



## Detroit Community Schools Principal and Building Leader

Domain 2: Leadership			
Factor A: Vision for Learning and Achievement			
Characteristic 1: Mission and Vision			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>2A1</b>	Articulates and maintains consistent focus on and attention to the central purpose or mission of the school	<i>And</i> assists staff in maintaining focus and consistent attention to the central purpose or mission of the school	<i>And</i> cultivates leadership to help school personnel and stakeholders maintain focus and consistent attention to the central purpose or mission of the school
	Speaks regularly of the school's central purpose or mission to both the internal and external school community	<i>And</i> regularly engages the staff in examining how the school is doing in achieving its central purpose or mission	<i>And</i> regularly engages students, parents, and the community in examining how the school is doing in achieving its central purpose or mission
	Has established and regularly shares a personal vision for students and the school informed by research and evidence based models or examples	<i>And</i> inspires staff, parents, and students to formulate their own personal vision for learning, service to students and the school	<i>And</i> develops shared leadership to help staff, parents, and students establish a personal vision informed by research and evidence based models or examples
	Solicits and includes staff, student, parent, and community input in creating a shared vision for the school	<i>And</i> develops and maintains collaborative processes to achieve commitment from all stakeholders to a shared vision for the school	<i>And</i> develops shared leadership to set goals, shape dialogue, make decisions, focus effort, and allocate resources based on a shared vision for the school
	Ensures that the school vision is clear in setting learning expectations for all students	<i>And</i> is persistent in helping the school achieve its vision of learning for all students	<i>And</i> develops shared responsibility for monitoring progress in achieving the vision of learning for all students

	Maintains a current perspective to inform the school's vision	<i>And</i> engages staff, parents, and students with current information to inform the school's vision	<i>And</i> works with staff, parents, and students to develop innovative ideas to inform the school's vision
<b>Domain 2: Leadership</b>			
<b>Factor A: Vision for Learning and Achievement</b>			
<b>Characteristic 2: Goals and Expectations</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2A2</b>	Articulate and recommend clear goals for growth, adaptation, and improvement based on the school mission and vision	<i>And</i> works with the staff to agree upon clear school level goals for growth, adaptation, and improvement based on the school mission and vision	<i>And</i> works with students, parents, and community to understand and support shared goals for growth, adaptation, and improvement based on the school mission and vision
	Keeps the focus on the evidence of student learning for staff, parents, and students	<i>And</i> ensures that the school uses valid measures of student learning based on established performance standards and goals	<i>And</i> ensures that stakeholders and students receive regular feedback through valid measures of student learning based on the established performance standards and goals
	Holds high expectations for student achievement, well-being, and post-secondary success	<i>And</i> works with staff to establish high expectations for student achievement, well-being, and post-secondary success	<i>And</i> works with students, parents, and community to support high expectations for student achievement, well-being, and post-secondary success.
	Sets and pursues high expectations for his or her own performance in serving the school and its students	<i>And</i> works with staff to establish high expectations for their performance in service to the school and its students	<i>And</i> develops shared leadership for establishing high expectations for staff performance in service to the school and its students
	Communicates hope and optimism for the potential of each student to achieve learning success	<i>And</i> works with staff to communicate and demonstrate hope and optimism for the potential of each student to achieve learning success	<i>And</i> inspires staff, students, parents, and the community to communicate and demonstrate hope and optimism for the

			potential of each student to achieve learning success
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<b>Domain 2: Leadership</b>			
<b>Factor B: Culture</b>			
<b>Characteristic 1: Values, Beliefs, Principles, and Diversity</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2B1</b>	Speaks clearly and consistently about the values and beliefs he or she brings to the work of school leader and service to students	<i>And</i> works with staff to examine their values and beliefs and how they influence their service to the school and its students	<i>And</i> engages staff, parents, and community leaders in establishing shared values and beliefs to guide how the school serves students
	Demonstrates the value of inclusiveness in the ways he or she engages with the school community	<i>And</i> works with staff to demonstrate inclusiveness with the school community	<i>And</i> maintains a school ethic of inclusiveness in working with both the internal and external school community
	Communicates the value of a high quality, free, and equitable education for all students	<i>And</i> works with staff to pursue both high quality and equity for serving the learning needs of all students	<i>And</i> works with both the internal and external school community to support high quality and equity for serving the learning needs of all students
	Establishes and operates from a set of guiding principles for conduct and service as a school leader	Works with staff to establish and operate from a set of shared guiding principles of conduct and service to students	<i>And</i> develops shared leadership for maintaining, communicating, and operating from a set of shared guiding principles of conduct and service to students
	Honors and celebrates diversity and the worth of every individual	<i>And</i> assists staff and students in honoring and celebrating diversity and the worth of every individual	<i>And</i> inspires others in the school community to behave in ways that honor

			and celebrate diversity and the worth of every individual
	Demonstrates civility, respect, and dignity in personal and professional interactions	<i>And</i> sets expectations for staff, parents, and students to treat each other with civility, respect, and dignity	<i>And</i> monitors the school culture and environment to insure that each person is treated with civility, respect, and dignity

