Principal and Building Leader Framework 2.0

Domain 1 – Results

A. **Growth targets on mandatory academic measures**
B. **Growth targets on other valid, normed or criterion-referenced academic measures, including performance and developmental rubrics**
C. **Growth targets on valid, research supported behavioral measures associated with academic achievement**
D. **Growth targets on valid, research supported psycho-social measures associated with academic achievement**

Note: Growth targets for A-D can be based on SGP, SLO, Proficiency, and other means of analyzing positive change in student's performance status, profile, or rate. Additionally, targets can be aggregated or disaggregated by, ethnicity, EL, Gender, ED, SWD, Migrant, Homeless, Foster Care, Active Military Parents, class groupings, programs, etc.

Domain 2 – Leadership

A. **Vision for Learning and Achievement**
   1. Mission and Vision
   2. Goals and Expectations
B. **Culture**
   1. Values, Beliefs, Principles, and Diversity
   2. Language, Traditions, Celebrations, and Stories
C. **Leadership Behavior**
   1. Informed and Current
   2. Strategic and Systemic
   3. Fair, Legal, Honest, and Ethical
   4. Adaptive and Resilient

Domain 3 – Systems

A. **High Quality and Reliability Instructional Program**
   1. Guaranteed and Viable Curriculum
   2. Evidence Based and Differentiated Instruction
   3. Standards Based Assessment and Feedback

B. **Safe, Effective, Efficient Programs and Services**
   1. Laws, Policies, and Regulations
   2. Processes and Procedures
   3. Resource Allocation and Management

Domain 4 – Processes

A. **Community Building**
   1. Relationships
   2. Inclusion
   3. Communications
B. **Evidence Based Improvement**
   1. Collaborative Inquiry
   2. Systematic use of Multiple Data Sources
   3. Data Systems

Domain 5 – Capacity

A. **Human Development**
   1. Professional Learning
   2. Leadership Development
   3. Performance Evaluation
   4. Productivity
B. **Technology Integration and Competence**
   1. Personal Use of Technology
   2. Learning and Teaching with Technology
   3. Leadership for Technology

SAMPLE

TLG 2018-19 Michigan School Leader Appraisal & Feedback Framework

School Leader: **Date:**   **Supervisor:**

Domain 1: Quantitative Metrics - Results *Appraisal*	Performance Level Indicators				
	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Total
Teacher Results, Based on student characteristics reflective of the QSI Visits					
Quality Schools Initiative: Data that the Quality Quick Check tool collects reflects LEONA QUALITY in instruction. Ensures that all 14 classroom indicators of quality instruction are taking place in classrooms with fidelity. Maintains Quality Schools Initiative by providing evidence in QSIP Google folders. Works with staff to establish and monitor educational compliance programs, teacher and staff accountability framework, curriculum, instruction and assessment practices to meet the needs of all students and stakeholders. **QSI Cut Scores: 4 points=95% or higher , 3 points=80%-94.4%, 2 points=70%-79.4%, 1 point=0%-69.4%**					**0**
QSI Visit Average % QSIP Average % Total Average %					
Artifacts: Quality Quick Check Data from Fall and Spring					
Student Results, Meets established goals) for the percentage of building students who meet student achievement targets on state assessments					
The Michigan School Index System report shows federally-required school accountability measures under the Every Student Succeeds Act (ESSA) of 2015. The index system calculates values from 0-100 for the school overall, as well as any components or subgroups within the school. Index values are based on the degree to which schools met targets in the different components. **Cut Scores from MDE Accountability Index Score: 4 points=attains at least 70-100 of possible points, 3 points=attains at least 50 - 69 of possible points, 2 points=attains at least 35 - 49 of possible points, 1 point=attains less than 34 of possible points.**					
Artifacts: MiSchool Data Index score weighted average for five components: student growth & proficiency, school quality/student success, graduation rate, English Learner progress, and assessment participation. Also includes TLG benchmark data					

Student Results, Achievement gap data					
The academy demonstrates growth for all students which is reflected in the benchmark assessment for all grades tested. *Cut Scores: 4 points=60% or more of the students tested reached their growth target, 3 points=50%-59% of the students attained their growth target, 2 points=35%-49% of the students tested attained their growth target, 1 point=34% or fewer of the students attained their growth target in the Spring test window.*					**0**
Artifacts: NWEA reports signifying FAY students performance based on annual growth					
Domain 1: Quantitative Metrics- Results Average					**0.0**
Comments:					

	Performance Level Indicators				
Domain 2: Leadership *Appraisal*	**Ineffective (1)**	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**	**Total**
Communication: Clearly communicates the school's mission, vision, expectations and demonstrates effective interpersonal skills.					**0**
Community partnerships: Works with community to form partnerships and seek out resources and support for school.					**0**
Relationships: Effectively demonstrates the establishment of positive relationships with the board and authorizer; works well with all stakeholders and obtains buy-in; promotes the school and company.					**0**
Enrollment: The academy maintained budgeted enrollment throughout the current school year and has increased enrollment from previous school year.					**0**
Decision Making: Demonstrates effective problem-solving and decision-making skills.					**0**
Leadership growth: The school leader has taken initiative toward enhancing their skill set and seeking out opportunities that promote leadership growth and development.					**0**

	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Total
Development: The school leader has taken initiative with contributing to the development of the company and the effectiveness of the organization.					0
Financial Management: Communicates and collaborates with staff, budget and finance department, grants department and stakeholders about the school's financial status and securing resources to achieve budgeted goals.					0
Domain 2: Leadership Average					**0.0**
Comments:					

	Performance Level Indicators				
Domain 3: Programs *Feedback*	**Ineffective (1)**	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**	**Total**
Works with staff to gather stakeholder input and offer ideas and leadership for improving school and district systems, processes, and procedures.					

