Alabama Principal Leadership Framework

Alabama State Department of Education

APLDS

Alabama Principal Leadership Development System

Acknowledgements

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The Importance of School Leaders

School leaders are critical to student achievement and school success. They lead the work that creates the conditions for quality teaching and learning to occur in a school. For example, they determine how effective teachers are hired, developed, and retained; build a positive school climate; secure necessary resources; and ensure a safe and orderly learning environment. In a recent report synthesizing research on how principals impact students and schools, Grissom et al. (2021) stated that "***principals really matter*** . . . it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership" (p. 43).

"Effective school leaders not only impact math and reading achievement but also impact other student outcomes such as attendance, discipline, and teacher outcomes like performance and retention. The difference between a below and above-average principal is almost three months of learning per year for students" (Grissom et al., 2021).

School Principal Leadership and Mentoring Act

We know how critical our school leaders are in Alabama to positive school outcomes and student success—every child, every chance, every day. For this reason, Alabama has a law solely focused on supporting the leadership capacity of its principals and assistant principals across the state. The *School Principal Leadership and Mentoring Act (2023-340)* was passed in June 2023 to:

1. Create and implement the Alabama Principal Leadership Development System for public K–12 education,
2. Provide for the creation and implementation of a mentoring program for new principals and a continuing professional learning program for principals and assistant principals, and
3. Provide annual stipends for principals and assistant principals who satisfactorily complete the program requirements of the Alabama Principal Leadership Development System.

Alabama Principal Leadership Development System

The Alabama Principal Leadership Development System is a comprehensive program of learning and support for school administrators' leadership development.

Program Vision
Every school is equipped with an effective leader who successfully participates in and engages with the Alabama Principal Leadership Development System.

Program Mission
The Alabama Principal Leadership Development System empowers district and school leaders through comprehensive support to enhance visionary, instructional, managerial and operational, relational, and innovative leadership to increase student achievement, growth, and school climate.

Program Measures of Success
- Principal Retention
- School Climate
- Academic Achievement and Growth

Program Components

- Alabama Standards for School Leadership
- Alabama Principal Leadership Framework
- Alabama Principal Leadership Development System (APLDS) Evaluation System
- High-Quality Professional Learning
- Alabama New Principal Mentoring Program
- Alabama Leadership Academy

Alabama Principal Leadership Framework

Purpose

Grounded in the Alabama Standards for School Leadership, the Alabama Principal Leadership Framework is a playbook to equip, develop, and empower school leaders throughout their career pathway by providing a clear and shared vision for principal leadership and an understanding of how to leverage evidence-based practices to improve outcomes for all students.

Guiding Principles

Authoritative Resource
Grounded in recent research and evidence-based best practice

Achievement Driven
In service of improved student outcomes

Actionable and Applicable to Current Context
Guides the growth of school leaders, from understanding gaps and needs to meeting identified goals

Aligned
Grounded in standards and reinforces state law and initiatives

Accessible
Career-long learning for all school leaders, from aspiring to retiring

The framework is not intended to fully include all leadership requirements, concepts, skills, strategies, and evidence. The framework may contain links to other websites or content belonging to or originating from third parties or links to websites and features in banners or other advertising. Such external links are not investigated, monitored, or checked for accuracy, adequacy, validity, reliability, availability, or completeness by us. The Alabama State Department of Education does not warrant, endorse, guarantee, or assume responsibility for the accuracy or reliability of any information offered by third-party websites linked through this document.

Use Cases

This framework can be used in multiple ways by different members of the educational community.

Role	Use
Alabama State Department of Education *(Offices, Coaches, Staff, Task Forces, Stakeholder Teams, Legislature, etc.)*	• Establish commonly understood standards and expectations for school administrators across the state • Build connections between offices and currently existing and future legislation, guidance, and frameworks (Alabama Numeracy Act, Alabama Literacy Act, etc.) • Develop and implement the APLDS Evaluation System, Alabama Leadership Academy, and High-Quality Professional Learning opportunities for leadership development • Guide efforts to support district and school leadership in identifying, recruiting, hiring, and fostering growth of current and future employees
District Leadership *(Superintendents, CSFOs, Human Resource Leaders, Professional Learning Leaders, Board of Education Members, School Administrator Mentors/Coaches, Stakeholder Teams, etc.)*	• Establish commonly understood standards and expectations for school administrators across the district • Guide leaders to connect and lead local implementation of currently existing and future legislation, guidance, and frameworks (Alabama Numeracy Act, Alabama Literacy Act, etc.) • Align, develop, and implement professional learning opportunities and individualized one-on-one support (coaching, mentoring) offered to school administrators • Guide self-reflection practices for school administrators • Provide actionable feedback for growth and evaluation to school-level administrators • Develop, refine, and progress monitor school administrator goals and professional growth plans • Guide efforts to identify, recruit, and hire future school administrators
School Leadership *(Principals, Assistant Principals, School Leadership Teams, Teacher Leaders, etc.)*	• Establish commonly understood standards and expectations for school administrators within the school and for teacher leaders • Connect and lead school-level implementation of current and future legislation, guidance, and frameworks (Alabama Numeracy Act, Alabama Literacy Act, etc.) • Guide personal self-reflection practices from understanding gaps and needs to progress monitoring and meeting identified goals • Align, develop, and implement professional learning opportunities and individualized one-on-one support (coaching, mentoring) offered to school administrators under supervision (e.g., assistant principals), school leadership team members, and teacher leaders • Guide self-reflection practices for school administrators under supervision (e.g., assistant principals), school leadership team members, and teacher leaders • Provide actionable feedback for growth and evaluation to school administrators under supervision (e.g., assistant principals) • Develop, refine, and progress monitor goals and professional growth plans of school administrators under supervision (e.g., assistant principals), school leadership team members, and teacher leaders • Guide efforts to identify, recruit, and hire school leaders
Aspiring Leaders	• Develop an understanding of standards and expectations for school administrators • Understand school- or classroom-level implementation of currently existing and future legislation, guidance, and frameworks (Alabama Numeracy Act, Alabama Literacy Act, etc.) • Guide personal self-reflection practices and determine readiness for school administrator leadership • Develop, refine, and progress monitor personal and school leadership team goals and growth plans • Select educational opportunities for leadership and inform possible career paths
Institutes of Higher Education	• Align preparation program curricula and learning experiences to the Alabama Standards for School Leadership • Guide program development to teach aspiring leaders how to lead school-level implementation of legislation, guidance, and frameworks (Alabama Numeracy Act, Alabama Literacy Act, etc.)

Alabama Standards for School Leadership

The Alabama Standards for School Leadership define the nature, quality of work, and expectations that current research and best practices indicate are critical to student learning and other positive school outcomes. The Standards are organized around the 5 Domains of Principal Effectiveness with a series of indicators that elaborate the practices that are necessary to meet the Standard.

LEADERSHIP

Visionary   Instructional   Managerial & Operational   Relational   Innovative

Standard 1. Visionary Leadership

Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student. An effective school leader:

a) Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.

b) Develops a shared understanding of and commitment to the vision and school improvement plan within the school and community.

c) Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.

Standard 2. Instructional Leadership

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students. An effective school leader:

a) Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.

b) Maintains high expectations for all staff and students, with a focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.

c) Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.

d) Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.

e) Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.

f) Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.

Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community. An effective school leader:

a) Provides and oversees a functional, safe, and clean facility and campus.

b) Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.

c) Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.

d) Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.

e) Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.

f) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

g) Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community. An effective school leader:

a) Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.

b) Advocates for the welfare of all students.

c) Establishes positive and supportive relationships with all students.

d) Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.

e) Ensures a collaborative culture of professionalism and respect among staff.

f) Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.

g) Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.

h) Establishes a positive presence in the community to build productive partnerships to support the school's mission and vision.

Standard 5. Innovative Leadership

Effective, innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change. An effective school leader:

a) Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.

b) Engages in a professional network of peers and mentors as a means for growth.

c) Demonstrates a commitment to reflective practices and ongoing growth and development.

d) Seeks and utilizes feedback to improve performance.

e) Maintains a focus on high priorities related to academic achievement and school climate.

f) Creates a culture of innovation that continuously examines strategies for improvement and adapts to change.
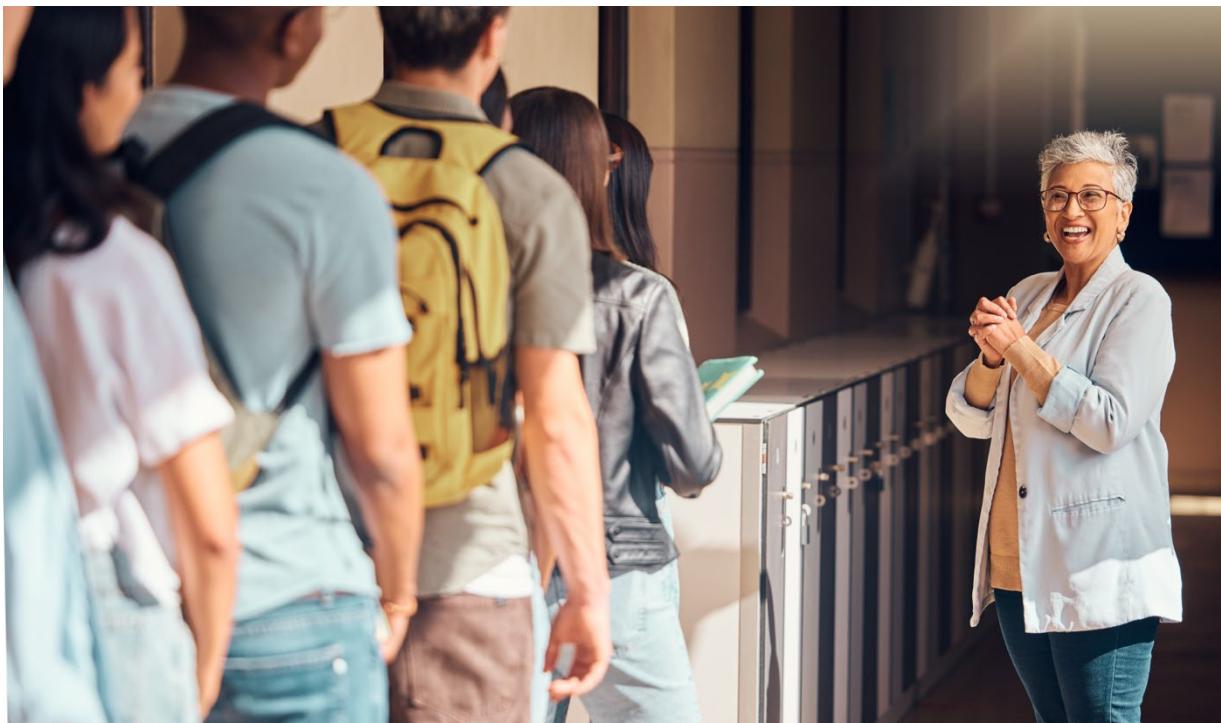
Indicator Map Elements

Leadership skills can be learned and improved with practice and reflection. Drago-Severson (2009) asserts, "Research shows that supporting new and experienced principals' learning by creating opportunities for reflection on practice is crucial to everyone in a school" (p. 17). The framework is designed to engage users in the reflective practice of considering the following questions for each indicator:

- What do I need to know?
- What do I need to do?
- Where am I now?
- Where do I want to be?
- How will I get there?

Section	Definition
What do I need to know?	Key concepts a leader needs to know for successful demonstration of the indicator
What do I need to do?	Key actions and skills involved in successful demonstration of the indicator
Where am I now?	Refer to the **Continuum of Practice Descriptors** to guide self-reflection about current understanding and practice **Continuum of Practice Descriptors** Levels of performance with descriptions related to the areas addressed in the indicator ● *Emerging Leader:* The school administrator has shown evidence of an understanding of the indicator. ● *Developing Leader:* The school administrator has shown evidence of beginning to demonstrate the indicator. ● *Effective Leader:* The school administrator has shown evidence of consistent progress in demonstrating the indicator. ● *Transformational Leader:* The school administrator has shown evidence of exceeding the expectations of the indicator.
Where do I want to be?	Refer to the **Continuum of Practice Descriptors** to discuss the following with supervisors and peers: ● Areas of strength and opportunities for growth ● Appropriate areas of focus and goals for the school year ● Progress monitoring and actionable feedback regarding performance improvement
How will I get there?	**Example Strategies** Example school administrator actions to grow understanding and practices in the areas addressed by the indicator **Example Evidence of Growth** Example work products and artifacts that demonstrate evidence of growth in performance and practice **Examples of School Administrator Supervisor Support** Example supervisor actions to support the growth of school administrators and build their leadership capacity in the areas addressed by the indicator **Example Strategies in the Appendix** Reference list of resources, tools, or protocols included in the Appendix to further support school administrator growth

Indicator Map Elements

Standard

Standard 1. Visionary Leadership
Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student.

Indicator

a) Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.

What do I need to know?	What do I need to do?
• Vision for teaching and learning • Alabama Continuous Improvement Plan (ACIP)	• Collaboratively develop the vision for teaching and learning • Establish a common language for discussing the vision for teaching and learning • Collaboratively analyze multiple sources of data (student learning data, perception data, process data, demographic data) to identify critical needs • Collaboratively develop the ACIP based on critical needs • Ensure clear, measurable goals with specific timelines focused on critical needs

Where am I now? Where do I want to be?

An **emerging** leader *understands…*	A **developing** leader *begins to…*	An **effective** leader *consistently…*	A **transformational** leader *exceeds* by…
• The need to obtain feedback from staff to inform the development of the shared vision for teaching and learning. • The need to adopt the previous school improvement plan or create one and seek feedback.	• Communicate with staff the need to establish a common language for discussing the vision for teaching and learning. • Understand the importance of collaborative revision or development of a clear, measurable, and shared vision and school improvement plan. • Use limited data or misaligned data to inform decision making or strategic planning.	• Engages and supports staff in establishing a common language for discussing the vision for teaching and learning. • Collaboratively revises or develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data. • Uses multiple sources of targeted and aligned data to inform decision making and strategic planning.	• Engaging a group of stakeholders with relevant and diverse perspectives to collaboratively revise and develop a clear, measurable, and shared vision and school improvement plan. • Sharing and analyzing multiple sources of relevant qualitative and quantitative data with stakeholders to inform the development of both the vision and school improvement plan with a significant impact.

Continuum of Practice

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Review example visions for teaching and learning and vision-setting processes (e.g., The Wallace Foundation Principal Practices	Focus on *intentionality* and *consistency* **Example Strategies:** • Attend ACIP professional learning with school leadership team	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Establish a school leadership team*(team includes members from the faculty and other stakeholder groups)	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:**

Standard 1. Visionary Leadership

Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student.

a) Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.