<b>Domain 2: Leadership</b>			
<b>Factor C: Leadership Behavior</b>			
<b>Characteristic 1: Informed and Current</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2C1</b>	Ensures that school goals are based on evidence of need from school and student data	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data in setting school goals	<i>And</i> works with staff to examine and interpret multiple sources of evidence from school and student data for determining priorities among school goals
	Ensures that the school adopts research supported practices and strategies to support school goals	<p><i>And</i> works with staff to evaluate research supported practices and strategies based on school and student data</p> <p><i>And</i> works with staff to develop high fidelity and integrity implementation plans for school improvement strategies</p>	<p><i>And</i> works with staff to set priorities among research supported practices and strategies based on school and student data before adopting and committing school resources to implementation</p> <p><i>And</i> develops evaluation plans for selected strategies that include the collection of school and student data to monitor and adjust implementation as needed to achieve the school goals</p>

	Uses reliable sources to stay informed on evidence-based practices and strategies	<i>And</i> sets expectations for staff to use and share reliable sources of evidence-based practice and strategy	<i>And</i> contributes to a district culture of informed leadership through accessing and sharing reliable sources of evidence-based practice and strategy
<b>Domain 2: Leadership</b>			
<b>Factor C: Leadership Behavior</b>			
<b>Characteristic 2: Strategic and Systemic</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>2C2</b>	Establishes both short and long-term leadership priorities for his or her work based on school and district goals	<i>And</i> works with staff to establish both short and long-term priorities for their work based on school and district goals	<i>And</i> cultivates shared leadership to focus on achieving a set of short and long-term priorities based on school and district goals
	Ensures that the priorities and strategies that drive the work of the school are compatible	<i>And</i> works with staff to ensure that the priorities and strategies that drive the work of the school are sustainable, both individually and collectively	<i>And</i> increases compatibility and sustainability of school priorities and strategies by linking them together into a systemic plan to meet school goals  <i>And</i> works with the school and district leadership teams to link school-based priorities and strategies into a district-wide systemic plan to achieve school and district goals

	Maintains focus on school goals and priorities	<i>And</i> is persistent in achieving school goals and priorities while resolving issues and problems as they arise	<i>And</i> guides staff, students, and parents to persist in achieving school and district goals and priorities
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Domain 3 – Systems			
Factor A: Reliable and Coherent, High Impact Instructional Design			
Characteristic 1: Guaranteed and Viable Curriculum			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>3A1</b>	Has knowledge of and understands the school/district core curriculum standards	<i>And</i> works with staff to understand and adhere to both the horizontal and vertical alignment of the curriculum across grade levels, curriculum areas, and programs	<i>And</i> works with staff to unpack and interpret state and district curriculum standards at the building and/or district level
	Ensures that all staff have and are using curriculum documents including essential performance (or power) standards, learning objectives and other curriculum references for their grade level, content, and program areas	<i>And</i> works with staff to develop and/or understand and give priority to the essential core curriculum (or power) standards for their grade level, content, and program areas  <i>And</i> monitors the teaching of the core curriculum (or power) standards through regular classroom visits, engagements with teachers, and examination of student work	<i>And</i> works with staff to identify and secure curriculum resources at the district and building level that align with and support the established curriculum standards and student performance expectations
		<i>And</i> works with staff to ensure differentiation in the curriculum for	<i>And</i> works with staff and the school or district leadership team to ensure that the curriculum

		students based on identified learning needs	is appropriate for the full range of student characteristics for the population the school serves <i>And</i> works with staff to ensure differentiation in the curriculum and extracurricular programs to respond to the full range of student characteristics (including cultural) for the student populations the school serves
		<i>And</i> provides information on the core curriculum standards to students, parents, and the community	<i>And</i> ensures that the school provides students and parents assistance in understanding and working with the core curriculum standards

<b>Domain 3 – Systems</b>			
<b>Factor B: Safe, Effective, Efficient Programs and Services</b>			
<b>Characteristic 2: Processes and Procedures</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>3B2</b>	Knows and follows district processes and procedures to support school and district programs and services	<i>And</i> works with the staff and students to understand and follow established processes and procedures that support school and district programs and services	<i>And</i> works with the school and district leadership teams to collect and interpret data and feedback on the effectiveness of processes and procedures to support school and district programs and services  <i>And</i> cultivates ideas and shared leadership to improve processes and procedures to support school and district programs and services

