Appendix A

MANAGEMENT EVALUATION INSTRUMENT

Sacramento City Unified School District

EVALUATEE _____SCHOOL_____	_____(date) **Pre Evaluation Conference**
	_____(date) **Mid Year Conference**
POSITION _____EVALUATOR_____	_____(date) **Final Conference**

STANDARD 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

ELEMENT 1A **Student-Centered Vision** Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.

1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.

1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.

1A-4 Emphasize the expectation that all students will meet content and performance standards.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 1B **Developing Shared Vision** Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.

1B-2 Communicate the vision so the staff and school community understands it and uses it for decision-making.

1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.

1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 1C **Vision Planning and Implementation** Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.

1C-2 Use evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 2A **Professional Learning Culture** Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.

2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.

2A-3 Capitalize on the diverse experience and abilities of staff to plan, implement, and assess professional learning.

2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 2B **Curriculum and Instruction** Leaders guide and support the implementation of standards based curriculum, instruction, and assessments that address student expectations and outcomes.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.

2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.

2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.

2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 2C **Assessment and Accountability** Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.

2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation, and revisions.

2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning.

2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 3A **Operations and Facilities** Leaders provide and oversee a functional, safe, and	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

clean learning environment.				

EXAMPLE INDICATORS

3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.

3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health and welfare.

3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.
3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 3B **Plans and Procedures** Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to ensure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices, and results within a safe and supportive environment.

3B-4 Engage stakeholders in using problem-solving and decision-making processes and distributed leadership to develop, monitor, evaluate, and revise plans and programs.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 3C **Climate**	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD
Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.				

EXAMPLE INDICATORS

3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.

3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

3C-3 Consistently monitor, review, and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 3D **Fiscal and Human Resources**	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD
Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.				

EXAMPLE INDICATORS

3D-1 Provide a clear rationale for decisions and distribute resources equitably to advance a shared vision and goals focused on the needs of all students.

3D-2 Work with the district and school community to focus on both short- and long-term fiscal management. **3D-3**

Actively direct staff hiring and placement to match staff capacity with student academic and support goals. **3D-4** Engage

staff in professional learning and formative assessments with specific feedback for continuous growth.

3D-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

3D-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

ELEMENT 4A **Parent and Family Engagement**	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD
Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.				

EXAMPLE INDICATORS

4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.

4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.

4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.

4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.

4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 4B **Community Partnerships** Leaders establish	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career. .				

EXAMPLE INDICATORS

4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.

4B-2 Share leadership responsibility by establishing community, business, institutional, and civic partnerships that invest in and support the vision and goals.

4B-3 Treat all stakeholder groups with fairness and respect, and work to bring consensus on key issues that affect student learning and well-being.

4B-4 Participate in local activities that engage staff and community members in communicating school successes to the broader community.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 4C **Community Resources and Services** Leaders leverage and integrate community resources and services to meet the varied needs of all students.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental health, linguistic, cultural, social-emotional, physical, or other support to succeed in school.

4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.

4C-3 Work with community emergency and welfare agencies to develop positive relationships.

4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 5A **Reflective Practice** Leaders act upon a personal code of ethics that requires continuous reflection and learning.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets & needs, and promote equitable practices and access appropriate resources.

5A-2 Reflect on areas for improvement and take responsibility for change and growth.

5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead.

5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.

5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

Evaluatee's Self Reflections on Mid Year Progress: Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments: Evaluator's Final/End of Year Comments:

ELEMENT 5B **Ethical Decision-Making** Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

5B-1 Consider and evaluate the potential moral and legal consequences of decisions.

5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity, and other pertinent areas to inform decision making.

5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender-based, or other sources of educational disadvantage or discrimination.

5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 5C **Ethical Action** Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.

5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.

5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.

5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 6A **Understanding and Communicating Policy** Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6A-2 Understand and can explain the roles of school leaders, boards of education, legislators, and other key stakeholders in making education policy.

6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners and students needing additional support.

6A-4 Facilitate discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

6A-5 Work with local leaders to assess, analyze, and anticipate emerging trends and initiatives and their impact on education.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 6B **Professional Influence** Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals.

6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.
6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

ELEMENT 6C **Policy Engagement** Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.	DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

EXAMPLE INDICATORS

6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies, and programs that respond to cultural, economic, social, and other emerging issues.

Evaluatee's Self Reflections on Mid Year Progress:

Evaluator's Mid Year Progress Comments:

Evaluatee's Self Reflections for Final/End of Year Comments:

Evaluator's Final/End of Year Comments:

Overall Evaluation Comments:

DISTINGUISHED	PROFICIENT	EMERGING STANDARD	DOES NOT MEET STANDARD

	Improvement Plan Attached	Improvement Plan Required

Evaluatee's Signature _____ Date _____

Evaluatee's Printed Name _____

Evaluator's Signature _____ Date _____

Evaluator's Printed Name _____

Management Evaluation Instrument Rubric

CPSEL STANDARD 1: Development and Implementation of a Shared Vision

Distinguished: The leader makes use of the site vision to maintain school wide focus on equitable student achievement to high academic and social standards and sustained progress toward meeting those standards. The leader uses the vision to forge and sustain cohesion among the staff as well as between the school and the larger community. She or he establishes and maintains a process for appropriate review and revision of the vision that involves all key school constituencies.