What do I need to know?	What do I need to do?
• Vision for teaching and learning • Alabama Continuous Improvement Plan (ACIP)	• Collaboratively develop the vision for teaching and learning • Establish a common language for discussing the vision for teaching and learning • Collaboratively analyze multiple sources of data (student learning data, perception data, process data, demographic data) to identify critical needs • Collaboratively develop the ACIP based on critical needs • Ensure clear, measurable goals with specific timelines focused on critical needs

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to obtain feedback from staff to inform the development of the shared vision for teaching and learning. • The need to adopt the previous school improvement plan or create one and seek feedback.	• Communicate with staff the need to establish a common language for discussing the vision for teaching and learning. • Understand the importance of collaborative revision or development of a clear, measurable, and shared vision and school improvement plan. • Use limited data or misaligned data to inform decision making or strategic planning.	• Engages and supports staff in establishing a common language for discussing the vision for teaching and learning. • Collaboratively revises or develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data. • Uses multiple sources of targeted and aligned data to inform decision making and strategic planning.	• Engaging a group of stakeholders with relevant and diverse perspectives to collaboratively revise and develop a clear, measurable, and shared vision and school improvement plan. • Sharing and analyzing multiple sources of relevant qualitative and quantitative data with stakeholders to inform the development of both the vision and school improvement plan with a significant impact.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application*	Focus on *intentionality* and *consistency*	Focus on *shared leadership* and *capacity building*	Focus on *sustainability*

Focus on *awareness* and *application*

Example Strategies:
- Review example visions for teaching and learning and vision-setting processes (e.g., The Wallace Foundation Principal Practices Video Series: Shaping a Vision of Academic Success for All Students)
- Attend Office of School Improvement (OSI) ACIP professional learning; review ACIP resources (e.g., ACIP Resource Page, ACIP Rubric)
- Review example ACIPs
- Adopt the district's strategic plan
- Review your school's state assessment data and report card data
- Review data analysis resources (e.g., What Is Student Data?, Roadmap to a Principal's Data-Rich Year, Roadmap to a Teacher's Data-Rich Year)

Example Evidence of Growth:
- ACIP professional learning attendance documentation (e.g., transcript)
- Plans for revising/reviewing/developing vision and ACIP
- Notes regarding state assessment data and report card data

Focus on *intentionality* and *consistency*

Example Strategies:
- Attend ACIP professional learning with school leadership team
- Create a vision for teaching and learning with a committee* (or review annually)
- Establish a school leadership team*(team includes members from the faculty)
- Use a discussion protocol to reflect on past, present, and future needs based on multiple sources of data* (complete independently or with administrative team)
- Review data from the Alabama Educator Technology Survey (Cognia) to develop goals related to innovation/technology use and integration in the school
- Select evidence-based strategies with school leadership team based on goals* (e.g., ARI Strategic Coaching Plan)

Example Evidence of Growth:
- Documentation describing the schoolwide vision for teaching and learning
- Names and roles of school leadership team members from the faculty and a description of their leadership functions
- School leadership team meeting minutes regarding discussions about needs assessment results and how the most critical needs will be addressed

Focus on *shared leadership* and *capacity building*

Example Strategies:
- Establish a school leadership team*(team includes members from the faculty and other stakeholder groups)
- Use a discussion protocol to reflect on past, present, and future needs based on multiple sources of data* (complete with school leadership team)
- Participate (when applicable) in district comprehensive needs assessment for district technology goals embedded in the district strategic plan and/or school ACIP
- Collaboratively develop a clear, measurable, and shared vision and school improvement plan that meet community and workforce needs

Example Evidence of Growth:
- Names and roles of school leadership team members from all stakeholder groups and a description of their leadership functions
- School leadership team meeting minutes regarding identification of most critical needs through data analysis discussions as a group and how the most critical needs will be addressed through evidence-based strategies

Focus on *sustainability*

Example Considerations for Continued Growth and Impact:
- Develop and implement a 3-year plan to monitor, sustain, and revisit the mission, vision, and participating patterns and stakeholders
- Collect and continuously monitor data and evidence of transformational leadership practices for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide templates and professional learning opportunities for vision and ACIP
- Provide ACIP timeline/deadlines
- Provide support for data access, collection, and analysis
- Provide needs assessment protocol
- Provide support for aligning the district strategic plan and ACIP

Example Strategies in the Appendix

Appendix D2: Create a Vision

Appendix D3: Create a Mission

Appendix D4: Establish a School Leadership Team

Appendix D5: Reflect on Past, Present, and Future Needs

Appendix D8: Recognize and Support High-Quality Instructional Materials and Evidence-Based Teaching Practice

Standard 1. Visionary Leadership

Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student.

b) Develops a shared understanding of and commitment to the vision and school improvement plan within the school and community.

What do I need to know?	What do I need to do?
• Vision for teaching and learning • Alabama Continuous Improvement Plan (ACIP)	• Communicate common understanding of the vision for teaching and learning • Communicate and inspire commitment to vision • Communicate and inspire commitment to ACIP

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to communicate the vision and school improvement plan.	• Share the vision and school improvement plan. • Commit to the vision and school improvement plan.	• Fosters a shared understanding and commitment to a vision and school improvement plan developed with the school and community.	• Implementing a reciprocal communication approach to ensure all stakeholders have an understanding of the vision and school improvement plan. • Ensures there is a consistent and embedded process to encourage continuous commitment to the vision and school improvement evident within daily practices.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Learn how other principals communicate their school's vision (e.g., The Wallace Foundation Principal Practices Video Series: Shaping a Vision of Academic Success for All Students) • Attend ACIP professional learning • Post the vision and ACIP to school website • Share the vision and ACIP with the faculty and staff (e.g., during faculty meetings)	Focus on *intentionality* and *consistency* **Example Strategies:** • Develop a communication plan for sharing information* • Develop an "elevator speech" for the school's vision and ACIP goals for the school year • Discuss and share the vision and ACIP with multiple stakeholders and in multiple ways (e.g., faculty meetings, student assemblies,	Focus on *shared leadership* and *capacity building* **Example Strategies:** • School leadership team annually convenes meetings of school personnel and families to discuss results from the needs assessment and improvement priorities for the year • Align faculty meeting agendas with goals and begin meetings by restating the shared goals and priorities for the year	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Outline and evaluate yearly communication plans with a schedule, clear and consistent protocol, and considerations for each audience • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate

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Example Evidence of Growth:
- ACIP professional learning attendance documentation (e.g., transcript)
- Vision and school improvement plan easily found on school website
- Documentation of vision and ACIP shared with faculty (e.g., faculty meeting agenda, materials, meeting minutes)

school website, social media, newsletters, school events)
- Schedule bi-weekly or monthly meetings with the school leadership team to discuss vision and ACIP; communicate meeting dates in advance
- Explicitly communicate with all stakeholders how the vision and ACIP will make the school better (e.g., tell parents how the schoolwide goals will help their child be successful)

Example Evidence of Growth:
- Communication plan for sharing vision, improvement priorities with stakeholders multiple times and in different ways
- Example communications (e.g., school website, emails, newsletters, letters, staff/community meeting minutes)

Example Evidence of Growth:
- Agendas and attendee rosters of school leadership team meetings with school personnel and families
- Documentation of two-way communication processes in which information and responses are shared regarding decisions and concrete actions (e.g., communication plan)
- Documentation of stakeholder meetings to discuss needs assessment, vision, ACIP (e.g., meeting minutes, agendas, materials)

action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide guidance, resources, and model for an effective communication plan
- Provide feedback about the development and implementation of school communication plan

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan

Standard 1. Visionary Leadership

Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student.

c) Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.

What do I need to know?	What do I need to do?
• Vision for teaching and learning • Alabama Continuous Improvement Plan (ACIP)	• Collect, analyze, and interpret data to monitor progress toward meeting goals and to evaluate effectiveness • Ensure adjustments are made as needed

Where am I now? Where do I want to be?

An **emerging** leader *understands…*	A **developing** leader *begins to…*	An **effective** leader *consistently…*	A **transformational** leader *exceeds* by…
• The need to monitor progress to meet goals. • The need to utilize data to inform decision making.	• Utilize relevant data to monitor progress toward meeting goals. • Interpret the meaning of data to inform decision making toward meeting goals. • Adjust actions as needed to address the continuous school improvement plan.	• Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.	• Engaging and leading others in the collection of relevant and accurate data aligned to meeting goals for continuous improvement. • Effectively leading others to analyze and interpret data to monitor progress toward achieving goals. • Adjusting actions, resources, and staff as needed in response to data analysis. • Cultivating a culture that utilizes an evidence-based data inquiry process to inform school improvement practices.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Attend ACIP professional learning • Follow ACIP progress monitoring and evaluation deadlines provided by the district and ALSDE	Focus on *intentionality* and *consistency* **Example Strategies:** • As you monitor the progress of your plan, add data reports, documents, and artifacts to a shared folder hosted in the cloud • Ensure that your "look-fors" during instructional rounds or walk-throughs are	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Make a progress monitoring plan with school leadership team* • Reflect on and evaluate ACIP with school leadership team*	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Collect and analyze data around community, industry, and workforce needs in collaboration with community partners, local employers, and service providers to monitor instructional and school

Example Evidence of Growth:
- ACIP professional learning attendance documentation (e.g., transcript)
- ACIP status updates (on track, lagging, at risk) and evaluation phase completed in state platform (Cognia)

aligned to the ACIP and provide feedback to teachers regarding those critical areas

Example Evidence of Growth:
- Baseline and annual target measures
- Written protocols, procedures, or plans outlining the monitoring process
- School leadership team meeting minutes including progress toward milestones and annual target measures

- Communicate progress monitoring evidence with stakeholders and school leadership decisions in response to evidence

Example Evidence of Growth:
- School leadership team progress monitoring plan and notes
- School leadership team documentation of reflection and evaluation (e.g., discussion notes)

improvement needs for employment and productive community involvement
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide ACIP middle-of-year (MOY) and end-of-year (EOY) timeline/deadlines
- Provide feedback on progress toward meeting goals and guidance on next steps
- Locate and share relevant resources that will help meet school goals

Example Strategies in the Appendix
Appendix D7: Monitor, Adjust, Reflect, and Evaluate

Standard 2. Instructional Leadership

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students.

a) Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.

What do I need to know?	What do I need to do?
• Coherent system of curricula, instruction, and assessment • Alabama Courses of Study standards (ALCOS) • Rigor and relevance • Common academic vocabulary • Classroom observation data	• Ensure alignment of curricula, instruction, and assessment • Ensure all teachers are aware of, understand, and effectively teach current state content area/grade level standards • Ensure common academic vocabulary is taught in content areas • Engage and support staff in the implementation of a coherent instructional system that is rigorous, relevant, and aligned to state standards

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to support staff in the implementation of curricula, instruction, and assessment. • The need to develop common academic vocabulary.	• Communicate with staff the need to implement a system of curricula, instruction, and assessment aligned to state standards. • Communicate with staff the need for common academic vocabulary.	• Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards. • Engages and supports staff in establishing common academic vocabulary in all content areas.	• Building the capacity of educators to implement a coherent system of curricula, instruction, and assessment that is in alignment with state standards and local context. • Leveraging teacher leaders and relevant resources to ensure rigorous instructional and assessment strategies are being implemented which improve student outcomes.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Use the Alabama Learning Exchange (ALEX) website and ALEX companion website to develop awareness of the ALCOS	Focus on *intentionality* and *consistency* **Example Strategies:** • Develop an implementation strategy to design and use common academic vocabulary with content area staff (and instructional coaches if applicable)	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Provide collaborative planning time for teachers to align curriculum, instruction, and assessments with ALCOS, 21st-century skills (e.g., college and career readiness),	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Conduct instructional audits including identification of gaps and actions needed

- Meet with teacher teams to determine their current practices and processes for aligning curriculum, instruction, and assessments with ALCOS
- Discuss with teachers the importance and purpose of having an aligned system of curriculum, instruction, and assessments with the ALCOS
- Develop a common language and understanding of rigor and relevance (e.g., ACT & ALSDE Rigorous and Relevant Instruction Workbook) and coherence (e.g., CCN Educational Coherence Module and Tools)
- Discuss with teachers the need for common academic vocabulary

Example Evidence of Growth:
- Documentation of communications (e.g., meeting minutes, emails)

- Support teachers in the use of proficiency scales (e.g., ALSDE Proficiency Scales) that break down content of a standard into a sequence of learning goals and progression of skills or understanding that can be demonstrated by learners at each level
- Pull up ALCOS on your device during classroom observations and check for alignment with standards; provide meaningful and timely feedback after observations about standard alignment, rigor, relevance, and student use of academic vocabulary

Example Evidence of Growth:
- Notes from reviewing and providing feedback on teacher planning team meeting minutes
- Documents that correlate the curricula and assessments with ALCOS
- Course syllabi and lesson plans align with the ALCOS
- Proficiency scales used by teachers
- List of essential academic vocabulary terms and definitions

and local context (e.g., community initiatives)
- Support teacher leaders in the revision or creation of proficiency scales and academic vocabulary lists
- Support teacher leaders in the process of conducting audits on the frequency and dates when critical standards are taught and assessed or creating audit templates for use by their colleagues
- Establish processes for peer observation and feedback regarding standard alignment, rigor, relevance, and student use of academic vocabulary

Example Evidence of Growth:
- Documents that correlate the curricula and assessments with ALCOS, 21st-century skills (e.g., college and career readiness), and local context (e.g., community initiatives)
- Proficiency scales and lists of academic vocabulary created or revised by teachers
- Audit documents created and/or completed by teacher leaders that show the frequency and dates when critical standards are taught and assessed; list of recommendations based on audit results; documentation of follow up on recommendations (e.g., revised pacing guide)
- Documentation of peer observation data

- Monitor communication between classroom teachers, coaches, and special service providers indicate alignment of services and curricula to address Tier I, Tier II, and Tier III instructional practices to improve student outcomes
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Keep administrators up to date on the most current Alabama Courses of Study using the Alabama Learning Exchange (ALEX) website and ALEX companion website
- Provide districtwide academic vocabulary lists and/or proficiency scales or help guide the development of schoolwide academic vocabulary lists and/or proficiency scales

Standard 2. Instructional Leadership

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students.

b) Maintains high expectations for all staff and students, with a focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.

What do I need to know?	What do I need to do?
- Vision for teaching and learning - High-quality instructional materials - Evidence-based teaching practices - Formative and summative student assessment data - Classroom observation data - Alabama Teacher Observation Tool (ATOT)	- Model and encourage common language for discussing the schoolwide vision for teaching and learning - Recognize and support high-quality instructional materials - Recognize and support evidence-based teaching practices - Utilize data (assessment data, classroom observation data) to determine the focus for improving high-quality instructional materials and evidence-based teaching practices

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
- The need to set expectations for staff around the quality of instruction. - The need to use a common vision and language for teaching and learning.	- Set, communicate, and maintain expectations for staff and students around the quality of instruction with considerations toward evidence-based strategies and the vision for teaching and learning. - Communicate with staff the need to use data from formative and summative student assessments and classroom observations to improve teaching and learning.	- Maintains and communicates high expectations for all staff and students, with a focus on the quality of instruction and schoolwide vision for teaching and learning. - Emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.	- Building the capacity of staff to foster high expectations with peers and students around high-quality instruction. - Leveraging teacher leaders to maintain a culture centered around high-quality instructional materials and evidenced-based strategies to continuously improve teaching and learning. - Observing classrooms to actively provide feedback and allot time to develop, implement, and analyze assessments to inform instructional strategies and improve student outcomes.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application*	Focus on *intentionality* and *consistency*	Focus on *shared leadership* and *capacity building*	Focus on *sustainability*

Example Strategies:
- Discuss characteristics of high-quality instructional materials with teachers*
- Discuss ways in which data from formative and summative student assessment and classroom observations improve teaching and learning at the school

Example Evidence of Growth:
- Documentation of discussing characteristics of high-quality instructional materials (e.g., meeting notes)
- Documentation of discussing ways in which data from assessments and classroom observations improve teaching and learning at the school (e.g., meeting notes)

Example Strategies:
- Help teachers create a classroom environment of high expectations*
- Support successful implementation of high-quality instructional materials and evidence-based teaching practices*
- Develop criteria and guidance for high-quality content, instruction, and assessments for students with special learning needs (e.g., Alabama Framework for English Learner Success, Alabama Guidance for High-Quality Instruction and Assessment (HQIA) for English Learners)
- Schedule protected planning time for teachers

Example Evidence of Growth:
- Documentation of communicating high expectations (e.g., self-assessment tools, staff development materials, and attendance records)
- Survey results from teachers indicate they know and regularly use the schoolwide vision for teaching and learning
- Documentation of communication with faculty (e.g., emails, meeting minutes) about high-quality instruction
- ATOT observation data for teachers reflect *Very Evident* or *Evident* scores

Example Strategies:
- School leadership team constructs a credible list for teachers that includes high-quality instructional materials and menu of evidence-based instructional practices which adequately represent the state standards and meet state guidance
- Establish processes for peer observation and feedback regarding effective implementation of the schoolwide vision for teaching and learning and evidence-based strategies

Example Evidence of Growth:
- List of high-quality instructional materials and menu of evidence-based instructional practices created by school leadership team
- Student focus group discussion notes about teachers' their classroom learning experiences
- Class and student tracking documentation that shows progress toward content mastery
- Documentation of peer observation data

Example Considerations for Continued Growth and Impact:
- Instructional teams from the school present exemplary work around successful high-quality materials and instruction implementation to professional networks as a model leading to positive results and provide guidance for replication
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Support the procurement, vetting, resources (e.g., fiscal, personnel, time), prioritization, and implementation of high-quality instructional materials and evidence-based teaching practices
- Provide a calendar of state and district assessment dates

Example Strategies in the Appendix
Appendix D8: Recognize and Support High-Quality Instructional Materials and Evidence-Based Teaching Practices
Appendix D9: Create a Classroom Environment of High Expectations

Standard 2. Instructional Leadership

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students.

c) Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.