	Grants Criteria	Score
*	Time and Effort processes are followed	
*	Awareness of grants budgets, spends funds available	
*	Responsiveness to communications from grants department	

Establishes school processes and routines that engage teachers in regular monitoring of student progress and evaluation, adaptation, and improvement of instructional strategies to meet the needs of all students.						
Special Education Criteria	**Score**					
* Implements the SPED program with fidelity (team meeting attendance and ensures SPED/SW staff attends professional development opportunities)						
* Ensures that resources are appropriately allocated to implement the SPED program and meets the needs of the students with disabilities (also ensures that the trauma team is trained and actively participates in the height of a trauma)						
* Compliance (timely reports submission and ensures that documentation, program compliance requirements are met and ensures that SPED discipline guidelines are followed)						
Wellness policy guides school's efforts to establish a school environment that promotes students' health, well-being, and ability to learn by supporting healthy eating and physical activity.						
Food Service Criteria	**Score**					
* Maintenance of food service account and attempting to keep a positive balance						
* Timeliness/Correctness of Claim Submissions and Monthly reports						
* Understanding of and effort to maintain program compliance						
					Domain 3: Programs Average	

Comments:

	Performance Level Indicators				
Domain 4: Processes *Feedback*	**Ineffective (1)**	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**	**Total**
Establishes a regular system of two-way communication with parents, community, and media while involving parents in their child's education					
Communication & Marketing Criteria — **Score**					
* Website & social media					
* Overall marketing initiative & effort					
* Responsiveness & communication					
Provides staff training and support to use the school's data system for collecting, analyzing, and interpreting multiple forms of data for progress and performance monitoring.					
Student Data Systems Criteria — **Score**					
* Pupil accounting compliance					
* Timely submissions					
* PowerSchool operation and maintenance					
Complies with expectations set by authorizers, the state and adheres to board policies. Communicates with internal stakeholders effectively regarding compliance documentation that we submit for external reporting.					
Compliance Criteria — **Score**					
* Responds in a timely manner to communications/requests					
* Compliance documents are provided on time, are accurate & adhere to authorizer requirements					
* Knowledge of board policies & procedures					

	Complies with budget and finance expectations and has a reasonable understanding of how to maintain a healthy budget.						
	Budget & Finance Criteria	**Score**					
*	Follows Procedures-A/P, Hiring/Requisition Process, Inventory Tracking						
*	Communication and Follow Through-Effectively communicating concerns, updates and requests for information						
*	Understanding of Budget-How enrollment and program changes affects budget, understanding of budget development process						
*	Budget Performance-Appropriately addresses needs of academy, mindful of cash flow, loan/bond requirements, annual budget balance and total fund balance.						
						Domain 4: Process Average	

Comments:

	Performance Level Indicators				
Domain 5: Systems and Development *Feedback*	**Ineffective (1)**	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**	**Total**
Monitors, evaluates, and improves school routines and processes to better align and support legal, safe, and ethical school operations and develop positive employee relations.					
Legal & Risk Management Criteria — **Score**					
* General Awareness of Legal and Risk Management Issues and Considerations.					
* Third Party Relationship Documentation and Protocol Observance.					
* Responsiveness to and Communications with Legal and Risk Management Team.					
Leader participates in utilizing technology with staff and students, expands student learning opportunities, manages the technology in the building and adapts the teaching and learning environment for better student results.					
Technology Criteria — **Score**					
* Communicates needs proactively (via tickets, emails)					
* Server Room Maintenance					
* Dedication to increasing student/teacher technology					
Identifies, develops, and supports staff, student, and parent leaders with training, mentoring, and coaching needed to carry out meaningful leadership roles in the school. Involves staff in collaborative processes to increase performance feedback, work on performance improvement strategies, and improve personal ownership in the performance evaluation process.					
Human Resource Criteria — **Score**					
* Timeliness of processing (payroll, changes, etc.)					
* Adherence to procedures and processes					
* Utilizes teacher observation tool appropriately to give feedback to teachers and generate year-end evaluations					
Domain 5: Systems and Development Average					

Comments:
S.M.A.R.T. Goals (most commonly defined as Specific, Measurable, Achievable, Relevant, and Time-bound goals).
Establish two or more goals that you want to make progress toward next school year.   (May be related to professional development, specific areas of growth or goals targeting an area in need of improvement.)
Comments:
Discuss whether last year's goals were achieved, the progress made toward goal achievement, and how this was significant to the school.

Domains	Domain Weights	Domain Average
Domain 1: Quantitative Metrics- Results Average	25%	0.0
Domain 2: Leadership Average	45%	0.0
Domain 3: Programs Average	10%	
Domain 4: Process Average	10%	
Domain 5: Systems and Development Average	10%	
Total Average	**0%**	

Cut Scores: 0-49%=Ineffective, 50-69%=Minimally Effective, 70-89%=Effective, 90-100%=Highly Effective

_____   _____
School Leader   Date

_____   _____
Supervisor   Date