

LEARN/ Shoreline Leadership Framework					
Key Attributes of Leadership Practice	Personal Leadership Practice				Potential Evidence of Performance
Educational Leadership Practice	A. Efficacy, Initiative, and Strategy: Demonstrates an urgency to improve outcomes for all students through a strategic improvement plan. Consistently applies initiative and persistence to accomplish ambitious goals.	B. Feedback and Decision Making: Develops and implements systems that generate feedback for and from school community (teachers, students, parents). Uses multiple sources of information when making decisions.	C. Change Management Manages resistance to change and engages school community to maintain a consistent focus on high levels of achievement.	D. Communication and Relationships: Builds trusting and positive relationships with adults, students, families and communities to improve student learning.	
1. Instructional Leadership					
1.1 Mission, Vision and Goals: Develops and maintains a clear instructional mission and vision for all students that is shared by the school community and articulated in a strategic plan.	1.1A: Develops a strategic improvement plan aligned to school and district mission and goals Establishes and supports a common vision of high quality instruction.	1.1B: Engages broad stakeholder input into the implementation of the school's strategic plan aligned to the vision, mission and goals. Uses the strategic plan in conjunction with the school's vision, mission and goals to guide decisions	1.1C: In monitoring the implementation of the strategic plan, uses data systems to identify student strengths and needs, assess and modify programs, and addresses barriers to achieving the vision, mission and goals	1.1D: Collaboratively develops a shared mission and vision to guide the work of the school. Clearly communicates mission, vision, and strategic initiatives to stakeholders. Regularly shares strategic plan with school community	School Improvement Plan Leadership Team Meetings Professional Development Sessions
1.2 Student Achievement Focus: Sets clear and high expectations for student academic, social, and behavioral outcomes. Regularly develops and uses multiple sources of student learning information in collaboration with school and district staff to develop, monitor, and adjust instructional focus and strategic plan based on student needs.	1.2A: Ensures the implementation and evaluation of curriculum, instruction and assessment by aligning content, standards, teaching and professional development. Develops clear and measurable indicators of progress toward school and district goals.	1.2B: Provides timely, accurate, specific, and ongoing feedback using data, assessments, and evaluation methods that improve teaching and learning. Regularly monitors and evaluates progress toward strategic goals based on real time data to address student and adult learning needs.	1.2C: Develops a shared understanding of standards-based curriculum, instructional best practices and ongoing monitoring of student progress. Attends to the differentiated needs of stakeholders as the school implements strategic plan.	1.2D: Develops shared commitment to close the achievement gap and raise the achievement of all students, provides support, time and resources, and evaluates effectiveness of improvement efforts. Builds positive and trusting relationships and uses authority to create opportunities for shared understanding, commitment, and effort toward building student success.	School Improvement Plan Student Learning Data Professional Development Sessions Teacher Feedback
1.3 Collaborative Practice: Works with others for the good of the school. Creates a clear structure and direction for the work of teams. Builds the capacity of teams to make decisions aligned to mission of the school and district.	1.3A: Collaboration and distributed leadership are key components of mission, vision, and strategic plan.	1.3B: Monitors and gives feedback to teams. Ensures that staff and community members engage in leadership roles and actively supports the distribution of leadership responsibilities. Seeks and applies feedback from key stakeholders and colleagues to guide leadership work.	1.3C: Manages team growth and internal conflict and effectively engages others in a collaborative culture where difficult and respectful conversations encourage diversity of thought and perspective.	1.3D: Builds collaborative and productive relationships with colleagues, teachers, parents, students, and other stakeholders. Regularly communicates with individuals and teams and facilitates communication within and among key stakeholder groups.	Team Meetings School Schedule Formative Data Professional Development Sessions