What do I need to know?	What do I need to do?
• Classroom observation data • Vision for teaching and learning • Alabama Teacher Observation Tool (ATOT) • Teacher feedback (meaningful, actionable, timely)	• Regularly observe classroom instruction using a high-quality rubric (e.g., ATOT) • Provide meaningful, actionable, and timely feedback on teacher practice and evidence of student learning with accuracy and consistency using common language from the schoolwide vision for teaching and learning • Engage in meaningful and relevant conversations about areas in need of improvement

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for classroom observations and providing feedback.	• Observe classroom instruction and provide feedback. • Recognize evidence of student learning and its value to drive instructional improvement.	• Observes classroom instruction and provides relevant, meaningful, and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.	• Building the capacity of teachers by providing relevant, meaningful, and timely feedback aligned to the content and context of the lesson to improve instructional practice. • Creating structures and opportunities for teachers to observe quality teaching from colleagues and learn effective teaching practices from each other to maximize their talents.

How will I get there?

Moving from an **Emerging** to a **Developing** Leader	Moving from a **Developing** to an **Effective** Leader	Moving from an **Effective** to a **Transformational** Leader	Sustaining **Transformational** Leadership
Focus on *awareness* and *application* **Example Strategies:** • Attend professional learning on the effective use of observation tools (e.g., ATOT) and providing feedback	Focus on *intentionality* and *consistency* **Example Strategies:** • Utilize and communicate to staff a consistent process for completing observations and provide meaningful,	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Teacher leaders align observation tools (e.g., ATOT) with the schoolwide vision for teaching and learning	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Provide opportunities for teachers to observe peers and to be observed by peers within professional networks to obtain

- Develop a schedule to conduct classroom observations using a high-quality rubric (e.g., ATOT)

Example Evidence of Growth:
- Effective observation feedback professional learning attendance documentation (e.g., transcript)
- Classroom observation schedule
- Documentation of classroom observation feedback to teachers

actionable, and timely feedback (e.g., within a week)*
- Provide feedback that is specific, applicable, and aligned with the observation tool (e.g., ATOT) to identify strengths and areas of growth*
- Utilize common language for schoolwide vision when providing feedback

Example Evidence of Growth:
- Completed post-lesson conference protocols used with teachers
- Documentation that shows correlation between observation data and student learning data
- Documentation that shows observation data are connected to the schoolwide vision for teaching and learning

- Establish processes for peer observation and feedback regarding schoolwide vision for teaching and learning
- Collaborate with teacher leaders and instructional coaches (if applicable) to determine teacher supports based on trends from observation data

Example Evidence of Growth:
- Documents created and/or completed by teacher leaders that show alignment between observation tools (e.g., ATOT) with the schoolwide vision for teaching and learning
- Documentation of peer observation data
- Documentation of collaboration with teachers, leaders/instructional coaches (e.g., meeting minutes, school professional learning plan, coaching cycle schedule)

knowledge and feedback to improve on and replicate effective practices
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Communicate state requirements and deadlines related to ATOT
- Support the development and implementation of observation schedules, observation protocols, questioning techniques, and feedback tools
- Engage principals in district wide leadership team discussions around the data that the observations are revealing and determine responses needed for improvement

Example Strategies in the Appendix
Appendix D11: Create an Observation Cycle Process
Appendix D12: Provide Effective Feedback to Enhance Instructional Practices

Standard 2. Instructional Leadership

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students.

d) Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.

What do I need to know?	What do I need to do?
• Formative and summative student assessment data • Student feedback/goal setting • Vision for teaching and learning	• Facilitate data-informed teacher collaboration by allowing opportunities for data discussions, setting purposes and expectations, implementing explicit protocols, and leading effective data use for student improvement • Build and maintain a culture in which data are prioritized as a tool to support and improve instructional practice • Work with teachers in the process of using student performance data to provide meaningful feedback to students and parents/guardians and to support student goal setting

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for teachers to analyze student data. • The need for assessments.	• Discuss student performance data from formative and summative assessments with teachers.	• Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.	• Empowering teachers and staff to work as teams and providing feedback on their process for analyzing student performance data from formative and summative assessments, which supports student goal setting and improves student learning. • Supporting teams to consider other measures like school climate, resource allocation, support personnel, and flexible scheduling, which improve student outcomes.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application*	Focus on *intentionality* and *consistency*	Focus on *shared leadership* and *capacity building*	Focus on *sustainability*

Example Strategies:
- Provide teachers access to student performance data in a timely manner
- Attend teacher team meetings around student data and support the use of protocols for the discussions

Example Evidence of Growth:
- Student performance data reports shared with teachers
- Documentation of teacher team meetings that were attended (e.g., meeting minutes)

Example Strategies:
- Lead the implementation of data inquiry protocols*
- Develop a communication plan for sharing and discussing outcomes with students and parents/guardians to effectively provide grade-level appropriate feedback to foster growth*
- Establish a process for students to set personal learning goals based on feedback and/or self-assessment

Example Evidence of Growth:
- Written data analysis of student achievement and growth data
- Documentation of data inquiry meetings with teachers (e.g., meeting minutes, agendas, attendance rosters)
- Written communication plan for sharing information about student performance outcomes and progress with students and parents/guardians
- Documentation of student goal setting and tracking of their mastery (e.g., lesson plans, classroom observations, student goal sheets)

Example Strategies:
- Establish a data leadership team to lead the analysis of grade level data and vertical alignment data to identify implications on instructional strengths, gaps, and needs
- Establish data leadership teams to align student performance data with other measures such as perception data (e.g., student surveys), resource allocation (e.g., budget decisions, teacher time), scheduling to identify ways to maximize student learning
- Establish a common language between all stakeholders to implement when discussing data in alignment with the vision for teaching and learning

Example Evidence of Growth:
- Documentation of data leadership team meetings (e.g., meeting minutes, agendas, attendance rosters)
- Documentation of stakeholder meetings (e.g., meeting minutes, agendas, attendance rosters)

Example Considerations for Continued Growth and Impact:
- Provide opportunities for teachers to observe peers and to be observed by peers within professional networks to obtain knowledge and feedback to improve on and replicate effective protocols and procedures for analyzing and acting upon data
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Support the adoption, adaptation, and implementation of data inquiry processes and protocols
- Support the development of a common language around data
- Engage principals and teacher leaders in a districtwide data leadership team; model data analysis and response
- Engage in data discussion with principals about their individual school-level data, implication of findings, and suggested responses

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan
Appendix D13: Use Student Learning Data Inquiry Protocols

Standard 2. Instructional Leadership

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students.

e) Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.

What do I need to know?	What do I need to do?
• Academic data (standardized assessments, universal screeners, diagnostic assessments, progress monitoring, classroom formative/summative assessments) • District, school, subgroup, and student-level performance data • Problem-Solving Teams (PST)	• Examine and act upon academic data to improve tiered instruction • Support PST in efforts to address barriers to optimal learning and growth for students by identifying problems that emerge as interferences to learning and developing solutions to address interferences • Emphasize measurable goals, ongoing feedback, targeted intervention, progress monitoring, strategic decision making, and inspiring action based on academic data • Ensure documentation of PST meetings and student progress in state-approved dashboard (e.g., PowerSchool)

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to analyze multiple sources of student, school, and district-level data.	• Analyze multiple sources of student, school, and district-level data to improve learning for students.	• Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.	• Empowering all staff in the analysis of multiple sources of student, school, and district level data to celebrate success and identify challenges that need to be addressed to positively impact achievement gaps. • Building the capacity of all staff to improve learning for all students by developing plans to act upon school and community factors that need to be addressed to positively impact achievement gaps.

How will I get there?

Moving from an **Emerging** to a **Developing** Leader	Moving from a **Developing** to an **Effective** Leader	Moving from an **Effective** to a **Transformational** Leader	Sustaining **Transformational** Leadership
Focus on *awareness* and *application*	Focus on *intentionality* and *consistency*	Focus on *shared leadership* and *capacity building*	Focus on *sustainability*

Example Strategies:
- Identify and gather academic data (e.g., AIM Student Data tile, PowerSchool Analytics & Insights)
- Analyze overall academic data to identify areas that meet, exceed, or are below expectations; determine patterns within the data (e.g., similarities/ differences in grade levels, content areas, individual classes)
- Determine goals for overall growth and achievement based on academic data analysis

Example Evidence of Growth:
- Documentation of data analysis (e.g., summary of findings, notes, graphs)
- Written goals for overall growth and achievement

Example Strategies:
- Analyze multiple sources of academic data at the overall, subgroup, and individual student levels; make a plan of action based on data analysis
- Attend teacher team meetings around student learning data and support the use of protocols for the discussions*
- Be present and provide guidance during grade level/content area and PST meetings
- School teams use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need
- Provide teachers with resources to support their differentiated instructional planning and implementation (e.g., Differentiated Instructional Guides, AL-MTSS Accommodations Guide, ACCESS)

Example Evidence of Growth:
- Yearly PST meeting schedule, agendas, sign-in sheets, and monitoring notes
- Written student learning goals for disproportionately underperforming groups and progress toward meeting goals
- School master schedule reflects dedicated time for differentiated instruction (e.g., general, gifted, supplemental, special education services)
- Differentiated lesson plans
- Student intervention plans and progress monitoring data

Example Strategies:
- School teams analyze multiple sources of student learning data at the school, subgroup, and individual student level to identify strengths and areas in need of improvement; growth and success are celebrated
- School teams conduct an inventory of current resources and initiatives to determine whether changes need to be made to maximize student learning and close achievement gaps
- School teams complete a master schedule reflection tool to identify areas for improvement and build in specific targeted time for intervention, meeting, and communication as needed (e.g., page 81, PST Guidance Manual)

Example Evidence of Growth:
- School team meeting notes of fluid instructional groupings in response to student learning data and instructional strategy data in addition to notes about how students will be supported based on needs (e.g., student action plans)
- Written communication plan for celebrating growth and success*
- Documentation of resource and initiative inventory
- Documentation of master schedule reflection tool

Example Considerations for Continued Growth and Impact:
- Facilitate a school/community action team to engage in the analysis of student data and align supports that can be implemented between community partners and school personnel to improve student academic and personal wellness outcomes
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Support the development of a common language around academic data
- Engage school administrators and teacher leaders in a districtwide data leadership team, provide district-level data, and model how to analyze and respond to data
- Engage in data discussion with school administrators about their individual building-level data and their implications and suggested responses

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan
Appendix D13: Use Student Learning Data Inquiry Protocols
Appendix D15: Manage a Multi-Tiered System of Supports

Standard 2. Instructional Leadership

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students.

f) Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.

What do I need to know?	What do I need to do?
• Professional Learning Communities (PLCs) • Collective teacher efficacy • Alabama Standards for Professional Learning	• Provide time and support for teacher collaboration (e.g., professional learning communities) to address curriculum, instruction, and assessment • Secure professional learning opportunities to build teacher and staff capacity in identifying student learning needs and in knowing how to meet students' needs • Align professional learning experiences with the school's vision for teaching and learning

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to develop a culture of professional learning.	• Develop a culture of collaborative professional learning that leads to student learning.	• Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student growth and achievement.	• Empowering staff to identify professional learning opportunities through collection of evidence and data from observations and requests in alignment with vision, standards, and identified needs to improve student learning. • Encouraging teacher leadership teams with multiple perspectives to identify professional learning needs to positively impact learning for all students.

How will I get there?

Moving from an **Emerging** to a **Developing** Leader	Moving from a **Developing** to an **Effective** Leader	Moving from an **Effective** to a **Transformational** Leader	Sustaining **Transformational** Leadership
Focus on *awareness* and *application* **Example Strategies:** • Learn how other principals improve instruction through teacher collaboration (e.g., The Wallace Foundation Principal	Focus on *intentionality* and *consistency* **Example Strategies:** • Provide and support initial and ongoing professional learning in using evidence-based instructional practices with	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Periodically ask teachers to reflect on their professional learning progress over the last few months, share their learning over time	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Seek funding to support aligned professional learning and eliminate barriers to engaging in the professional

Practices Video Series: Improving Instruction)
- Model the value of professional learning by sharing your own professional learning plan for growth and how you are applying new learning
- Schedule professional learning opportunities targeting instruction

Example Evidence of Growth:
- Descriptions and schedules of professional learning and attendance records

opportunities to practice new learning (e.g., AMSTI, LETRS)
- Discuss evidence of student learning collected after new practices are applied; reflect on what worked, did not work, and adjustments that will be made (if applicable)
- Establish and honor time in the master schedule for teacher collaboration around data, curriculum, instruction, and assessment
- Provide clear guidance about the PLC process, what teams should focus on, and work products (e.g., AL-MTSS Problem-Solving Teams (PST) Guidance Manual, IES Improving Instruction Through Professional Learning Communities)
- Utilize teacher observation data, coaching data, and student learning data (achievement and growth) to inform and secure professional learning opportunities which align to both teacher and staff needs
- Ask teachers if their professional learning experiences are meeting their needs (e.g., surveys, discussions)

Example Evidence of Growth:
- Schedules that reflect collaborative planning time
- Evidence of student learning after new professional learning has been applied
- Evaluation data about staff development activities (e.g., survey results)

with each other, and celebrate their growth
- Use a tool to help make teacher learning visible (e.g., teachers complete table that outlines their student learning goal, data source for goal, measure of success, change in practice, and key shifts in thinking)
- Teacher teams review data (e.g., student learning results, peer observation notes) and determine their professional learning focus and personal growth goals

Example Evidence of Growth:
- Completed tool aligning student learning goals, changes in practice, and resulting outcomes in student achievement and growth
- Documentation of teacher team meetings (e.g., data discussed, meeting minutes, agendas, attendance rosters)

learning opportunities by advocating for and impacting local policy shifts, laws, and rules to improve identification of and access to high-quality professional learning
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Support the development of master schedules and flexible scheduling to establish time for teacher and staff collaboration and professional learning

Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.

a) Provides and oversees a functional, safe, and clean facility and campus.

What do I need to know?	What do I need to do?
• Emergency Operation Plan (EOP) • School safety drills • Maintenance schedule/plan	• Coordinate with multiple agencies to develop the school Emergency Operation Plan (EOP) • Communicate the school Emergency Operation Plan (EOP) with staff • Implement and keep records of monthly safety drills; adjust as needed • Manage and oversee maintenance upkeep, projects, and issues • Ensure and maintain a clean facility and campus • Demonstrate the execution of school safety and emergency plans

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to oversee a functional, safe and clean facility and campus.	• Oversee a functional, safe, and clean facility and campus.	• Provides and oversees a functional, safe, and clean facility and campus.	• Empowering staff to implement and lead the provision and oversight of a functional, safe, and clean facility and campus.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Establish a School Safety Team; adopt last year's school EOP • Schedule required drills (e.g., fire, intruder, severe weather) • Know and plan for school safety inspections (e.g., ALSDE School Security Act Inspection Rubric) • Routinely walk the building to assess overall cleanliness	Focus on *intentionality* and *consistency* **Example Strategies:** • Develop the school EOP with the School Safety Team in accordance with school safety laws and communicate the plan with staff • Review and implement procedures for required drills (e.g., fire, intruder, severe weather) with staff • Assess the building to identify potential hazards and implementation of school safety practices and act upon findings	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Collaboratively review, revise as needed, and implement the school EOP with the School Safety Team and communicate the plan with staff at least annually • Continuously monitor school safety data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes) • Involve others in the ongoing identification of potential hazards, possible solutions,	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Keep the School Safety Team and staff informed about current school safety trends and threats • Involve other agencies (e.g., fire, law enforcement, EMA) in review and implementation of drills, EOP, and school safety practices • Collect data and evidence of transformational leadership practices

Example Evidence of Growth:
- List of School Safety Team members
- Training and drills schedule for the year
- Facilities checklist

- Promptly address cleanliness concerns and building supply needs

Example Evidence of Growth:
- Annually updated EOP
- Documentation of school inspection
- Documentation of required drills
- School maintenance schedule/plan
- Record of school maintenance and facilities check

and implementation of school safety practices

Example Evidence of Growth:
- Documentation of meetings (e.g., data discussed, meeting minutes, agendas, attendance rosters)
- Written action plan based on data, evidence, and collaboration

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Develop and implement a district Emergency Operation Plan (EOP) and communicate to staff, the community, and families
- Communicate and support implementation of school safety requirements (e.g., ALSDE school safety memos)
- Support the development of school and transportation safety plans that meet the needs of the school and community
- Develop, implement, and model a communication system during emergencies for staff, families, and the community
- Establish a schedule for facility inspections, school safety practices, and feedback

Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.

b) Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.

