	<p>Indicator 4</p> <p>The principal supervisor supports principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.</p>
<p>Level 1</p> <p>The principal supervisor does not gather high quality qualitative, quantitative and observational evidence about principals' capacity for instructional leadership.</p>	<p>Level 1</p> <p>The principal supervisor does not communicate and model how the NEPF evaluation process supports principal's growth as instructional leader.</p>	<p>Level 1</p> <p>The principal supervisor does not collaborate with principals to identify leadership strengths and weaknesses, determine actions and supports needed to improve their practice, or develop a professional learning plan for achieving their goal.</p>	<p>Level 1</p> <p>The principal supervisor does not support principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed.</p>

STANDARD 2: Principal Supervisor communicates and models how the NEPF evaluation process supports principal’s growth as an instructional leader.

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 The principal supervisor uses feedback and data from multiple sources (e.g., principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes • School Performance Plan • Student Performance data 	<ul style="list-style-type: none"> • Uses feedback and data to monitor progress in meeting professional growth goals • Models and builds the capacity of principals to constantly seek feedback on their own practice, self-reflect, and adapt their practice • Openly shares reflections on leadership practices with colleagues and staff to remain openly committed to growth in leadership skills and practices
<p>Indicator 2 The principal supervisor seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes • Principal Supervisor notes • School Performance Plan 	<ul style="list-style-type: none"> • Maintains membership in professional organizations to remain current in knowledge of research and best practices • Participates in local, regional, state and national conferences, workshops and seminars based on identified professional goals • Utilizes knowledge from professional learning experiences to support school improvement

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 3 The principal supervisor sets pertinent and measureable professional learning goals to improve their leadership practice.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes • School Performance Plan • Principal Learning Plans 	<ul style="list-style-type: none"> • Set goals and design and implement professional learning plans to meet those goals • Establishes structures for linking research to school performance planning and the design of action and monitoring steps
<p>Indicator 4 The principal supervisor engages in individual and collective professional learning activities to meet professional learning goals.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes • Individual Learning Goals and Learning Plans of their principals 	<ul style="list-style-type: none"> • Pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community • Actively seeks learning opportunities aligned with school needs

STANDARD 2: Principal Supervisors communicates and models how the NEPF evaluation process supports principal's growth as an instructional leader.

PERFORMANCE LEVELS

<p>Indicator 1 The principal supervisor uses feedback and data from multiple sources (e.g., principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.</p>	<p>Indicator 2 The principal supervisor seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<p>Indicator 3 The principal supervisor sets pertinent and measureable professional learning goals to improve their leadership practice.</p>	<p>Indicator 4 The principal supervisor engages in individual and collective professional learning activities to meet professional learning goals.</p>
<p>Level 4 The principal supervisor effectively uses feedback and data from multiple sources (e.g., principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.</p>	<p>Level 4 The principal supervisor effectively seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<p>Level 4 The principal supervisor effectively sets pertinent and measureable professional learning goals to improve their leadership practice.</p>	<p>Level 4 The principal supervisor effectively engages in individual and collective professional learning activities to meet professional learning goals.</p>
<p>Level 3 The principal supervisor adequately uses feedback and data from multiple sources (e.g., principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.</p>	<p>Level 3 The principal supervisor adequately seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<p>Level 3 The principal supervisor adequately sets pertinent and measureable professional learning goals to improve their leadership practice.</p>	<p>Level 3 The principal supervisor adequately engages in individual and collective professional learning activities to meet professional learning goals.</p>
<p>Level 2 The principal supervisor inadequately uses feedback and data from multiple sources (e.g.,</p>	<p>Level 2 The principal supervisor inadequately seeks opportunities to increase their professional knowledge in an effort to</p>	<p>Level 2 The principal supervisor inadequately sets pertinent and measureable professional learning goals to improve</p>	<p>Level 2 The principal supervisor inadequately engages in individual and collective professional learning activities to meet</p>