2. Human Capital	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
2.1: Recruitment, Selection, and Retention: Recruits, selects, develops, and retains effective educators needed to implement school mission and strategic plan.	2.1A: Develops and applies a recruitment and selection strategy that is integrated with strategic plan.	2.1B: Consistently uses evidence/data of effective teaching (e.g., demonstration lessons, lesson/unit plan analysis) as primary factor in recruiting and selection decisions. Involves teacher leaders in selection process for all instructional staff.	2.1C: Uses multiple channels to identify the most effective teachers and strategically places them into positions based on his/her knowledge of teachers' strengths and areas for growth, considering student needs	2.1D: Creates and maintains trusting and positive relationships with teachers and staff. Builds relationships in profession (e.g., training programs) and within district to obtain highly qualified and diverse staff	Staffing Patterns
2.2: Professional Learning: Establishes a collaborative professional learning program linked to student, classroom, and school data, individual teacher needs, and school goals.	2.2A: Provides support, time, and resources to engage faculty in reflective practice that leads to evaluating and improving instruction and in pursuing leadership opportunities. Models a commitment to continuous learning.	2.2B: Aligns school professional development plan to strategic plan and data collected through performance evaluation and student learning information. Ensures that all teachers receive feedback and aligned professional learning opportunities.	2.2C: Ensures coherence in the development, implementation and evaluation of curriculum, instruction and assessment by aligning content standards, teaching, professional development and assessment methods.	2.2D: Collaborates to foster a professional learning culture through ongoing, differentiated and job-embedded professional development to strengthen teaching and learning. Actively seeks and allocates resources to build and sustain improvement	PD Calendar Team Meetings School development plan
2.3: Observation and Performance Evaluation: Ensures high quality, standards based instruction by building the capacity of teachers to lead and perfect their craft.	2.3A: Administrators and teachers collaboratively develop a shared understanding of effective performance aligned with the instructional mission and vision of the school and district	2.3B: Regularly gives staff clear, timely, and actionable feedback based on observation, student learning data, and other evaluation criteria.	2.3C: Regularly looks at a body of evidence, including student achievement data, to assess performance in order to identify supports and make performance management decisions.	2.3D: Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	School Improvement Plan Observations and Evaluations Special Education Data
3. Management and Operations	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationships	Sample Evidence of Performance
3.1 Management of the Learning Environment: Uses all available resources to create an environment conducive to student and adult learning.	3.1A: Establishes and implements plans, procedures, and routines that ensure orderly and efficient operation of the school to support student learning.	3.1B: Uses problem-solving skills and knowledge of operational planning to continuously improve the operational system.	3.1C: Develops information systems and capacity of staff to document and access student learning progress over time. Uses information systems to ensure optimal use of time for teaching, learning, and collaboration	3.1D: Communicates in a regular, timely and clear manner reflecting the core values of school. Develops meaningful processes for creating communication systems with stakeholders. Uses a variety of media to clarify and report on school operating and learning systems.	Parent and staff communication Newsletters Schedules Office Environment Parent and Student Surveys
3.2 Safety and Security: Develops, Implements, and regularly evaluates a comprehensive safety and security plan	3.2A: Continually engages the school community in the development, implementation and evaluation of a comprehensive safety plan aligned with the strategic plan, including the provision of appropriate health and social services.	3.2B: Implements a clear crisis management plan that is known by all staff, periodically tested, and updated as needed.	3.2C: Assists teachers in engaging in effective classroom management practices and supports the provision of appropriate health and social services	3.2D: Develops positive and trusting relationships with adults and students. Ensures that school community takes initiative and ownership to support a safe and effective learning environment	Crisis Team Plan Safety Plan ED166
3.3 Resource Management: Conducts needs analysis and clearly aligns budget with instructional vision and school strategic plan	3.3A: Develops and implements a budget aligned to the school and district improvement plans that is transparent and fiscally responsible	3.3B: Aligns resources based on data to address the gaps between the current outcomes and goals toward continuous improvement	3.3C: Engages and supports individuals and school community when faced with reduced or increasing resources.	3.3D: Collaborates with multiple stakeholders to develop a fiscally responsible budget and secure necessary resources to support school and district improvement goals	Budget Spending patterns



4. Culture and Climate	A. Efficacy, Initiative and Strategy	B. Feedback and Decision Making	C. Change Management	D. Communication and Relationship	Sample Evidence of Performance
<p>4.1 Family and Community Engagement: Promotes the growth of all students by actively engaging with families, community partners, and other stakeholders to support the mission of the school and district</p>	<p>4.1A: Publicly advocates the vision, mission and goals so that the school community understands and supports equitable and effective learning opportunities for all students.</p>	<p>4.1B: Ensures that all members of the school community have a strong voice in regard to concerns, ideas, and interests</p>	<p>4.1C: Consistently and effectively empowers parents to use a variety of strategies to engage families as leaders and partners in decisions about improving school- wide and student- specific learning</p>	<p>4.1D: Maintains a high degree of visibility, accessibility and responsiveness by consistently interacting with students, staff, parents, and community. Actively communicates the successes of the school to the broader community.</p>	<p>School Improvement Plan Parent Survey Parent Meetings</p>
<p>4.2 School Culture and Climate: Builds a culture of high achievement by promoting equitable and inclusionary practices. Implements and monitors clear expectations for adult and student conduct aligned to stated values of the school</p>	<p>4.2A: Implements and monitors clear expectations for adult and student conduct aligned to stated values for the school and provides appropriate training for staff to uphold these expectations.</p>	<p>4.2B: Uses assessment strategies and research methods to collaboratively monitor school culture and climate and understand and address the diverse needs of students and community.</p>	<p>4.2C: Effectively anticipates and responds to challenges and conflicts and remains focused on the vision of high expectations when faced with adversity. Takes a proactive approach to defusing and resolving disagreements among stakeholders.</p>	<p>4.2D: Models positive relationship building and teamwork for the benefit of all students. Involves colleagues, families and the community in developing, implementing, and monitoring guidelines and community norms for accountable behavior to ensure student learning.</p>	<p>Observation School Improvement Plan Discipline Data Bully Log Staff Survey SRBI Data</p>
<p>4.3 Equitable and Ethical Practice: Maintains a focus on ethical decisions, cultural competencies, social justice, and inclusive practice for all members of the school community.</p>	<p>4.3A: Advocates for and acts on commitments in the vision, mission, and goals to provide equitable and effective learning opportunities for all students in the broad educational community.</p>	<p>4.3B: Using school district and state data, communicates effectively with decision-makers and the community to improve public understanding of federal, state and local laws, policies and regulations</p>	<p>4.3C: Models, promotes and holds self and others accountable for professional conduct, ethics, student equity and rights and confidentiality of students in accordance with the CT Code of Responsibility for Educators</p>	<p>4.3D: Implements best practice in outreach and forms partnerships with parent and community organizations to be inclusive of diverse stakeholders. Ensures an inclusive process and incorporates different perspectives and dissenting voices in decision making.</p>	<p>Student Learning Data SRBI Data Special Education Data</p>