What do I need to know?	What do I need to do?
• School discipline plan • School procedures and routines • Classroom management plans • Positive Behavior Interventions and Supports (PBIS) plans • School schedules	• Establish a safe and orderly learning environment • Establish and ensure schoolwide routines, procedures, and schedules to eliminate barriers and maximize teaching and learning • Establish and consistently implement school discipline plan • Ensure every teacher develops and implements an effective classroom management plan • Establish schoolwide Positive Behavior Interventions and Supports (PBIS) • Plan and implement a master schedule that maximizes teaching and learning

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for routines, procedures, and schedules for learning time and a safe and orderly environment.	• Establish and communicate routines, procedures, and schedules for learning time and to establish a safe and orderly environment.	• Establishes and communicates routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.	• Empowering staff to co-establish and maintain routines, procedures, and schedules to maximize learning time and personnel to maintain a consistently safe and orderly learning environment.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Know, understand, and adhere to relevant laws and policies that pertain to disciplinary actions and teacher classroom management plans • Attend professional learning sessions on establishing effective classroom management, schoolwide procedures and	Focus on *intentionality* and *consistency* **Example Strategies:** • Develop a communication plan to share behavioral expectations, school discipline plan, school procedures, and routines with staff, students, and families multiple times and in multiple ways (e.g., post to school website, parent events)* • Support teachers in the implementation of approved classroom management plan and	Focus on *shared leadership* and *capacity building* **Example Strategies** • Lead staff through the development of schoolwide procedures and routines (e.g., norms for students in hallways during transition) • Staff documents observations of adherence to schoolwide procedures and routines, discuss observations as a group,	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Abandon initiatives, routines and procedures that no longer serve the school or students • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate

routines, PBIS, scheduling practices (e.g., ALSDE Scheduling Session)
- Establish schoolwide procedures and routines (e.g., norms for students in hallways during transition)
- Establish schoolwide Positive Behavior Interventions and Supports (PBIS) in alignment with the state and local context, laws, and policies (e.g., ALSDE PBIS Guidebook)
- Review exemplar master schedules that maximize teaching and learning
- Ensure schedules reflect requirements from laws (e.g., Alabama Literacy Act, Alabama Numeracy Act) and policies

Example Evidence of Growth:
- Professional learning attendance documentation (e.g., transcript)
- Written plan for schoolwide discipline ladder, procedures, routines, PBIS
- Schedules that reflect requirements from laws and policies

creating a classroom environment of high expectations*
- Follow local board policies regarding the approval of teacher classroom management plans
- Consistently monitor schoolwide discipline plan, procedures, routines, and PBIS
- Review and manage special education and intervention staff schedules

Example Evidence of Growth:
- Written communication plan for sharing behavioral expectations, school discipline plan, school procedures, and routines
- Survey results from faculty, staff, students, and families indicate the school is safe and orderly
- Classroom management plans for all teachers
- Limited number of incidents each month of students not following rules and procedures
- Posters across the school that communicate specific rules and procedures expected within the school
- Monthly discipline data reports used to monitor trends by time of day and time of year

determine what adjustments to make if needed
- School leadership team develops and implements schedules to reflect time for intervention and effective use of teacher time, including time for teacher collaboration, professional learning, and review of student data (e.g., AL-MTSS Master Schedule Reflection Tool found on page 81 of PST Guidance Manual)
- Use school social worker and guidance counselor to provide support for physical and emotional safety
- Develop a plan for safety during outside events, sporting events, student performances, and graduation to include personal and weather safety

Example Evidence of Growth:
- Survey results from staff indicate they have input on optimizing school routines, procedures, and schedules
- Student focus group notes about school safety experiences and issues that need to be addressed

action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Support and monitor the development of and implementation of PBIS and building discipline plans
- Support communication with families and the community around PBIS and discipline plan implementation
- Create a principal and central office team to manage schedules together

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan
Appendix D9: Create a Classroom Environment of High Expectations

Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.

c) Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.

What do I need to know?	What do I need to do?
- Teacher and staff evaluations - Alabama Core Teaching Standards (ACTS) - Alabama Teacher Growth Program (ATGP) - Alabama Teacher Mentoring Program (ATMP)	- Continuously monitor teachers' ability to support the implementation of the Alabama Core Teaching Standards (ACTS) and improve instructional practices - When hiring, carefully consider information about applicants that indicates effectiveness (e.g., teacher qualifications, past impact on student achievement, classroom observation ratings) - When placing, equitably place teachers within the school (e.g., match high-performing teachers to low-performing students) - Provide new teachers with a formal, systematic induction program designed to transition novice teachers into the teaching profession by providing continuous support and professional learning - Retain diverse and effective staff by fostering relationships, building trust, and focusing on their growth - Strategically counsel out staff who are poor fits for the school's vision and goals; use administrative procedures to remove ineffective staff

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently…*	A **transformational** leader *exceeds* by…
The need to recruit, hire, and place staff with a goal of ensuring that students have access to effective educators.	Recruit, hire, and place staff with a goal of ensuring that students have access to effective educators.	Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.	Engaging staff in the process of recruiting, hiring, placing, inducting, developing, and retaining a diverse and effective staff representative of the student population with a goal of ensuring students from all backgrounds have access to effective educators to positively impact student growth and achievement.

How will I get there?

Moving from an **Emerging** to a **Developing** Leader	Moving from a **Developing** to an **Effective** Leader	Moving from an **Effective** to a **Transformational** Leader	Sustaining **Transformational** Leadership
Focus on *awareness* and *application*	Focus on *intentionality* and *consistency*	Focus on *shared leadership* and *capacity building*	Focus on *sustainability*

Example Strategies:

- Review and implement example interview questions and selection activities (e.g., Competency-Aligned Interview Questions and Activities)
- Review and implement example positive marketing strategies and materials to disseminate in the community, local universities, and social media to encourage desire for teacher recruits to apply for openings (e.g., How to Market Your School and Cultivate Candidates, Recommendations for Updating Recruitment Messaging, Using Social Media to Support Teacher Recruitment)
- Place personnel to meet school needs
- Seek guidance on how to lead difficult conversations during the dismissal process when staff are non-renewed or released

Example Evidence of Growth:

- Interview questions and selection activities
- Positive marketing materials (e.g., written school pitch, social media posts)

Example Strategies:

- Develop and implement a personnel placement plan to ensure that all students have access to effective educators
- Develop and implement an induction plan for new hires (e.g., ALSDE Preparing Relief Educators Program (PREP) presentations and recordings, New Teacher Onboarding and Cultivation Guide)
- Support all teachers' awareness and understanding of the Alabama Core Teaching Standards (e.g., professional learning, teacher evaluation feedback)
- Develop a schoolwide professional learning plan aligned with the school's vision for teaching and learning
- Implement a protocol to determine how to grow, non-renew, or release staff in alignment with the school vision, Alabama Core Teaching Standards, and ethical standards

Example Evidence of Growth:

- Schoolwide professional learning plan for the year
- Teacher turnover is limited
- Induction program documentation for new hires (e.g., meeting schedule, minutes, materials)
- Written action plans for staff with poor evaluations; documentation of adherence to the action plan and change (if any) in performance

Example Strategies:

- School leadership team participates in the hiring process
- Build relationships with local colleges and university teacher preparation departments
- Request potential employees to substitute in class to understand student and school culture as part of the hiring process
- School leadership team examines, at least once a semester, teacher and leader role descriptions and commitments so that responsibilities can be equitably distributed
- Implement exit interviews to review reasons staff may decide to leave their positions and adjust accordingly

Example Evidence of Growth:

- Documentation of staff's time commitment analysis and resulting recommendations for responsibility redistribution
- Review interview questions regularly to add/change/delete questions to fit the need of the school

Example Considerations for Continued Growth and Impact:

- Network at local, state, and national conferences to identify potential staff with specialized talent
- Build leadership qualities within diverse staff through professional learning and real-time opportunities for leadership
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity

- Support the development of a consistent protocol to utilize in the hiring, placement, and induction process
- Support the dismissal process when staff are non-renewed or released

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan

Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.

d) Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.

What do I need to know?	What do I need to do?
• Alabama Code of Ethics • Alabama Core Teaching Standards (ACTS)	• Model, establish, and clearly communicate guidelines within the Alabama Code of Ethics • Clearly communicate school procedures, processes, and expectations that foster a safe and productive school community

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to communicate guidelines and procedures in alignment with the state's code of ethics for educators.	• Communicate expectations, guidelines, and procedures in alignment with the state's code of ethics for educators.	• Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.	• Engaging teacher and staff leaders to model and communicate high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Read and understand the Alabama Code of Ethics • Provide training to staff on the Alabama Code of Ethics and district educator ethics (if applicable) (ALSDE Annual Training Reference Guide, ALSDE Educator Ethics Training Materials) **Example Evidence of Growth:** • Documentation of training on Alabama Code of Ethics and district educator ethics (if applicable) (sign-in sheets listing	Focus on *intentionality* and *consistency* **Example Strategies:** • Reflect on personal leadership practices and whether they align with the Alabama Code of Ethics and district educator ethics • Develop a communication plan for sharing expectations, guidelines, and procedures* • Embed components of the Alabama Code of Ethics and district educator ethics (if applicable) into guidelines and systems to foster high expectations and clear guidelines	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Teacher leaders model and support colleagues in creating a classroom environment of high expectations* • School leadership team provides clear written expectations for teachers and leaders in terms of roles, effort, and expected outcomes aligned with Alabama Code of Ethics and district educator ethics (if applicable) • Hire staff and faculty to uphold the standards, mission, and vision of the school	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Publish district expectation documents to share locally and statewide, aligned to state ethics • Create explicit training on setting high expectations, guidelines, and procedures in collaboration with the district leadership team • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate

signatures of school personnel, dates, name of the training, and location)	**Example Evidence of Growth:** • Communication plan for sharing expectations, guidelines, and procedure aligned with Alabama Code of Ethics and district educator ethics (if applicable)	**Example Evidence of Growth:** • Written expectations for teachers and leaders in terms of roles, effort, and expected outcomes aligned with Alabama Code of Ethics and district educator ethics (if applicable)	action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
• Monitor, adjust, and ensure administrators have understanding of the application of the Alabama Code of Ethics into systems and practices on a daily basis

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan
Appendix D9: Create a Classroom Environment of High Expectations

Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.

e) Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.

What do I need to know?	What do I need to do?
- High-quality professional learning - Alabama Standards for Professional Learning - Alabama Coaching Framework - Alabama Teacher Growth Program - Intervention - Mentoring - Coaching - Effective feedback for school-based academic coaches - Coaching cycle norms and processes - Teacher and staff professional learning plans	- Support evidence-based practices of high-quality professional learning - Provide effective feedback, coaching, and management of school-based academic coaches in meeting the school's vision of teaching and learning and supporting quality professional learning for teachers - Support norms for participation and collaboration in coaching cycles - Provide personalized professional learning linked to what is observed in the classroom and their professional learning plans - Intervene and support teachers and staff members who are not meeting their growth goals or adequately impacting student achievement

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
The need for the development of teachers' and staff members' professional knowledge, skills, and practice for learning and growth.	Guide the development of teachers' and staff members' professional knowledge, skills, and practice for learning and growth.	- Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth. - Partners with teachers to develop, implement, and assess professional learning plans.	- Empowering teacher and staff leaders to utilize data to inform the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth. - Building capacity of teacher leaders to develop, implement, and assess professional learning plans aligned with broader school goals and priorities.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application*	Focus on *intentionality* and *consistency*	Focus on *shared leadership* and *capacity building*	Focus on *sustainability*

Example Strategies:
- Ask teachers to connect professional learning requests to the schoolwide vision for teaching and learning
- Develop an understanding of the Alabama Coaching Framework
- Help teachers and staff draft their professional learning plans (e.g., ATGP Manual)
- Communicate professional learning opportunities provided by the ALSDE and Alabama Regional Inservice Centers (RICs)

Example Evidence of Growth:
- Calendars, attendance records, and materials for professional learning
- Professional learning plans for individual teachers and staff members

Example Strategies:
- Target professional learning opportunities to meet the individual needs and personal growth goals of teachers and staff
- Monitor and provide feedback on teacher and staff professional learning plans
- Work with coaches to develop instructional coaching support schedules and debriefs
- Implement the Alabama Coaching Framework to improve leadership practices, quality of instruction, and supports for all students
- Work with district or state coaches to create coaching strategies
- Use a tool to support and provide feedback to instructional coaches by increasing intentional coaching, eliminating the knowing and doing gap, and simplify student-centered coaching practices (e.g., ARI Student-Centered Coaching Guide)

Example Evidence of Growth:
- Record of feedback on implementation of teacher and staff professional learning plans (e.g., meeting notes, completed post-lesson conference protocols)
- Coaching cycle dates, notes, logs
- Teacher and staff survey results indicate satisfaction with professional learning experiences

Example Strategies:
- Meet with school leadership team at least quarterly to review data to inform professional learning opportunities for teachers and make recommendations in rapid response to identified needs, as aligned with the school's improvement priorities
- School leadership team engages in learning opportunities with teachers to learn together and reflect on professional practice (e.g., coaching, mentoring, observation)
- School leadership team seeks out, and provides access to, professional learning opportunities that are differentiated, purposeful, effective, and high-quality to benefit faculty both individually and collectively
- Identify national coaching experts to learn effective coaching and mentoring techniques that are supportive, not punitive

Example Evidence of Growth:
- Agendas and notes of meetings that analyzed the data and reports of professional learning recommendations
- Documentation of survey results from professional learning content and improved instructional practices in the related area

Example Considerations for Continued Growth and Impact:
- Study and emulate award-winning leaders in schools with teacher efficacy
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Support the development/implementation of formative evaluation systems for certified and noncertified employees

Example Strategies in the Appendix
Appendix D14: Support High-Quality Professional Learning

Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.

f) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

What do I need to know?	What do I need to do?
• Local, state, and federal laws, rights, policies, and regulations	• Know and comply with local, state, and federal laws, rights, policies, and regulations • Help the school community understand and comply with local, state, and federal laws, rights, policies, and regulations

Where am I now? Where do I want to be?

An **emerging** leader *understands…*	A **developing** leader *begins to…*	An **effective** leader *consistently…*	A **transformational** leader *exceeds* by…
• The need to comply with local, state, and federal laws, rights, policies, and regulations so as to promote student success.	• Know and comply with local, state, and federal laws, rights, policies, and regulations so as to promote student success.	• Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations that promote student success.	• Empowering teacher and staff leaders who exemplify, know, and comply with local, state, and federal laws, rights, policies, and regulations to sustain the school communities' knowledge and compliance to promote student success. • Actively participating and encouraging stakeholders to participate in the development and communication of state and local policies and regulations.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Know applicable local, state, and federal laws, rights, policies, and regulations (e.g., ESSA Identified Schools Accountability, IDEA, ALSDE SES Policies and Procedures, FERPA, Section 504, Alabama Numeracy Act, Alabama Literacy Act, ALSDE Compliance Monitoring, graduation	Focus on *intentionality* and *consistency* **Example Strategies:** • Develop and implement a communication plan to keep all staff, community, families, and partners up to date on the most current local, state, and federal laws, rules and policies* • Ensure data are reviewed and checked for accuracy when complying with data	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Encourage teachers to attend professional learning about local, state, and federal laws, rights, policies, and regulations and turnaround new learning to colleagues and school community • Host information sessions for stakeholders to explain local, state, and federal laws, rights, policies, and regulations	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Host or present at local, regional, or state-level law and policy sessions to help peers improve knowledge and compliance • Lead a network of peers when new laws or policies are enacted to align implementation practices across schools and districts

requirements, test security, school enrollment, school board policy)
- Know data reporting requirements and procedures (e.g., ALSDE Data Code Manual, AIM/Education Directory)

Example Evidence of Growth:
- Compliance records (e.g., IEP meeting notes, 504 plans, Student Reading Improvement Plans, Alabama Literacy Act reporting requirements, Alabama Numeracy Act reporting requirements, School Test Security Plan, high school transcript audits)

reporting requirements (e.g., graduation rate, attendance, SIR)

Example Evidence of Growth:
- Communication plan to keep all staff, community, families, and partners up to date on the most

- Communicate resources with stakeholders (e.g., ARI Family and Community Involvement Resources, OMI Family Guidance flyer, ALSDE assessment parent resources, EL Family Toolkit) multiple times and in different ways (e.g., school website, social media, school newsletter)

Example Evidence of Growth:
- Documentation of stakeholder events (e.g., flyer, attendance records) and communications (e.g., school website, social media, school newsletter)

- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Develop and implement a communication system to keep administrators up to date on the most current local, state, and federal laws, rules, and policies (e.g., ALSDE memos)

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan
Appendix D16: Understand School Law

Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.

g) Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.