Proficient: The leader facilitates and guides a collaborative process of dialogue that generates a site vision for which there is broad consensus. The leader ensures that the vision reflects the needs and strengths of the student population, that it is congruent with state and district standards, and that it is grounded in principles of equity and high expectations. She or he has begun linking the vision to ongoing teaching and learning activities.

Emerging Standard: The leader establishes and implements a structured process for engaging faculty and community members in dialogue to create a site vision. She or he facilitates participants in examining standards, considering data/information about students, and identifying desired outcomes. The leader ensures that decisions about the vision are informed by principles of equity and reflect the needs/input of key constituencies. She or he identifies stakeholders who are not engaged in the process and actively seeks their involvement.

Does Not Meet Standard: While the leader is aware of the potential of vision, activities toward the development and use of a site vision are in preliminary stages. The leader may have begun the process of engaging faculty and community members in initial dialogue about the importance of site vision. She or he may have begun to introduce the concepts of high standards, equity, and the unique characteristics of the student population into site meetings. She or he initiates activities to bring all stakeholders into the discussion.

CPSEL STANDARD 2: Instructional Leadership

Distinguished: The leader ensures that all instructional subsystems (e.g. instructional materials, pedagogy, assessment, use of technology) are designed and aligned to facilitate the achievement of high standards and closing the achievement gap. The leader works with faculty to articulate and extend understanding of standards-based teaching and learning and uses this knowledge to develop and improve the instructional program at the site. She or he ensures that faculty demonstrate a responsive stance toward the results of the core instructional work of the school. The leader facilitates professional dialogue at the site so that individual teachers and the faculty as a whole are engaged in ongoing articulation, testing, and refinement of their understanding of relationships between instructional practices and student learning results and use this understanding to make positive changes in their practice

Proficient: The leader works with faculty to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve the instructional program at the site. The leader's actions ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. She or he ensures that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations. She or he supports faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.

Emerging Standard: The leader engages faculty in dialogue around the instructional program, with a focus on standards and on site data. She or he guides staff in using data to identify areas needing improvement, to set goals in these areas, and to identify and implement strategies for achieving those goals. The leader's communication with staff emphasizes the importance of supporting all students in achieving high standards and supports staff in considering and responding to the rage of needs represented in the students population.

Does Not Meet Standard: The leader recognizes the centrality of her or his role in guiding the instructional program. She or he uses data about student learning to identify areas of strength in the instructional program, as well as areas in which the program does not yet succeed in supporting all students to achieve high standards. The leader initiates professional dialogue with teachers around instructional goals and strategies.

CPSEL STANDARD 3: Management and Learning Environment

Distinguished: The leader institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through a positive climate. She or he facilitates members of the school community in ongoing refinement of their commitment to developing and sustaining an environment that supports the physical, emotional, intellectual, and social wellbeing of all.

Proficient: The leader implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for adults and students. She or he works with students and staff to internalize responsibility for school safety and climate. She or he guides members of the school community in articulating images of a positive environment that fosters student achievement, shared responsibility, respect, and self regulation. She or he supports staff and students in exercising leadership to create such an environment.

Emerging Standard: The leader ensures that appropriate policies, plans, and monitoring activities are in place to maintain the school as a safe environment. She or he communicates regularly with members of the community so that they are aware of these expectations and understand their roles in maintaining school safety. She or he engages members of the community in identifying and implementing processes to build civility, mutual respect, and caring among individuals and groups.

Does Not Meet Standard: The leader understands and is committed to creating and maintaining the school as a safe environment. She or he values a positive school climate and identifies areas for improvement. The leader recognizes the importance of shifting responsibility for safety from her or his office to the school community as a whole, but may feel compelled to rely heavily on rules and consequences at this stage.

CPSEL STANDARD 4: Family and Community Engagement

Distinguished: The leader demonstrates a highly refined and effective set of skills for eliciting and incorporating the perspectives of families and community members. She or he actively engages these stakeholders in the ongoing cycles of planning, implementation, assessment, and refinement that occur at the site. She or he ensures that engagement strategies are democratic, valuing input from all stakeholders, and that the larger community remains focused on goals that reflect principles of equity and of all students achieving high levels of academic standards.

Proficient: The leader establishes and implements a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning and reviewing site goals, results, and operations. The leader ensures that avenues for providing input are available to families and community members, including those whose primary language is not English. The leader facilitates meetings and forums, and guides others to do so, in a democratic manner that welcomes and treats fairly the input of all participants.