Rate Each Performance Expectation:**1. Instructional Leadership:**

Effective instructional leaders work in their school communities/contexts to collaboratively articulate a mission, vision and goals focused on academic achievement for all through collaborative processes.			
Examine all three attributes (1.1 Mission, Vision and Goals; 1.2 Student Achievement Focus; 1.3 Collaborative Practice), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal leadership practices to provide instructional leadership to engage all members of the school community to achieve the mission, vision and goals for academic, behavioral and social improvement for all students.	(3) Accomplished: Integrates a range of personal leadership practices to provide instructional leadership to engage the school community to achieve the mission, vision, and goals for instructional improvement for students.	(2) Developing: Uses some or inconsistent leadership practices to address some aspects of achieving the mission, vision and goals for improvement.	(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or leadership practices that work against instructional improvement.

2. Human Capital/Talent Development:

Effective leaders recruit, select, retain, and develop staff over the course of their careers through systems of high quality support and evaluation.			
Examine all three attributes (2.1 Recruitment, Selection and Retention, 2.2 Professional Learning, 2.3 Observation and Performance Evaluation), with evidence determine:			
(4) Exemplary: Collaboratively integrates a wide range of personal and educational leadership practices to effectively recruit, select, retain and develop staff throughout their careers through differentiated approaches	(3) Accomplished: Integrates a range of personal and educational leadership practices to develop staff over the course of their career through support and evaluation and staff development.	(2) Developing: Uses some or inconsistent personal and educational leadership practices to address some aspects of recruiting, selecting, or developing and retaining staff.	(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that lead to staff turnover or lack of focus on the school mission.



3. Management and Operations:

Effective leaders manage and create environments that are conducive to learning and use their personal and leadership practices to ensure safety, security and resource management.

Examine all three attributes (3.1 Management of the Learning Environment, 3.2, Safety and Security, 3.3, Resource Management), with evidence determine:

<p>(4) Exemplary: Integrates a wide range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning through appropriate and innovative resource management.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a safe, secure environment that is conducive to learning, with resources that align with the school priorities.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create a learning environment that is at times conducive to learning; resources are mostly aligned with priorities</p>	<p>(1) Below Standard: Applies inappropriate personal or educational leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not or are misaligned.</p>
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4. Culture and Climate:

Effective leaders promote family and community engagement through personal and educational leadership practices and promote equitable and inclusionary practices, grounded in ethical and equitable practices.

Examine all three attributes (4.1 Family and Community Engagement, 4.2, School Culture and Climate, 4.3, Equitable and Ethical Practice), with evidence determine:

<p>(4) Exemplary: Integrates a wide range of inclusive personal and educational leadership practices to create a positive culture and climate that promotes high expectations, and equitable and inclusionary practices through equitable and ethical practices.</p>	<p>(3) Accomplished: Uses a range of personal and educational leadership practices to create a positive school culture and climate through equitable and ethical practices.</p>	<p>(2) Developing: Uses some or inconsistent personal or educational leadership practices to create learning environments that are at times conducive to learning; resources are mostly aligned with priorities.</p>	<p>(1) Below Standard: Applies inappropriate personal leadership practices or implements personal or educational leadership practices that negatively impact the learning environment; resources are not aligned or are misaligned.</p>
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RATE each Performance Expectation:

Performance Expectation 1: Instructional Leadership

Performance Expectation 2: Human Capital/Talent Development

Performance Expectation 3: Management and Operations

Performance Expectation 4: Culture and Climate

Based on an analysis of educational and personal leadership practice, weighing instructional leadership as half, draw a summative conclusion:

Exemplary	Accomplished	Developing	Below Standard
Exceeds the expectations of educational and personal leadership practices of the Leadership Framework.	Meets expectations of educational and personal leadership practices of the Leadership Framework.	Progressing toward expectations of educational and personal leadership practices of the Leadership Framework. (developing on instructional leadership)	Below standard on Instructional Leadership expectations or below standard on the remaining educational and personal leadership practices of the Leadership Framework.

40% Leadership Practice =