What do I need to know?	What do I need to do?
• Fiscal resources (budget) • Non-fiscal resources (e.g., materials and supplies, time, social capital through relationships and networks, human capital, skills, knowledge)	• Know and implement effective financial planning and practices • Comply with federal, state, and local financial laws, regulations, and procedures • Optimize how resources are used or allocated to support school goals and priorities • Strategically manage non-fiscal resources (e.g., time, social capital) to support school goals and priorities

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to manage and utilize fiscal and non-fiscal resources.	• Manage, allocate, align, and utilize fiscal and non-fiscal resources.	• Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.	• Collectively identifying school goals and priorities with teachers and staff leaders to strategically and intentionally manage, allocate, align, and efficiently utilize fiscal and non-fiscal resources responsibly.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Utilize tools to manage time, responsibilities, deadlines, and expectations (e.g., OSI Principal Calendar Checklist, OSI Principal Calendar Checklist Explanation Video, PowerSchool SIS Calendar, ARI Structure Generates Behavior) • Learn how other principals strategically manage resources and processes (e.g., The Wallace Foundation Principal Practices	Focus on *intentionality* and *consistency* **Example Strategies:** • Develop a yearly budget in alignment with vision for teaching and learning and sound business practices • Identify and procure resources and professional learning experiences in alignment with identified needs • Regularly review resource needs and distribution alignment to goals and data **Example Evidence of Growth:** • Yearly budget	Focus on *shared leadership* and *capacity building* **Example Strategies:** • School leadership team conducts a comprehensive needs assessment on instructional practices and school climate to identify gaps between student outcome data and the quality of support by school site • Strategically manage resources beyond funding (e.g., staff talent and expertise, staff time, student learning time, technology, outside services offered by community partners) in collaboration with	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Share best practices in resource procurement and allocation in professional networks • Maintain a fiscal wish list in the event of additional funding becoming available • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate

Video Series: Managing People, Data, and Processes to Foster School Improvement)
- Understand and adhere to financial compliance (e.g., ALSDE Financial Procedures for Local Schools Manual, Code of Alabama, Section 16-1-8.1 - Classroom Instructional Support, ALSDE Federal Programs Handbook, ALSDE Federal Programs Allowable Uses of Federal Funds)
- Participate in professional learning opportunities regarding school finance (e.g., AASBO events, Edunomics Lab modules)

Example Evidence of Growth:
- Checklist of responsibilities and deadlines

- Written report that shows school budget alignment with goals and priorities

teacher leaders to support school improvement efforts (e.g., Resource Allocation Strategies to Support the Four Domains for Rapid School Improvement)
- Adjust personnel needs based on data and teacher feedback
- Secure streams of renewable funding through business partnerships

Example Evidence of Growth:
- Comprehensive needs assessment results
- Co-created document outlining non-fiscal resources and recommendations for changes if needed

action accordingly (e.g., strengthen processes, implement new processes)

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Support the procurement of resources and professional learning experiences in relation to the identified needs
- Provide resources, professional learning, and support for school finance (e.g., local school finance policies and procedures manual, bookkeeping guidelines and procedures manual, bookkeeper interview protocol, budget committee protocols and forms, budget planning documents and timelines)

Example Strategies in the Appendix
Appendix D17: Manage Fiscal Resources

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

a) Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.

What do I need to know?	What do I need to do?
- Student behavioral data (e.g., attendance, discipline) - Classroom observation data - Alabama Teacher Observation Tool (ATOT) - Professional Learning Communities (PLCs) - Problem-Solving Teams (PST) - Alabama Multi-Tiered System of Supports (AL-MTSS) framework	- Establish structures for grade level and/or content area professional learning communities (PLCs) to examine student behavioral data and improve tiered supports - Support PST in efforts to address barriers to optimal learning and growth for students by identifying problems that emerge and developing solutions to address them - Emphasize measurable goals, ongoing feedback, targeted intervention, progress monitoring, strategic decision making, and inspiring action based on data

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
The need for a student-centered learning environment.	Promote a student-centered learning environment and support.	Promotes a student-centered learning environment of high expectations and evidence-based strategies through a multi-tiered system of supports (MTSS).	Fostering a data-driven culture of student-centered learning environment of high expectations and evidence-based strategies through a multi-tiered system of supports (MTSS) that addresses the comprehensive and diverse needs of all students and families within the community.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** - Attend professional learning on AL-MTSS and ATOT - Know how to gather and use student behavioral data (e.g., attendance, discipline) - Know and understand relevant laws that pertain to disciplinary actions	Focus on *intentionality* and *consistency* **Example Strategies:** - Help teachers create a classroom environment of high expectations* - Communicate effectively with families about behavioral expectations* - Establish structures for grade level and/or content area PLCs to examine and improve	Focus on *shared leadership* and *capacity building* **Example Strategies:** School team meets monthly to use an early warning data system and protocol based on multiple sources of data (e.g., attendance, discipline) to identify specific students in need of support, remove barriers, and fulfill unmet needs of identified students	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** - Share practices and knowledge with professional networks, professional learning opportunities, and conferences - Attend professional learning on special populations with teachers and share ideas and strategies with district and school staff

- Provide teachers with professional learning on the ATOT
- Research and utilize information to support staff in student engagement and behavioral management best practices (e.g., Alabama Support Services, SES Behavior Resources)

Example Evidence of Growth:
- Professional learning attendance documentation (e.g., transcript)
- Records of behavioral data (e.g., attendance, discipline)
- Documentation of ATOT training for teachers (e.g., agenda, materials, attendance records)

Tier I behavioral supports and determine Tier II interventions*
- Implement schoolwide Positive Behavior Supports (PBS) to provide a proactive and preventative approach to behavior for all students
- Establish PSTs and meet regularly (e.g., once per month)
- Use ATOT observation data to improve the learning environment for all students

Example Evidence of Growth:
- Teacher classroom management plans and instructional plans designed to create a classroom environment of high expectations
- Communication plan
- PST documentation (e.g., meeting minutes, attendance records, parent notification letters)
- ATOT observation data for teachers reflect *Very Evident* or *Evident* scores

- School team meets periodically with representatives of community organizations to match students with appropriate services to fulfill their unmet needs
- Consistently and explicitly communicate definition of high expectations to teachers, students, and families
- Collect and develop an instructional virtual library of resources for teachers to address needs of all students

Example Evidence of Growth:
- Early warning data system and discussion notes
- Meeting minutes with community organizations and agencies to match students with appropriate services to fulfill their unmet needs

- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide support for planning and implementation of AL-MTSS
- Provide support for designing and implementing classroom and behavior management systems
- Provide support for communicating with families, across schools, and with the community in an efficient and effective way

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan
Appendix D9: Create a Classroom Environment of High Expectations
Appendix D15: Manage a Multi-Tiered System of Supports

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

b) Advocates for the welfare of all students.

What do I need to know?	What do I need to do?
• Student welfare and advocacy	• Understand and investigate local needs and context of the community • Collaborate with local agencies (e.g., social services) • Identify and analyze student data

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently…*	A **transformational** leader *exceeds* by…
• The need to advocate for students.	• Advocate for the welfare of students.	• Advocates for the welfare of all students.	• Empowering staff to become advocates for the welfare of all students and their families.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Work with support staff and agency partners (e.g., social worker, McKinney-Vento liaison, school counselor) to know students and their welfare • Seek out tools and resources to support the welfare of all students (e.g., National Center for Homeless Education Resources, Alabama Assistive Technology Resources, EL Newcomer Toolkit) **Example Evidence of Growth:** • Documentation of communications (e.g., emails, call logs, referral forms) with support staff and agency partners	Focus on *intentionality* and *consistency* **Example Strategies:** • Work with teachers, support staff, and agency partners (e.g., social worker, McKinney-Vento liaison, special education teacher, classroom teacher, school counselor) to know students and their needs and coordinate supports • Utilize local demographic data, qualitative observations, and resources to determine the needs of the students and families you serve **Example Evidence of Growth:** • Documentation of communications and coordinated supports (e.g., emails, call logs, referral forms) • List of community partners	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Engage others in the process of determining the needs of the local context, investigating strategies and resources (ALSDE Support Services), and addressing identified gaps and needs of those served • Bring in experts in safety, health care, and mental health care to present to staff and families • Develop and implement community and industry partnership agreements in alignment with student needs **Example Evidence of Growth:** • Discussion notes with stakeholder groups • Documentation of partnerships	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Notice and acknowledge when staff, stakeholders, and community partners proactively engage with the school when concerns arise and offer potential solutions • Have listening sessions with groups of students, families, and the community • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Foster positive relationships with community and industry partners to better serve students and families
- Support the acquisition and analysis of community data to help understand the local context and students and families served
- Provide support for communicating within and across schools as student needs arise

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

c) Establishes positive and supportive relationships with all students.

What do I need to know?	What do I need to do?
• Student relationships • Classroom observation data • Alabama Teacher Observation Tool (ATOT)	• Cultivate a positive school climate in which students feel safe, valued, supported, and that their individual effort will lead to achieving goals • Utilize a high-quality observation tool (e.g., ATOT) to analyze and act upon data regarding the learning environment

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to establish positive relationships with students.	• Establish positive and supportive relationships with some students.	• Establishes positive, safe and supportive relationships with all students.	• Empowering staff to establish safe, positive, and supportive relationships with all students and the majority of their families.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Learn how other principals create a positive school climate (e.g., Wallace Foundation's School Leadership in Action: Principal Practices video series episode) • Spend time in classrooms, at lunch in the cafeteria, at ball games and school functions to understand students and build relationships • Learn students' names (Getting Non-English Names Right) **Example Evidence of Growth:**	Focus on *intentionality* and *consistency* **Example Strategies:** • Conduct a needs assessment of the current school climate status (School Climate Surveys) and develop goals and school climate improvement plan based on results* • Be consistently active and visible in classrooms and in the school hallway • Greet students upon arrival and at dismissal • Talk with students about their learning data and personal goals	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Form student advisory groups to learn about their experiences at the school and allow opportunities for them to give input on some schoolwide decisions • Provide opportunities for staff to discuss effective communication strategies (e.g., informing students and families at the beginning of the year about procedures for asking for help, scheduling a conference, communicating questions or concerns; positive phone calls home or written communication when students perform or behave positively)	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Encourage teachers and students to share their stories of success and challenges through publications • Seek out local, state, and national opportunities for student leadership (e.g., camps, teen leadership programs, the Governor's Youth Leadership Forum) • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate

- Documentation of interactions with students in classrooms and at school functions (e.g., schedule, calendar of events attended)
- Provide teachers with professional learning on the ATOT

- Be approachable and accessible, providing time for positive student engagements while conducting daily responsibilities
- Accept students for who they are
- Know students by name and by need
- Productively manage conflict involving students*

Example Evidence of Growth:
- Survey results from students indicate they feel safe, supported, and welcomed by school administrators
- ATOT observation data for teachers reflect *Very Evident* or *Evident* scores
- Documentation of discussions with teachers (e.g., meeting minutes) about ATOT data trends and next steps for improvement

Example Evidence of Growth:
- Survey results from students indicate they have input on some schoolwide decisions
- List of staff-created communication strategies

action accordingly (e.g., strengthen processes, implement new processes)

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide district opportunities for students to present, perform, or demonstrate skills and talents
- Provide professional learning opportunities on using a high-quality observation tool (e.g., ATOT) to analyze and act upon data regarding the learning environment

Example Strategies in the Appendix
Appendix D10: Manage Conflict
Appendix D18: Develop the Professional Learning Plan (PLP) and Reflect on Progress

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

d) Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.

What do I need to know?	What do I need to do?
• Faculty and staff relationships	• Cultivate a positive school climate characterized by collaboration, engagement with data, organizational learning, trust, collective efficacy, information sharing, commitment to a shared vision, having an academic emphasis, feelings of safety and being valued • Create positive working conditions in which faculty and staff feel safe, valued, supported, and that their individual effort leads to achieving goals

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to develop and support productive working relationships among faculty and staff.	• Develop and support productive working relationships among faculty and staff.	• Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.	• Inspiring staff to celebrate successes and engage in the development, support, and resolution of challenges by fostering open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth, the improvement of practice, and positive school climate.

How will I get there?

Moving from an **Emerging** to a **Developing** Leader	Moving from a **Developing** to an **Effective** Leader	Moving from an **Effective** to a **Transformational** Leader	Sustaining **Transformational** Leadership
Focus on *awareness* and *application* **Example Strategies:** • Ask teachers about their hobbies and how they participate in their communities • Ask about family members • Inquire about professional goals • Provide time during meetings to have teachers share a personal or professional success from the week	Focus on *intentionality* and *consistency* **Example Strategies:** • Develop a communication plan for sharing information* • Conduct a needs assessment of the current school climate status (School Climate Surveys) and develop goals and school climate improvement plan based on results*	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Develop a communication plan for celebrating successes* • Promote, recognize, and celebrate academic achievements in school rituals and routines (e.g., morning announcements, awards assemblies, hallway and classroom wall displays)	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Notice and acknowledge when unprompted, staff are engaged in self-created learning activities (book studies, PLCs around a problem of practice, sharing practices, planning special celebrations, etc.) with approval and support from the leadership in alignment to the mission and

- Include teachers and staff in planning of meetings

Example Evidence of Growth:
- Meeting records (e.g., agendas, notes)

- Nurture teacher autonomy to try new evidence-based strategies and risk failure
- Create routines and structures that encourage collective action
- Demonstrate competence (e.g., being visible, helping faculty and staff solve problems), consistency (e.g., in observation feedback, in approach to discipline), and show respect and support
- Allocate and honor time for collaboration, coaching, and productive conversations
- Develop Professional Learning Community (PLC) processes around identified areas for improvement utilizing an effective protocol or process
- Recognize the accomplishments of support providers, teachers, and staff
- Be transparent in decision making
- Solicit teacher and staff input and concerns
- Provide resources equitably

Example Evidence of Growth:
- Communication plan
- Survey results from faculty and staff indicate there is a strong school climate
- Project meeting minutes indicate collaboration with faculty and staff
- Low teacher turnover rates

- Survey faculty and staff about their preferred/disliked method (public versus private praise) for being celebrated and acknowledged (e.g., newsletter shoutout, social media, announcements, meetings)
- Acknowledge and celebrate faculty and staff members' accomplishments and professional growth based on their individual preferences
- Handwrite 1-2 personalized notes of encouragement/appreciation to individual faculty and staff each week and mail to home address

Example Evidence of Growth:
- Written communication plan for celebrating growth and success
- Descriptions of achievements posted on the school website, social media, etc.
- Wall displays of celebrations
- Written document that explicitly outlines how individual and school accomplishments have been formally recognized

vision and impacting the school climate in a positive way
- Promote teacher recognition through social media, newspaper articles, and at community meetings
- Submit teacher applications for state and national awards
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide support for development (or adoption) of a needs assessment, the analysis of that needs assessment, and the actions taken to improve the outcomes of the identified needs

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan
Appendix D18: Develop the Professional Learning Plan (PLP) and Reflect on Progress

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

e) Ensures a collaborative culture of professionalism and respect among staff.

What do I need to know?	What do I need to do?
• Staff professionalism and respect	• Model collaboration, professionalism, and respect • Solicit feedback regarding the culture of professionalism and respect among staff • Address staff members who do not demonstrate professionalism and respect

Where am I now? Where do I want to be?