<p>Indicator 1</p> <p>The principal supervisor uses feedback and data from multiple sources (e.g., principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.</p>	<p>Indicator 2</p> <p>The principal supervisor seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<p>Indicator 3</p> <p>The principal supervisor sets pertinent and measureable professional learning goals to improve their leadership practice.</p>	<p>Indicator 4</p> <p>The principal supervisor engages in individual and collective professional learning activities to meet professional learning goals.</p>
<p>principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.</p>	<p>remain current on educational research and evidence-based practices.</p>	<p>their leadership practice.</p>	<p>professional learning goals.</p>
<p>Level 1</p> <p>The principal supervisor does not use feedback and data from multiple sources (e.g., principals, supervisor, and principal supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning.</p>	<p>Level 1</p> <p>The principal supervisor does not seek opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<p>Level 1</p> <p>The principal supervisor does not set pertinent and measureable professional learning goals to improve their leadership practice.</p>	<p>Level 1</p> <p>The principal supervisor does not engage in individual and collective professional learning activities to meet professional learning goals.</p>

STANDARD 3: Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and equitable access to resources necessary for the success of each student; evidence of principals’ effectiveness to determine necessary improvements in principals’ practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor Notes • Principal Supervisor pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Exemplifies fairness in all interactions with personnel, students, and families ensuring equitable outcomes despite constituents’ differences
<p>Indicator 2 The principal supervisor ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes • Principal Supervisor school evidence 	<ul style="list-style-type: none"> • Works with principals to promote the understanding, appreciation, and use of the school and community’s diverse cultural, linguistic, social, political, and intellectual resources • Ensures that each student is treated fairly and equitably and has physical access to the learning environment and academic access to excellent teachers
<p>Indicator 3 The principal supervisor exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • Ensures that issues of student marginalization, deficit-based schooling, and limiting assumptions about gender, sexual orientation, race, class, disability, and special status are recognized and effectively addressed • Monitors schools as affirming and inclusive places

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 4 The principal supervisor follows policies, regulations, and procedures specific to role and responsibilities.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor Notes • Principal Supervisor pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Possesses thorough knowledge of and complies with federal, state, district and school regulations and policies • Establishes monitoring systems for administrators and staff to know and acknowledge compliance with regulations and policies • Holds employees accountable for compliance with expectations and takes action based on employee violation of or digression from expectations

STANDARD 3: Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and equitable access to resources necessary for the success of each student; evidence of principals’ effectiveness to determine necessary improvements in principals’ practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p>	<p>Indicator 2</p> <p>The principal supervisor ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.</p>	<p>Indicator 3</p> <p>The principal supervisor exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices.</p>	<p>Indicator 4</p> <p>The administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>
<p>Level 4</p> <p>The principal supervisor models, advocates, trains, and supports other leaders, staff, and community members in providing fair, equitable, and appropriate treatment of all personnel, students, and families. The principal supervisor takes immediate actions that fully address and resolve issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 4</p> <p>The principal supervisor effectively ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.</p>	<p>Level 4</p> <p>The principal supervisor consistently and effectively exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices.</p>	<p>Level 4</p> <p>The principal supervisor consistently and fully follows policies, regulations, and procedures specific to role and responsibilities, and encourages and supports school staff in doing the same. The principal supervisor monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.</p>
<p>Level 3</p> <p>The principal supervisor sufficiently models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. The principal supervisor takes appropriate and sufficient actions that address issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 3</p> <p>The principal supervisor adequately ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.</p>	<p>Level 3</p> <p>The principal supervisor adequately exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices.</p>	<p>Level 3</p> <p>The principal supervisor sufficiently follows all policies, regulations, and procedures specific to his or her role and responsibilities. The principal supervisor monitors the school instructional environment to ensure most staff follow policies, regulations, and procedures.</p>

<p>Indicator 1</p> <p>The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p>	<p>Indicator 2</p> <p>The principal supervisor ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.</p>	<p>Indicator 3</p> <p>The principal supervisor exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices.</p>	<p>Indicator 4</p> <p>The administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>
<p>Level 2</p> <p>The principal supervisor inconsistently models and/or advocates for fair, equitable, and appropriate treatment of all personnel, students, and/or families. The principal supervisor hesitates in taking action or takes insufficient actions that only partially address issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 2</p> <p>The principal supervisor inadequately ensures that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.</p>	<p>Level 2</p> <p>The principal supervisor inadequately exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices.</p>	<p>Level 2</p> <p>The principal supervisor follows most policies, regulations, and procedures specific to his or her role and responsibilities. The principal supervisor somewhat monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.</p>
<p>Level 1</p> <p>The principal supervisor does not or rarely models or advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. The principal supervisor does not or rarely takes action or takes ineffective actions that fail to address issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 1</p> <p>The principal supervisor does not ensure that the school community has access to the full range of integrated services to meet the diverse cultural and learning needs of each student.</p>	<p>Level 1</p> <p>The principal supervisor does not exhibit cultural competency in interactions and decision-making within the school and to high-quality instructional practices.</p>	<p>Level 1</p> <p>The principal supervisor follows few or no policies, regulations, and procedures specific to his or her role and responsibilities. The principal supervisor does not or rarely monitor the school instructional environment to ensure staff follow policies, regulations, and procedures.</p>