	Identify and address the need for additional processes and procedures for the key work of the school not fully addressed through district processes and procedures	<i>And</i> works with staff and students to monitor school-based processes and procedures based on relevant data	<i>And</i> engages staff and students in designing and developing improved school-based processes and procedures based on identified needs
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<b>Domain 4 – Processes</b>			
<b>Factor A: Community Building</b>			
<b>Characteristic 3: Communications</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>4A3</b>	Communicates with parents and the community about the school	<i>And</i> works with staff to communicate with parents and the community using multiple forms of communication such as newsletters, forums, surveys, phone calls, personal visits, and the use of technology	<i>And</i> works with school and district leadership teams to achieve two-way communication with parents and the community using multiple forms of communication such as websites, social media, and other interactive media
	Provides information to staff, students, parents, and the community about student achievement	<i>And</i> works with staff to understand and communicate information to students and parents on student achievement	<i>And</i> works with the school and district leadership teams to help parent and community groups to understand and provide feedback on student achievement

	Provides information to parents about individual student achievement	<i>And</i> works with staff to inform parents of student achievement goals and how to support their children in achieving those goals	<i>And</i> cultivate staff leadership to engage parents as full partners in helping their children master achievement goals
	Spotlights school successes with the media	<i>And</i> works with staff to provide the media with information and stories about the school mission, vision, and student success	<i>And</i> works with the school and district leadership teams to create partnerships with the media (television, radio, and newspaper) to tell the school's story
	Keeps central office informed as appropriate	<i>And</i> works with staff to establish transparency and two-way communications with central office	<i>And</i> empowers staff to engage and communicate with central office as appropriate to carry out staff leadership roles

Domain 4 – Processes			
Factor B: Evidenced Based Improvement			
Characteristic 2: Systematic Use of Multiple Data Sources			
Ineffective	Minimally Effective	Effective	Highly Effective
<b>4B2</b>	Understands and uses multiple types of data: <ul style="list-style-type: none"> <li>● student demographics</li> <li>● school process</li> <li>● student achievement</li> <li>● behavioral</li> <li>● staff, student, and parent feedback</li> </ul>	<i>And</i> works with staff to understand and use multiple types of data: <ul style="list-style-type: none"> <li>● student demographics</li> <li>● school process</li> <li>● student achievement</li> <li>● behavioral</li> <li>● staff, student, and parent feedback</li> </ul>	<i>And</i> develops shared leadership and district expertise in the use and analysis of multiple data types and forms

	Knows and applies processes to analyze data from multiple sources and forms	<i>And</i> works with staff to use multiple data sources/forms and establishes multi-year trends, aggregated and disaggregated performance status profiles, and growth profiles	<i>And</i> develops shared leadership and school expertise to deepen data analysis by triangulating information from multiple data forms/sources
	Use the results of analysis from multiple forms/sources of data to inform school goals, continuous improvement targets, and strategies	Works staff to use the results of analysis from multiple forms/sources of data to inform school goals, continuous improvement targets, and strategies	<i>And</i> develops shared leadership to use the results of analysis from multiple forms/sources of data to inform school goals, continuous improvement targets, and strategies
	Establishes processes for benchmarking implementation progress and results from continuous improvement strategies	<i>And</i> works staff to systematically collect benchmark data for tracking the implementation and effectiveness of continuous improvement strategies	<i>And</i> develops shared leadership to revise school improvement strategies as indicated by benchmarking data to achieve continuous improvement targets

<b>Domain 5 – Capacity</b>			
<b>Factor A: Human Development</b>			
<b>Characteristics 1: Professional Learning</b>			
<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<b>5A1</b>	Develops a personal growth plan based on building and district school improvement goals and performance evaluation feedback	<i>And</i> updates and revises the personal growth plan based on school/district improvement data and performance evaluation feedback	<i>And</i> works with other leaders to identify and incorporate evidenced-based leadership practice into the personal growth plan
	Reads professionally	<i>And</i> works with staff to access professional organizations and other sources of professional learning	<i>And</i> finds and shares professional learning research and/or participates in local, state, or national professional learning projects

Domain 5 – Capacity			
Factor A: Human Development			
Characteristics 1: Professional Learning			
Ineffective	Minimally Effective	Effective	Highly Effective
	Establishes expectations for staff to develop personal growth plans through the district staff evaluation process	<i>And</i> , works with staff to develop personal growth plans based on identified personal and school learning needs	<i>And</i> develops shared leadership to assist staff in developing personal growth plans
	Actively participates in professional learning required of teachers	<i>And</i> helps staff access professional learning that addresses personal and school learning needs and informs their personal growth plans	<i>And</i> develops shared leadership to create an overarching building professional learning system aligned with standards for professional learning and responsive to school learning needs
	Promotes professional reading among staff	<i>And</i> works with staff to engage with and use educational research and best practice to inform professional learning	<i>And</i> develops a collaborative professional learning culture wherein building staff seek out and engage one another with research and best practice information
	Implement district and school induction and mentoring for new employees	<i>And</i> works with staff to develop and implement staff induction, mentoring, and coaching programs that support teachers and other staff throughout their career	<i>And</i> develops shared leadership to evaluate and improve the effectiveness of staff induction and mentoring programs based on staff performance and student achievement data