Emerging Standard: The leader works with staff to prioritize and address needs concerning the incorporation of perspectives of families and community members. She or he guides staff in identifying specific site activities and groups (e.g., planning, implementation, oversight groups) that would benefit from such involvement; she or he develops, implements, and assesses strategic plans for including family and community perspectives.

Does Not Meet Standard: The leader demonstrates understanding of the importance of incorporating the perspectives of families and community members into the life of the school. She or he identifies existing gaps in ways that the school is handing this and communicates with staff the need to address these gaps. She or he is able to assess her or his strengths and

limitations in public engagement and to identify areas for improving professional capacity in this arena.

CPSEL STANDARD 5: Ethics and Integrity

Distinguished: The leader practices leadership from a base of personal and professional ethics that place the good of students, families, and staff ahead of personal interests. Her or his words and actions demonstrate the highest level of commitment to promoting the right of every student to a quality education and assuring that the school provides all students equal access to standards-based education. The leader influences the professional culture of the school to infuse the values of fairness, justice, service and integrity among all adults.

Proficient: The leader articulates and communicates a set of professional values that is aligned with ethical concepts of fairness, justice, and service. She or he guides staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. She or he facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.

Emerging Standard: The leader consistently applies and models principles of ethical and professional behavior in carrying out her or his role. She or he works with staff to articulate a shared understanding of the rights of all students and their families and to incorporate this understanding into individual and collective practices.

Does Not Meet Standard: The leader demonstrates knowledge of and compliance with ethical standards and professional expectations that apply to her or his work. She or he is aware of the rights of all students, families, and staff and acts to protect these rights.

CPSEL STANDARD 6: External Context and Policy

Distinguished: The leader maintains an up-to-date familiarity with education policy and takes a proactive stance as an advocate for all students. She or he is a skilled analyst of policy at local, regional, and national levels, particularly with respect to the effects of these policies on the opportunities and success of students at her or his site. She or he demonstrates understanding of local and state policymaking and successfully applies this knowledge to influence and shape policy that will support the achievement of key education goals. She or he demonstrates leadership among professional colleagues and in the larger community by facilitating dialogue on policy that furthers the pursuit of student achievement, equity, and educational excellence.

Proficient: The leader considers influencing policy as an integral part of her or his work as an educator. She or he maintains up-to-date knowledge and understanding of policy development, particularly at the state and local levels, and uses this knowledge proactively to further important education goals for the site and district. She or he seeks out opportunities and actively engages in a variety of forums to influence policy in the interests of all children.

Emerging Standard: The leader actively seeks policy information relevant to her or his site from a variety of sources. She or he anticipates the effects of policy proposals for students and families in her or his community, participates in forums to provide information to policymakers, and encourages the participation of other stakeholders.

Does Not Meet Standard: The leader realizes that district, state, and federal policy impacts her or his site and students. She or he ensures compliance with policy and participates in local

discussion about district policy and site practices.

EVIDENCE

In collaboration with the Supervisor for Principals and the Principal for Assistant Principals, the "Example Indicators" included in the Commision on Teacher Credentialing California Professional Standards for Education Leaders (CPSEL's) can be leveraged as the starting point for gathering evidence. We have included a link to West Ed's concise version of the CPSEL's including the standards, elements and example indicators below.

https://www.wested.org/wp-content/uploads/2016/02/DOPS-15-03-508.pdf

For example, within CPSEL 2, Example Indicator 2B-4 states, "Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice." Evidence could be walk through data, Collaborative Time minutes, data analysis protocols etc.

MANAGEMENT Improvement Plan

Sacramento City Unified School District

EVALUATEE_____SCHOOL_____	_____(date) **Pre Conference**
POSITION _____EVALUATOR_____	_____(date) **Mid Year Conference**
	_____(date) **Final Conference**

CPSEL Standard and Corresponding Element:

Performance Deficiencies Within the Standard/Element to be Corrected	Strategies and Action Steps to be Completed by the Employee	Resources/Assistance Provided	Evidence to Monitor and Measure Growth	Target Dates Plan Initiated: Targeted Completion Date: Monitor Progress Date: Plan Completed:

Conclusion of Improvement Plan

CPSEL/Element rating:

Summative overview:

CPSEL Standard and Corresponding Element:				
Performance Deficiencies Within the Standard/Element to be Corrected	Strategies and Action Steps to be Completed by the Employee	Resources/Assistance Provided	Evidence to Monitor and Measure Growth	Target Dates Plan Initiated: Targeted Completion Date: Monitor Progress Date: Plan Completed:

Conclusion of Improvement Plan

CPSEL/Element rating:
Summative overview:

(Copy additional tables as needed)

Leader Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

Recommendation to continue with Improvement Plan:

_____YES   _____NO

Recommendation to continue employment in the district:

_____YES   _____NO