STANDARD 4: Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

INDICATORS

What Principal Supervisors Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Confirmatory Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 The principal supervisor examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • Communicates the vision, goals, and strategies of the district with all internal and external stakeholders • Serve as a conduit for two-way communication between the central office and individual principals
<p>Indicator 2 The principal supervisor assists principals in learning to allocate school resources in ways that best support staff and meet their school’s needs.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • Connects principals to central office resources and personnel to support the principals’ work • Helps principals create distributed leadership systems and structures that support teaching and learning
<p>Indicator 3 The principal supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Principal Supervisor pre/post conference • Principal interviews • Principal Supervisor notes 	<ul style="list-style-type: none"> • Identify operational and other central office supports for principals to implement change • Provide feedback to central office staff about ways to improve services that support principals, schools, and student learning

<p>Indicator 4 The principal supervisor evaluates the effectiveness of the district's systems to support schools and student learning.</p>	<ul style="list-style-type: none">• Direct evaluator observation• One confirmatory item from optional evidence source	<ul style="list-style-type: none">• Principal Supervisor pre/post conference• Principal interviews• Principal Supervisor notes	<ul style="list-style-type: none">• Strategically buffer principals from distractions to maintain their focus on instructional leadership
--	--	--	---

STANDARD 4: Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The principal supervisor examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.</p>	<p>Indicator 2</p> <p>The principal supervisor assists principals in learning to allocate school resources in ways that best support staff and meet their school's needs.</p>	<p>Indicator 3</p> <p>The principal supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.</p>	<p>Indicator 4</p> <p>The principal supervisor evaluates the effectiveness of the district's systems to support schools and student learning.</p>
<p>Level 4</p> <p>The principal supervisor fully examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.</p>	<p>Level 4</p> <p>The principal supervisor effectively assists principals in learning to allocate school resources in ways that best support staff and meet their school's needs.</p>	<p>Level 4</p> <p>The principal supervisor effectively gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.</p>	<p>Level 4</p> <p>The principal supervisor effectively evaluates the effectiveness of the district's systems to support schools and student learning.</p>
<p>Level 3</p> <p>The principal supervisor adequately examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.</p>	<p>Level 3</p> <p>The principal supervisor adequately assists principals in learning to allocate school resources in ways that best support staff and meet their school's needs.</p>	<p>Level 3</p> <p>The principal supervisor adequately gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.</p>	<p>Level 3</p> <p>The principal supervisor adequately evaluates the effectiveness of the district's systems to support schools and student learning.</p>
<p>Level 2</p> <p>The principal supervisor inadequately examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.</p>	<p>Level 2</p> <p>The principal supervisor inadequately assists principals in learning to allocate school resources in ways that best support staff and meet their school's needs.</p>	<p>Level 2</p> <p>The principal supervisor inadequately gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.</p>	<p>Level 2</p> <p>The principal supervisor inadequately evaluates the effectiveness of the district's systems to support schools and student learning.</p>

<p>Indicator 1</p> <p>The principal supervisor examines school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.</p>	<p>Indicator 2</p> <p>The principal supervisor assists principals in learning to allocate school resources in ways that best support staff and meet their school's needs.</p>	<p>Indicator 3</p> <p>The principal supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.</p>	<p>Indicator 4</p> <p>The principal supervisor evaluates the effectiveness of the district's systems to support schools and student learning.</p>
<p>Level 1</p> <p>The principal supervisor does not examine school-level goals and strategies to promote equity for students and ensure alignment with district vision, policies, and strategies.</p>	<p>Level 1</p> <p>The principal supervisor does not assist principals in learning to allocate school resources in ways that best support staff and meet their school's needs.</p>	<p>Level 1</p> <p>The principal supervisor does not gather or provides feedback to district leaders regarding district goals, policies, and strategies to support the work of principals and student learning.</p>	<p>Level 1</p> <p>The principal supervisor does not evaluate the effectiveness of the district's systems to support schools and student learning.</p>