An **emerging** leader *understands…*	A **developing** leader *begins to…*	An **effective** leader *consistently…*	A **transformational** leader *exceeds* by…
• The need for a culture of respect among staff.	• Ensure a culture of professionalism and respect among staff.	• Facilitates collaboration across department and grade-level teams to ensure a collaborative culture of professionalism and respect among staff.	• Empowering teams to co-establish a collaborative culture of professionalism and respect among staff by providing and protecting time for collaboration between staff across department and grade-level teams.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies:** • Conduct check-ins with staff to informally measure collaboration • Provide staff with descriptions, characteristics, and examples of a collaborative culture of professionalism and respect • Solicit feedback from staff • Communicate expectations and standards of professionalism in teaching **Example Evidence of Growth:**	Focus on *intentionality* and *consistency* **Example Strategies:** • Provide opportunities for staff to observe schools with a collaborative culture • Provide opportunities for collaborative team meetings (e.g., vertical planning) • Utilize effective protocols to engage in or mediate critical conversations • Privately and directly address staff who do not demonstrate professionalism and respect (e.g., providing lesson plans when absent, following dress code policies, being on time, attending planned meetings,	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Co-develop a common understanding of collaboration, professionalism, and respect • Recognize individuals and groups for demonstrating collaboration, professionalism, and respect • Allocate and honor time in master schedule for collaboration • Teachers receive professional learning in expectations and procedures for Professional Learning Communities (PLCs) **Example Evidence of Growth:**	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Develop deep knowledge of staff to identify areas to connect them with others (e.g., unofficial mentor, thought partner, confidant) • Assist staff in understanding and accepting the needs and differences of all teachers • Collect and continuously monitor data and evidence of transformational leadership practices for potential problems and take immediate action accordingly (e.g.,

- Check-in and feedback notes
- Information provided to staff on collaborative cultures (e.g., characteristics of collaborative school cultures)

appropriate tone and demeanor with colleagues) *

Example Evidence of Growth:
- Documentation of collaborative team meetings (e.g., discussion notes, attendance record)
- Protocols for engaging in critical conversations
- Documentation of addressing incidents of unprofessionalism or lack of respect with staff (e.g., incident log, meeting notes)

- Written document that explicitly outlines how individuals or teams demonstrating collaboration, professionalism, and respect have been formally recognized
- Schedules reflect time for collaboration

strengthen processes, implement new processes)

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide support for scheduling and coverage to provide time for collaboration
- Provide opportunities for staff to collaborate with peers at different schools within the district
- Provide support on how to engage in critical conversations

Example Strategies in the Appendix
Appendix D10: Manage Conflict

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

f) Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.

What do I need to know?	What do I need to do?
• Teacher and staff leadership	• Build, support, and sustain leadership opportunities for accomplished teachers and staff to broaden their positive impact • Ensure opportunities for teachers and staff to provide input

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to cultivate leadership in others by entrusting teachers and staff to meet the needs of students.	• Cultivate leadership in others by entrusting teachers and staff to meet the needs of some students.	• Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.	• Creating leadership opportunities for teachers and staff to establish and sustain collective responsibility for meeting the comprehensive needs of each student. • Empowering faculty and staff to lead specific data-driven teams to meet the needs of identified areas for improvement.

How will I get there?

Moving from an **Emerging** to a **Developing** Leader	Moving from a **Developing** to an **Effective** Leader	Moving from an **Effective** to a **Transformational** Leader	Sustaining **Transformational** Leadership
Focus on *awareness* and *application* **Example Strategies:** • Learn how other principals cultivate leadership in others (e.g., Wallace Foundation's School Leadership in Action: Principal Practices video series episode) • Develop awareness of the expertise, needs, and personalities of teachers and staff • Delegate responsibilities based on observation of teacher and staff strengths	Focus on *intentionality* and *consistency* **Example Strategies:** • Ask for input on schoolwide decisions • Establish a school leadership team* • Include faculty and staff on vision, mission, and school improvement committees* • Ask teachers to identify and participate in meaningful professional learning opportunities based on needs of the students	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Mentor and coach teachers and staff to enhance their personal and professional competence • Provide leadership opportunities to teachers and staff based on their individual expertise and personalities (e.g., facilitating professional learning opportunities to peers)	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Provide opportunities for teacher leaders to collaborate and network with teacher leaders at other schools • Use the experiences of other administrators and superintendents to determine topics for school leadership groups

- Investigate strategies to build and support leadership opportunities (e.g., Teacher Leadership Toolkit)

Example Evidence of Growth:
- Personal notes of teacher and staff expertise and strengths

- Empower teachers by providing timely access to data on their students
- Trust teachers who positively impact student achievement to meet the needs of the students

Example Evidence of Growth:
- Survey results from teachers and staff indicate they can provide input for schoolwide decisions
- List of teacher- and staff-selected professional learning
- Schedule for data availability and accessibility (e.g., date when data are available, date when data are shared with teachers)

- Communicate trends in teacher and staff input on schoolwide decisions and be transparent about the decision-making process after reviewing input
- Create a program for aspiring leaders and invite other administrators and teachers to be part of the learning
- Provide guidance and direction for faculty and staff to access and analyze timely student data

Example Evidence of Growth:
- Documentation of mentoring/coaching (e.g., discussion logs)
- Documentation of teacher and staff leadership opportunities
- Documentation of teacher-led data discussions (e.g., meeting notes, attendance records)

- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Support school administrators on record keeping of staff capabilities and expertise
- Support school administrators in delegation and shared decision-making practices

Example Strategies in the Appendix
Appendix D2: Create a Vision
Appendix D3: Create a Mission
Appendix D4: Establish a School Leadership Team

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

g) Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.

What do I need to know?	What do I need to do?
• Family relationships • Family structures, dynamics, and backgrounds	• Cultivate a positive school climate in which families feel welcome and that the school is a partner in supporting their child's success • Create opportunities for families to provide input and be involved • Connect families to school resources • Understand diverse family structures, dynamics, and backgrounds

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to build positive, collaborative, and productive relationships with families.	• Build positive, collaborative, and productive relationships with families for the benefit of some students.	• Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.	• Engaging with families through positive, impactful, collaborative, and productive relationships with families and community-industry-service partnerships for the benefit of all students based on identified needs.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies**: • Comply with parent notification requirements from local, state, and federal laws, policies, and regulations (e.g., Title I parent notification letters, consent for special education services, student progress during PST process) • Host an Open House event at the beginning of the year	Focus on *intentionality* and *consistency* **Example Strategies:** • Develop a communication plan to keep families informed of school activities, events, and resources* • Conduct a needs assessment of the current school climate status (School Climate Surveys) and develop goals and school climate improvement plan based on results*	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Send personalized invitations to families (e.g., notes home, phone calls, emails) • Provide opportunities for families to engage in the school, including serving in positions of leadership • Reach out to parents who did not show up an Open House to check in with them and their children	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Develop, support, and monitor the positive impact of a family relations advisory committee and their suggestions • Attend community and civic meetings as a listening participant or presenter to address current needs of families • Collect data and evidence of transformational leadership practices

- Allow kindergarten and new students to have time in the building before school starts
- Ask teachers to correspond with families before the school year begins and allow time to make phone calls during planning throughout the year
- Take new families on a tour of the building
- Take time to identify multiple students from the same family

Example Evidence of Growth:
- Documentation of meeting parent notification requirements from local, state, and federal laws, policies, and regulations (e.g., notification letters, meeting minutes)
- Open House event attendance records (e.g., sign-in sheet)
- Teacher contact logs

- Share ways families can support student learning at home such as monitoring student progress (e.g., ARI Family Involvement Resources; OMI Family Involvement Resources; AMSTI Math, Science, Digital Literacy and Computer Science Family Resources)
- Reach out to parents asking about their preferred type of communication (e.g., email, text, phone call, flyers)
- Host different types of opportunities at different times of the day for families (e.g., morning coffee hour, math group for dads)
- Provide interpretation and translation services for meaningful communication with EL parents (e.g., MasterWord, TransAct)
- Productively manage conflict involving families*

Example Evidence of Growth:
- School communication plan
- Materials for families to use at home
- Agendas and schedules for events that include families and students
- Survey results from families indicate they feel welcome, have input on some schoolwide decisions, and have opportunities to be involved

- Prioritize the voice of families in decision making for community events such as Back to School night
- Solicit family input and concerns
- Visit locations in the community that families gather (e.g., churches, community and sporting events)
- Establish an advisory team of staff, parents, and community partners to make recommendations for building and sustaining school-home relationships to advance academic success
- Engage families in the process of formulating educational goals for their child and using data sources to track progress toward meeting goals
- Provide additional guidance to families on educational opportunities for students (AP classes, FAFSA, CCR)

Example Evidence of Growth:
- Family relations advisory committee documentation (e.g., meeting minutes)
- Survey results from families indicate they know their child's content mastery level, growth goals, and progress toward meeting goals

- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide example templates and materials to meet parent notification requirements from local, state, and federal laws, policies, and regulations (e.g., Title I parent notification letters, consent for special education services, student progress during PST process)
- Support the development of a comprehensive and coherent family communication plan

Example Strategies in the Appendix
Appendix D6: Develop a Communication Plan
Appendix D10: Manage Conflict
Appendix D18: Develop the Professional Learning Plan (PLP) and Reflect on Progress

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

h) Establishes a positive presence in the community to build productive partnerships to support the school's mission and vision.

What do I need to know?	What do I need to do?
- Community relationships - School mission - School vision	- Become familiar with the school community's values, priorities, needs, and norms - Serve as a highly visible community leader and advocate - Build awareness of the community context and adapt leadership practices for the unique community environment - Communicate the school's mission and vision with the school community

Where am I now? Where do I want to be?

An **emerging** leader *understands…*	A **developing** leader *begins to…*	An **effective** leader *consistently…*	A **transformational** leader *exceeds* by…
The need to establish a presence in the community to build partnerships.	Establish a presence in the community to communicate the school's mission and vision.	Establishes a positive presence in the community to build productive partnerships with stakeholders to support the school's mission and vision.	Maintaining a consistent, positive presence in the community that creates support for the school's mission and vision and builds productive partnerships that enhance the school's ability to serve the needs of all students.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies**: - Post the mission and vision statements to the school website - Determine student and staff needs that would benefit from a community partnership - Identify and create a list of potential community resources and partners (e.g., local businesses, nonprofits, associations, government agencies)	Focus on *intentionality* and *consistency* **Example Strategies:** - Develop a communication plan to keep the community informed of the school mission, vision, and related activities* - Include industry and community partners on vision, mission, and school improvement committees* - Visit potential partners in person to begin to build relationships; describe what the school hopes to gain from a potential	Focus on *shared leadership* and *capacity building* **Example Strategies:** - School leadership team annually releases to the community a report of its analysis of academic data and school climate survey results, including concrete actions it plans in response to the analysis - Ask industry or community experts to explain to instructors and students what it takes to succeed in their industry or the services that they provide	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** - Attend county commissioner meetings and speak to promote school and partnerships - Host Meet Our Elected Officials night for parents to discuss education issues with a focus on the school's mission and vision - Collect data and evidence of transformational leadership practices

Example Evidence of Growth:
- Link to most recent mission and vision statements posted to school website
- List of potential community resources and partners (e.g., local businesses, nonprofits, associations, government agencies)

partnership and listen to what the organization seeks in a school partner; develop a formal partnership agreement that describes mutual expectations
- Participate in community activities, meetings, and committees
- Join civic groups in school attendance area
- Provide educational tours or presentations of facilities, services, programs to community/industry partners
- Cultivate relationships in the community through stakeholder advisory groups, civic organizations, collaborating with leaders within the community (e.g., businesses, local government officials)

Example Evidence of Growth:
- Communication plan
- Documentation of communicating school mission, vision, and related activities (e.g., meetings notes)
- Documentation of community representation on school committees/advisory groups (e.g., meeting notes, attendance records)

- Engage in dialogue with industry experts about their suggestions for industry protocols and procedures simulated in the classroom
- Invite industry and community partners to school functions for the benefit of students (i.e., graduation, career summit, employment fairs)
- Develop worksite arrangements for students to engage in on-site learning experiences
- Identify corporations and businesses that provide scholarships and apprentice opportunities for students
- Evaluate the short, medium, and long-term outcomes of the partnership - Is the partnership meeting the student and staff needs previously identified?

Example Evidence of Growth:
- Public reports to the community
- Calendar of events involving community and industry partners
- Meeting notes with community and industry partners
- Written documentation of partnership evaluation regarding goals and outcomes

- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Foster positive relationships with community and industry partners to better serve students and families
- Acknowledge and support the involvement of school administrators in community improvement activities, meetings, and committees

Example Strategies in the Appendix
Appendix D2: Create a Vision
Appendix D3: Create a Mission
Appendix D6: Develop a Communication Plan

Standard 5. Innovative Leadership

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change.

a) Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.

What do I need to know?	What do I need to do?
• High-quality professional learning on evidence-based leadership practices to improve teaching and learning • Professional Learning Plan (PLP)	• Participate in high-quality professional learning experiences targeting leadership development • Apply new learning to improve teaching and learning and meet PLP goals

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to…*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for knowledge and skills for teaching and learning.	• Acquire knowledge and skills to improve teaching and learning.	• Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.	• Empowering staff to acquire and apply knowledge, skills, and evidence-based practices to improve teaching and learning. • Using data to identify successes/needs and seek out opportunities for themselves and their staff to replicate successes and grow knowledge to enhance their skills.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies** • Identify and participate in high-quality professional learning opportunities targeting leadership development to enhance knowledge on evidence-based practices and their implementation • Stay informed about current evidence-based approaches to school leadership and effective application of education research (e.g., Leaders Coaching Leaders Podcast)	Focus on *intentionality* and *consistency* **Example Strategies** • Draft and implement professional learning plan in alignment with the vision for teaching and learning and identified needs in the areas of academic growth, academic achievement, and school climate* • Apply professional learning and monitor the outcomes to improve academic growth, academic achievement, and school climate*	Focus on *shared leadership* and *capacity building* **Example Strategies** • Encourage staff to participate in professional learning experiences aligned with the school's vision for teaching and learning • Support staff in identifying evidence of student learning after applying new strategies and techniques, reflecting on what did/did not work, and determining what adjustments will be made if applicable	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Share professional learning on evidence-based practices used by teachers at state and national conferences • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

- Utilize technology for innovative learning opportunities

Example Evidence of Growth:
- Professional Learning Plan (e.g., APLDS Evaluation System)

Example Evidence of Growth:
- Professional Learning Plan (e.g., APLDS Evaluation System)

Example Evidence of Growth:
- Staff reflection notes
- Evidence of student learning after professional development

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Support the development of professional learning plans (PLPs) for school administrators
- Identify learning opportunities for building leaders in alignment with district and community needs

Example Strategies in the Appendix

Appendix D18: Develop the Professional Learning Plan (PLP) and Reflect on Progress

Standard 5. Innovative Leadership

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change.

b) Engages in a professional network of peers and mentors as a means for growth.

What do I need to know?	What do I need to do?
• Professional networks • Growth mindset	• Seek professional network opportunities (e.g., professional organization membership, professional learning experiences) • Identify mentors and regularly interact with them • Collaborate with peers about common challenges and potential solutions

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to engage in a professional network of peers.	• Attend events with a professional network of peers as a means for growth.	• Engages in a professional network of peers and mentors as a means for growth.	• Actively engaging in and leading contextually relevant professional networks of peers and mentors as a means for growth.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies** • Establish membership in professional networks • Participates in district, regional, and state leadership meetings and events • Stay informed about current research and best practices (e.g., read professional journals, attend professional conferences) **Example Evidence of Growth:** • List of professional organization memberships, publication subscriptions	Focus on *intentionality* and *consistency* **Example Strategies** • Establish a list of peers and mentors (and their expertise) to reach out to for advice when challenges arise or information is needed • Reflect on new learning from peers and mentors **Example Evidence of Growth:** • Journal reflections	Focus on *shared leadership* and *capacity building* **Example Strategies** • Work with network of peers to share successful practices and solve identified problems of practice • Present at professional conferences • Present with state agency staff on educational initiatives • Build relationships with college and universities to discuss and share the latest research with teachers, families, and community **Example Evidence of Growth:** • Presentation materials	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Run for leadership roles in professional associations • Write professional articles, books, blogs • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Examples of How School Administrator Supervisors Can Build Leadership Capacity

- Identify, establish, support mentors for school administrators
- Provide common time with peers within the district
- Support and provide coverage for school leaders to participate in professional networks

Standard 5. Innovative Leadership

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change.

c) Demonstrates a commitment to reflective practices and ongoing growth and development.

What do I need to know?	What do I need to do?
• Process for self-reflection, ongoing growth, and development • Professional Learning Plan (PLP)	• Identify school leadership strengths and areas in needs of improvement • Identify professional learning experiences consistent with growth plan • Apply new learning from professional learning experiences • Monitor progress toward meeting growth goals and evaluate effectiveness

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for ongoing growth and development.	• Demonstrate reflective practices and growth and development.	• Demonstrates a commitment to reflective practices and ongoing growth and development. • Monitors progress toward applying new learning to meet growth goals.	• Modeling a process for staff to reflect and adjust to improve practices. • Modeling progress toward meeting growth goals and evaluating the impact of their professional learning on their practice.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies** • Develop a professional learning plan (PLP) with goals aligned to identified needs* • Use a tool to guide reflection on current leadership practices and next steps (e.g., Alabama Principal Leadership Framework Continuums of Practice, ASCD Principal Leadership Development Framework) **Example Evidence of Growth:** • Professional Learning Plan (e.g., APLDS Evaluation System)	Focus on *intentionality* and *consistency* **Example Strategies** • Identify core values and beliefs to guide decisions and actions* • Build a schedule to consistently update a reflection journal in alignment with weekly/daily activities and their application to professional growth goals* • Keep a log of evidence that illustrates progress toward meeting school and professional growth goals (e.g., APLDS Evaluation System)	Focus on *shared leadership* and *capacity building* **Example Strategies** • Model reflective processes (e.g., PLP evidence, progress monitoring of goals, journaling) when discussing and providing feedback on teachers' professional learning plans • Lead a team in the monitoring of the schoolwide professional learning plan based on evidence attendance, application, and impact of new learning • Create a school leader reflection tool to share with colleagues	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Present locally, statewide, or nationally on successes and challenges according to professional growth plans and evidence • Include community members when determining problem-solving strategies for growth • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate

Example Evidence of Growth:
- Professional Learning Plan (e.g., APLDS Evaluation System)
- Journal reflections

Example Evidence of Growth:
- Documentation of feedback on teachers' PLP
- Documentation of schoolwide professional learning plan progress and evaluation

action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide a safe space for reflection and refinement of practices with school administrators
- Lead reflective conversations through questioning and paraphrasing
- Mentor school administrators throughout the professional growth process
- Monitor progress and provide feedback toward meeting professional growth goals

Example Strategies in the Appendix
Appendix D18: Develop the Professional Learning Plan (PLP) and Reflect on Progress

Standard 5. Innovative Leadership

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change.

d) Seeks and utilizes feedback to improve performance.

What do I need to know?	What do I need to do?
• Performance feedback • Professional Learning Plan (PLP)	• Seeks feedback to affirm or improve leadership skills

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to...*	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to use feedback to improve performance.	• Seek feedback to improve performance.	• Seeks and intentionally utilizes meaningful feedback to improve performance.	• Seeking and intentionally utilizing meaningful feedback from a broad array of stakeholders, including community, staff, students, peers, and mentors to improve performance.

How will I get there?

Moving from an *Emerging* to a *Developing* Leader	Moving from a *Developing* to an *Effective* Leader	Moving from an *Effective* to a *Transformational* Leader	Sustaining *Transformational* Leadership
Focus on *awareness* and *application* **Example Strategies** • Seeks feedback through stakeholder surveys **Example Evidence of Growth:** • Stakeholder survey results	Focus on *intentionality* and *consistency* **Example Strategies** • Seeks and acts upon feedback from multiple sources of perception data (e.g., surveys, focus groups, self-assessment tools) **Example Evidence of Growth:** • Documentation of analyzing multiple sources of perception data for patterns (e.g., surveys, focus groups, self-assessment tools) and action plan for next steps	Focus on *shared leadership* and *capacity building* **Example Strategies** • Establish and respond to two-way feedback communication loop with staff, peers, and mentors to identify needs, reflect on outcomes, and shift practices • Use feedback as a foundation for a personal Plan-Do-Study-Act plan **Example Evidence of Growth:** • Documentation of analyzing multiple sources of perception data for patterns (e.g., surveys, focus groups, self-assessment tools) from different stakeholders (e.g., community, staff, students, peers, mentors), action plan for	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Schedule one-on-one sessions with the superintendent and/or curriculum leadership to plan for self-improvement • Collect data and evidence of transformational leadership practices • Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

next steps, and reflection of changes in leadership practices

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Regularly provide feedback on performance and progress toward meeting goals
- Provide example tools and methods for gathering stakeholder feedback and analyzing results

Example Strategies in the Appendix
Appendix D18: Develop, Implement, and Evaluate a Professional Learning Plan (PLP)

Standard 5. Innovative Leadership

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change.

e) Maintains a focus on high priorities related to academic achievement and school climate.

What do I need to know?	What do I need to do?
• Academic achievement/growth goals • School climate goals • Professional Learning Plan (PLP)	• Develop a strong climate in which all individuals in the school can spend their time engaging in or supporting effective teaching and learning • Align school initiatives and processes with high priorities related to academic achievement and school climate • Relentlessly focus your time, energy, and resources to accomplishing academic achievement/growth and school climate goals

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to prioritize academic achievement and school climate.	• Focus on priorities related to academic achievement and school climate.	• Maintains a focus on high priorities related to academic achievement and school climate.	• Empowering teacher leaders to maintain a culture focused on high priorities related to identified areas to improve academic achievement and school climate. • Inspiring staff and students to focus on high priorities related to identified areas and make positive adjustments to improve academic achievement and school climate.

How will I get there?

Moving from an **Emerging** to a **Developing** Leader	Moving from a **Developing** to an **Effective** Leader	Moving from an **Effective** to a **Transformational** Leader	Sustaining **Transformational** Leadership
Focus on *awareness* and *application* **Example Strategies** • Learn best practice tips from professional organizations (e.g., *Learning Forward Learning Guide for The Principal Story*, *NAESP Take Control of Your Time*, *Time Management Tips Every K12 Leader Should Know*)	Focus on *intentionality* and *consistency* **Example Strategies** • Align meetings to school goals and explicitly communicate alignment with meeting attendees • Schedule daily work ahead of time to reflect what you want to accomplish for the day; not filling up the entire day,	Focus on *shared leadership* and *capacity building* **Example Strategies** • Develop a list of school personnel who can respond to situations (e.g., building technology, maintenance issue, discipline) when engaged in work related to school goals for achievement, growth, school climate	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Celebrate academic and personal success of students • Celebrate professional and personal success of teachers • Promote success of students and teachers publicly in the community

- Ask peers and mentors for best practice tips and tools for maintaining focus on school goals
- Ask for feedback from faculty and staff about whether school goals are prioritized; reflect and act upon feedback

Example Evidence of Growth:
- Documentation of feedback (e.g., surveys, discussion notes)

include work related to school goals and management work
- Print daily schedule for administrative support team each morning
- Use a tool to track actual time spent during the day
- Reflect on whether daily goals were met, changes in practices over time, and if practices have an impact on meeting school goals*
- Keep a running record of time spent with professional learning communities (PLCs) and instructionally focused interactions with teachers

Example Evidence of Growth:
- Documentation of meeting alignment with goals (e.g., agendas items with references to school goals, meeting minutes reflect discussion of goals)
- Daily schedules
- Completed time tracking tools
- Running records of interactions with others that relate to school goals

- Develop capacity of personnel on list to respond (e.g., training)
- Communicate notification process and list of responders with faculty and staff
- Identify other schools that have been effective and visit

Example Evidence of Growth:
- List of personnel and area of response

- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Note: Strategies with an asterisk (*) include a resource in the Appendix.

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Model the alignment of district meetings with the district strategic plan
- Ask about progress toward meeting school goals and interferences to prioritizing them

Example Strategies in the Appendix
Appendix D18: Develop the Professional Learning Plan (PLP) and Reflect on Progress

Standard 5. Innovative Leadership

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change.

f) Creates a culture of innovation that continuously examines strategies for improvement and adapts to change.

What do I need to know?	What do I need to do?
• Innovation • Adaptation to change • Alabama Continuous Improvement Plan (ACIP)	• Create a culture of innovation and improvement • Lead positive school change processes that drive improvement and align with the school's mission, vision, and ACIP • Stay informed and anticipate emerging trends • Determine the school community's readiness for change and plan accordingly • Develop and follow an implementation plan for managing complex change

Where am I now? Where do I want to be?

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for innovation.	• Encourage a culture of innovation that examines strategies for improvement.	• Creates a culture of innovation that continuously examines evidence-based strategies for improvement and adapts to change.	• Sustaining and providing time and support within a trusting environment to foster a culture of innovation that continuously examines data-informed, evidence-based strategies for improvement. • Adopting, adapting, or abandoning strategies in response to student outcomes to achieve success.

How will I get there?

Moving from an **Emerging** to a **Developing** Leader	Moving from a **Developing** to an **Effective** Leader	Moving from an **Effective** to a **Transformational** Leader	Sustaining **Transformational** Leadership
Focus on *awareness* and *application* **Example Strategies:** • Use a tool to self-reflect on your readiness to lead school change (e.g., Leader's Readiness Rubric) • Conduct a change readiness assessment prior to implementing a new evidence-based strategy or innovation (e.g.,	Focus on *intentionality* and *consistency* **Example Strategies:** • Conduct evaluation of current practices and determine what to adopt, adapt, or abandon based on evidence* • Act upon evaluation of current practices and recommendations for adopting, adapting, or abandoning strategies	Focus on *shared leadership* and *capacity building* **Example Strategies:** • Lead teachers and school teams through the process of seeking and pursuing special recognition programs (e.g., National Board Certification, Alabama Purple Star Schools Program, Marzano High Reliability Schools Certification)	Focus on *sustainability* **Example Considerations for Continued Growth and Impact:** • Align all improvement actions to the mission and vision statement, data, and research • Facilitate an Exploration Team made up of IT staff, support staff, and teachers to stay

[Assessment Tool for Successful Capacity-Building Services](#))
- Encourage staff to stay informed about current research and best practices (e.g., read professional journals, attend professional conferences)

Example Evidence of Growth:
- Completed tools for change readiness (e.g., self-reflection readiness rubric, school readiness assessment)

- Take inventory of needed resources for new initiatives and identify how to get missing resources
- Stay informed about future social trends (e.g., [census interactive maps](#)), technological trends (e.g., [new technology](#)), economic trends (e.g., [overview of the economic outlook](#)), political trends (e.g., [A+ Gist](#))

Example Evidence of Growth:
- ACIP end-of-year evaluation and preliminary plans for next year
- Next year's ACIP
- List of needed resources for new initiatives and inventory of current resources

- Conduct action research and engage in learning experiences to keep up to date on innovative and effective practices
- Support stakeholders (e.g., staff, students, families) in aligning changes with their core values and articulating how change will ultimately benefit students
- Facilitate a shared decision-making process to co-create a change vision, goals, and implementation plan
- Ensure the co-created implementation plans identify clear roles and responsibilities, tasks, timelines, and indicators of success that are aligned to the goals and fit the unique context of the school
- Ensure staff members have the capacity to carry out the new work and are given any needed supports (e.g., professional development, materials, resources)
- Know how to effectively leverage what the school already has when acquiring and allocating additional resources; consider competing initiatives

Example Evidence of Growth:
- Implementation plans
- Resources provided to support change initiative (e.g., professional development, materials)

informed about future innovative teaching and learning tools and strategies
- Collect data and evidence of transformational leadership practices
- Continuously monitor data and evidence for potential problems and take immediate action accordingly (e.g., strengthen processes, implement new processes)

Examples of How School Administrator Supervisors Can Build Leadership Capacity
- Provide support and feedback when changes are implemented
- Share evidence-based strategies for improvement
- Model the shared decision-making process to co-create a change vision, goals, and implementation plan for district initiatives

Example Strategies in the Appendix
[Appendix D7: Monitor, Adjust, Reflect, and Evaluate](#)

Alabama Principal Leadership Framework

Appendix

Appendix A: Self-Assessment Tool

The purpose of this self-assessment tool is to help school leaders reflect on their performance, skills, and goals. It allows for personal and professional growth by:

1. **Enhancing self-awareness**: Fosters greater understanding of your abilities, challenges, and potential.
2. **Identifying strengths and opportunities for growth**: Helps you recognize areas where you excel and where improvement is needed.
3. **Setting goals**: Encourages the creation of specific, measurable goals for future development.
4. **Tracking progress**: Provides a way to review past accomplishments and monitor ongoing growth.
5. **Facilitating feedback**: Encourages open dialogue with supervisors or peers for meaningful and actionable feedback.
6. **Improving performance**: Helps you take proactive steps in addressing areas that require improvement or further development.

Place a check in the box (Emerging, Developing, Effective, Transformational) that most closely represents your current level of knowledge and skill in that area. Broad definitions are below, and specific descriptors for each indicator can be found in Appendix B: Continuums of Practice.

- *Emerging Leader*: The school administrator has shown evidence of an understanding of the indicator.
- *Developing Leader*: The school administrator has shown evidence of beginning to demonstrate the indicator.
- *Effective Leader*: The school administrator has shown evidence of consistent progress in demonstrating the indicator.
- *Transformational Leader*: The school administrator has shown evidence of exceeding the expectations of the indicator.

Standard 1. Visionary Leadership	Emerging	Developing	Effective	Transformational
a) Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.				
b) Develops a shared understanding of and commitment to the vision and school improvement plan within the school and community.				
c) Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.				

Standard 2. Instructional Leadership	Emerging	Developing	Effective	Transformational
a) Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.				
b) Maintains high expectations for all staff and students, with a focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.				
c) Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.				
d) Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.				
e) Analyzes and acts upon multiple sources of student, school, and				

district-level data to improve learning for all students, with an emphasis on closing achievement gaps.				
f) Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.				

Standard 3. Managerial and Operational Leadership	Emerging	Developing	Effective	Transformational
a) Provides and oversees a functional, safe, and clean facility and campus.				
b) Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.				
c) Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.				
d) Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.				
e) Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.				
f) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.				
g) Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.				

Standard 4. Relational Leadership	Emerging	Developing	Effective	Transformational
a) Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.				
b) Advocates for the welfare of all students.				
c) Establishes positive and supportive relationships with all students.				
d) Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.				
e) Ensures a collaborative culture of professionalism and respect among staff.				
f) Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.				
g) Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.				
h) Establishes a positive presence in the community to build productive partnerships to support the school's mission and vision.				

Standard 5. Innovative Leadership	Emerging	Developing	Effective	Transformational
a) Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.				
b) Engages in a professional network of peers and mentors as a means for growth.				
c) Demonstrates a commitment to reflective practices and ongoing growth and development.				
d) Seeks and utilizes feedback to improve performance.				
e) Maintains a focus on high priorities related to academic achievement and school climate.				
f) Creates a culture of innovation that continuously examines strategies for improvement and adapts to change.				

Appendix B: Continuums of Practice

Standard 1. Visionary Leadership
Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student.

a) Collaboratively develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to obtain feedback from staff to inform the development of the shared vision for teaching and learning. • The need to adopt the previous school improvement plan or create one and seek feedback.	• Communicate with staff the need to establish a common language for discussing the vision for teaching and learning. • Understand the importance of collaborative revision or development of a clear, measurable, and shared vision and school improvement plan. • Use limited data or misaligned data to inform decision making or strategic planning.	• Engages and supports staff in establishing a common language for discussing the vision for teaching and learning. • Collaboratively revises or develops a clear, measurable, and shared vision and school improvement plan based on the needs of all students identified through multiple sources of data. • Uses multiple sources of targeted and aligned data to inform decision making and strategic planning.	• Engaging a group of stakeholders with relevant and diverse perspectives to collaboratively revise and develop a clear, measurable, and shared vision and school improvement plan. • Sharing and analyzing multiple sources of relevant qualitative and quantitative data with stakeholders to inform the development of both the vision and school improvement plan with a significant impact.

b) Develops a shared understanding of and commitment to the vision and school improvement plan within the school and community.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to communicate the vision and school improvement plan.	• Share the vision and school improvement plan. • Commit to the vision and school improvement plan.	• Fosters a shared understanding and commitment to a vision and school improvement plan developed with the school and community.	• Implementing a reciprocal communication approach to ensure all stakeholders have an understanding of the vision and school improvement plan. • Ensures there is a consistent and embedded process to encourage continuous commitment to the vision and school improvement evident within daily practices.

c) Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to monitor progress to meet goals. • The need to utilize data to inform decision making.	• Utilize relevant data to monitor progress toward meeting goals. • Interpret the meaning of data to inform decision making toward meeting goals. • Adjust actions as needed to address the continuous school improvement plan.	• Collects, analyzes, and interprets data to monitor progress toward meeting goals, makes adjustments as needed, and evaluates results for continuous school improvement.	• Engaging and leading others in the collection of relevant and accurate data aligned to meeting goals for continuous improvement. • Effectively leads others to analyze and interpret data to monitor progress toward achieving goals. • Adjust actions, resources, and staff as needed in response to data analysis. • Cultivates a culture that utilizes an evidence-based data inquiry process to inform school improvement practices.

Standard 2. Instructional Leadership

Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students.

a) Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to support staff in the implementation of a coherent system of curricula, instruction, and assessment. • The need to develop common academic vocabulary.	• Communicate with staff the need to implement a coherent system of curricula, instruction, and assessment aligned to state standards. • Communicate with staff the need for common academic vocabulary.	• Engages and supports staff to implement a coherent system of curricula, instruction, and assessments that is rigorous, relevant, and aligned to state standards. • Engages and supports staff in establishing common academic vocabulary in all content areas.	• Building the capacity of educators to implement a coherent system of curricula, instruction, and assessment that is in alignment with state standards and local context. • Leveraging teacher leaders and relevant resources to ensure rigorous instructional and assessment strategies are being implemented, which improve student outcomes.

b) Maintains high expectations for all staff and students, with a focus on the quality of instruction in their schools that emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to set expectations for staff around the quality of instruction. • The need to use a common vision and language for teaching and learning.	• Set, communicate, and maintain expectations for staff and students around the quality of instruction with considerations toward evidence-based strategies and the vision for teaching and learning. • Communicate with staff the need to use data from formative and summative student assessments and classroom observations to improve teaching and learning.	• Maintains and communicates high expectations for all staff and students, with a focus on the quality of instruction and schoolwide vision for teaching and learning. • Emphasizes evidenced-based strategies to improve teaching and learning as determined by formative and summative student assessment data and classroom observations.	• Building the capacity of staff to foster high expectations with peers and students around high-quality instruction. • Leveraging teacher leaders to maintain a culture centered around high-quality instructional materials and evidenced-based strategies to continuously improve teaching and learning. • Observing classrooms to actively provide feedback and allot time to develop, implement, and analyze assessments to inform instructional strategies and improve student outcomes.

c) Observes classroom instruction and provides meaningful and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for classroom observations and providing feedback.	• Observe classroom instruction and provide feedback. • Recognize evidence of student learning and its value to drive instructional improvement.	• Observes classroom instruction and provides relevant, meaningful, and timely feedback on teacher practice and evidence of student learning to drive instructional improvement.	• Building the capacity of teachers by providing relevant, meaningful, and timely feedback aligned to the content and context of the lesson to improve instructional practice. • Creating structures and opportunities for teachers to observe quality teaching from colleagues and learn effective teaching practices from each other to maximize their talents.

d) Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for teachers to analyze student data. • The need for assessment.	• Communicate with teachers regarding student performance data on formative and summative assessments.	• Works with teachers to analyze student performance data from formative and summative assessments and other measures to support student learning and provide helpful feedback to students.	• Empowering teachers and staff to work as teams to analyze student performance data from formative and summative assessments and provide feedback on their process which improves student learning. • Supporting teams to consider other measures like school climate, resource allocation, support personnel, and flexible scheduling which improve student outcomes.

e) Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to analyze multiple sources of student, school, and district-level data.	• Analyze multiple sources of student, school, and district-level data to improve learning for students.	• Analyzes and acts upon multiple sources of student, school, and district-level data to improve learning for all students, with an emphasis on closing achievement gaps.	• Empowering all staff in the analysis of multiple sources of student, school, and district-level data to celebrate success and identify challenges that need to be addressed to positively impact achievement gaps. • Building the capacity of all staff to improve learning for all students by developing plans to act upon school and community factors that need to be addressed to positively impact achievement gaps.

f) Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student learning.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to develop a culture of professional learning.	• Develop a culture of collaborative professional learning that leads to student learning.	• Develops a culture of ongoing, collaborative professional learning that builds collective efficacy and leads to student growth and achievement.	• Empowering staff to identify professional learning opportunities through collection of evidence and data from observations and requests in alignment with vision, standards, and identified needs to improve student learning. • Encouraging teacher leadership teams with multiple perspectives to identify professional learning needs to positively impact learning for all students.

Standard 3. Managerial and Operational Leadership

Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.

a) Provides and oversees a functional, safe, and clean facility and campus.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to oversee a functional, safe and clean facility and campus.	• Oversee a functional, safe, and clean facility and campus.	• Provides and oversees a functional, safe, and clean facility and campus.	• Empowering staff to implement and lead the provision and oversight of a functional, safe, and clean facility and campus.

b) Establishes routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for routines, procedures, and schedules for learning time and a safe and orderly environment.	• Establish and communicate routines, procedures, and schedules for learning time and to establish a safe and orderly environment.	• Establishes and communicates routines, procedures, and schedules to maximize learning time and maintain a safe and orderly learning environment.	• Empowering staff to co-establish and maintain routines, procedures, and schedules to maximize learning time and personnel to maintain a consistently safe and orderly learning environment.

c) Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to recruit, hire, and place staff with a goal of ensuring that students have access to effective educators.	• Recruit, hire, and place staff with a goal of ensuring that students have access to effective educators.	• Recruits, hires, places, inducts, develops, and retains a diverse and effective staff with a goal of ensuring that students from all backgrounds have access to effective educators.	• Engaging staff in the process of recruiting, hiring, placing, inducting, developing, and retaining a diverse and effective staff representative of the student population with a goal of ensuring students from all backgrounds have access to effective educators to positively impact student growth and achievement.

d) Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to communicate guidelines and procedures in alignment with the state's code of ethics for educators.	• Communicate expectations, guidelines, and procedures in alignment with the state's code of ethics for educators.	• Models and communicates high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.	• Engaging teacher and staff leaders to model and communicate high expectations, clear guidelines, and systematic procedures in alignment with the state's code of ethics for educators.

e) Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for the development of teachers' and staff members' professional knowledge, skills, and practice for learning and growth.	• Guide the development of teachers' and staff members' professional knowledge, skills, and practice for learning and growth.	• Guides the development of teachers' and staff members' professional knowledge, skills, and practice through intervention, coaching, and	• Empowering teacher and staff leaders to utilize data to inform the development of teachers' and staff members' professional knowledge,

| | | differentiated opportunities for learning and growth.
• Partners with teachers to develop, implement, and assess professional learning plans. | skills, and practice through intervention, coaching, and differentiated opportunities for learning and growth.
• Building capacity of teacher leaders to develop, implement, and assess professional learning plans aligned with broader school goals and priorities. |

f) Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to comply with local, state, and federal laws, rights, policies, and regulations so as to promote student success.	• Know and comply with local, state, and federal laws, rights, policies, and regulations so as to promote student success.	• Knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations that promote student success.	• Empowering teacher and staff leaders who exemplify, know, and comply with local, state, and federal laws, rights, policies, and regulations to sustain the school communities' knowledge and compliance to promote student success. • Actively participating and encouraging stakeholders to participate in the development and communication of state and local policies and regulations.

g) Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to manage and utilize fiscal and non-fiscal resources.	• Manage, allocate, align, and utilize fiscal and non-fiscal resources.	• Manages, allocates, aligns, and efficiently utilizes fiscal and non-fiscal resources to support school goals and priorities.	• Collectively identifying school goals and priorities with teachers and staff leaders to strategically and intentionally manage, allocate, align, and efficiently utilize fiscal and non-fiscal resources responsibly.

Standard 4. Relational Leadership

Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

a) Promotes a student-centered learning environment of high expectations and support that addresses the comprehensive and diverse needs of all students.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for a student-centered learning environment.	• Promote a student-centered learning environment and support.	• Promotes a student-centered learning environment of high expectations and evidence-based strategies through a multi-tiered system of supports (MTSS).	• Fostering a data-driven culture of student-centered learning environment of high expectations and evidence-based strategies through a multi-tiered system of supports (MTSS) that addresses the comprehensive and diverse needs of all students and families within the community.

b) Advocates for the welfare of all students.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to advocate for students.	• Advocate for the welfare of students.	• Advocates for the welfare of all students.	• Empowering staff to become advocates for the welfare of all students and their families.

c) Establishes positive and supportive relationships with all students.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to establish positive relationships with students.	• Establish positive and supportive relationships with some students.	• Establishes positive, safe, and supportive relationships with all students.	• Empowering staff to establish safe, positive, and supportive relationships with all students and the majority of their families.

d) Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to develop and support productive working relationships among faculty and staff.	• Develop and support productive working relationships among faculty and staff.	• Develops and supports open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth and the improvement of practice.	• Inspiring staff to celebrate successes and engage in the development, support, and resolution of challenges by fostering open, productive, caring, and trusting working relationships among faculty and staff to promote professional growth, the improvement of practice, and positive school climate.

e) Ensures a collaborative culture of professionalism and respect among staff.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for a culture of respect among staff.	• Ensure a culture of professionalism and respect among staff.	• Facilitates collaboration across department and grade-level teams to ensure a collaborative culture of	• Empowering teams to co-establish a collaborative culture of professionalism and respect among staff by providing and protecting

		professionalism and respect among staff.	time for collaboration between staff across department and grade level teams.

f) Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to cultivate leadership in others by entrusting teachers and staff to meet the needs of students.	• Cultivate leadership in others by entrusting teachers and staff to meet the needs of some students.	• Cultivates leadership in others by empowering and entrusting teachers and staff with collective responsibility for meeting the comprehensive needs of each student.	• Creating leadership opportunities for teachers and staff to establish and sustain collective responsibility for meeting the comprehensive needs of each student. • Empowering faculty and staff to lead specific data-driven teams to meet the needs of identified areas for improvement.

g) Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to build positive, collaborative, and productive relationships with families.	• Build positive, collaborative, and productive relationships with families for the benefit of some students.	• Builds and sustains positive, collaborative, and productive relationships with families for the benefit of all students.	• Engaging with families through positive, impactful, collaborative, and productive relationships with families and community-industry-service partnerships for the benefit of all students based on identified needs.

h) Establishes a positive presence in the community to build productive partnerships to support the school's mission and vision.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to establish a presence in the community to build partnerships.	• Establish a presence in the community to communicate the school's mission and vision.	• Establishes a positive presence in the community to build productive partnerships with stakeholders to support the school's mission and vision.	• Maintaining a consistent, positive presence in the community that creates support for the school's mission and vision and builds productive partnerships that enhance the school's ability to serve the needs of all students.

Standard 5. Innovative Leadership

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change.

a) Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for knowledge and skills for teaching and learning.	• Acquire knowledge and skills to improve teaching and learning.	• Acquires and applies knowledge, skills, and evidence-based practices to improve teaching and learning.	• Empowering staff to acquire and apply knowledge, skills, and evidence-based practices to improve teaching and learning. • Using data to identify successes/needs and seek out opportunities for themselves and their staff to replicate successes and grow knowledge to enhance their skills.

b) Engages in a professional network of peers and mentors as a means for growth.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to engage in a professional network of peers.	• Attend events with a professional network of peers as a means for growth.	• Engages in a professional network of peers and mentors as a means for growth.	• Actively engaging in and leading contextually relevant professional networks of peers and mentors as a means for growth.

c) Demonstrates a commitment to reflective practices and ongoing growth and development.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for ongoing growth and development.	• Demonstrate reflective practices and growth and development.	• Demonstrates a commitment to reflective practices and ongoing growth and development. • Monitors progress toward applying new learning to meet growth goals.	• Modeling a process for staff to reflect and adjust to improve practices. • Modeling progress toward meeting growth goals and evaluating the impact of their professional learning on their practice.

d) Seeks and utilizes feedback to improve performance.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to use feedback to improve performance.	• Seek feedback to improve performance.	• Seeks and intentionally utilizes meaningful feedback to improve performance.	• Seeking and intentionally utilizing meaningful feedback from a broad array of stakeholders, including community, staff, students, peers, and mentors to improve performance.

e) Maintains a focus on high priorities related to academic achievement and school climate.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need to prioritize academic achievement and school climate.	• Focus on priorities related to academic achievement and school climate.	• Maintains a focus on high priorities related to academic achievement and school climate.	• Empowering teacher leaders to maintain a culture focused on high priorities related to identified areas to improve academic achievement and school climate. • Inspiring staff and students to focus on high priorities related to identified areas and make positive adjustments to improve academic achievement and school climate.

f) Creates a culture of innovation that continuously examines strategies for improvement and adapts to change.

An **emerging** leader *understands*…	A **developing** leader *begins to*…	An **effective** leader *consistently*…	A **transformational** leader *exceeds* by…
• The need for innovation.	• Encourage a culture of innovation that examines strategies for improvement.	• Creates a culture of innovation that continuously examines evidence-based strategies for improvement and adapts to change.	• Sustaining and providing time and support within a trusting environment to foster a culture of innovation that continuously examines data-informed, evidence-based strategies for improvement. • Adopting, adapting, or abandoning strategies in response to student outcomes to achieve success.

Appendix C: List of Indicator Map Links

Standard 1. Visionary Leadership
Effective visionary leaders facilitate the development, articulation, implementation, and stewardship of a shared vision that guides the learning of every student.

- ALSDE Office of School Improvement (OSI) ACIP Resource Page
- ALSDE Office of School Improvement (OSI) ACIP Rubric
- Cognia MyJourney Improvement Platform
- Data Quality Campaign (DQC) Roadmap to a Principal's Data-Rich Year Infographic
- Data Quality Campaign (DQC) Roadmap to a Teacher's Data-Rich Year Infographic
- Data Quality Campaign (DQC) What is Student Data? Infographic
- The Wallace Foundation Principal Practices Video Series: Shaping a Vision of Academic Success for All Students

Standard 2. Instructional Leadership
Effective instructional leaders ensure intellectually rigorous and coherent systems of curricula, instruction, and assessment while facilitating productive collaboration and professional learning to drive growth and achievement for all students.

- Alabama Connecting Classrooms, Educators, & Students Statewide (ACCESS) Presentation
- Alabama Guidance for High-Quality Instruction and Assessment (HQIA) for English Learners
- Alabama Language Essentials for Teachers of Reading and Spelling (LETRS) Participant Information
- Alabama Learning Exchange (ALEX) website
- Alabama Learning Exchange (ALEX) companion website
- Alabama Math, Science, and Technology Initiative (AMSTI) Professional Learning Website
- Alabama Multi-Tiered System of Supports (AL-MTSS) Accommodations Manual
- Alabama Multi-Tiered System of Supports (AL-MTSS) Problem-Solving Team (PST) Guidance Manual
- Alabama PowerSchool Website
- Alabama Proficiency Scales
- Alabama Standards for Professional Learning
- Alabama Teacher Observation Tool (ATOT)
- ALSDE & ACT Rigorous and Relevant Instruction Workbook
- ALSDE Special Education Services (SES) Differentiated Instructional Guides (DIG) / Curriculum Guides
- Comprehensive Center Network (CCN) Educational Coherence Module and Tools
- Institute of Education Sciences (IES) Improving Instruction Through Professional Learning Communities
- The Wallace Foundation Principal Practices Video Series: Improving Instruction

Standard 3. Managerial and Operational Leadership
Effective managerial leaders strategically oversee school operations, staff, and resources to foster a safe and productive school community.

- Alabama Administrative Code (AAC) Section 290-4-2-.03 - Student Assessment - Test Security
- Alabama Association of School Business Officials (AASBO) Schedule of Events
- Alabama Coaching Framework
- Alabama Code of Ethics
- Alabama Core Teaching Standards (ACTS)
- Alabama Graduation Requirements
- Alabama Multi-Tiered System of Supports (AL-MTSS) Problem-Solving Team (PST) Guidance Manual
- Alabama Regional Inservice Centers (RICs) Website
- Alabama School Safety Laws
- Alabama Standards for Professional Learning
- Alabama Teacher Growth Program (ATGP) Manual
- Alabama Teacher Mentoring Program (ATMP) Handbook
- ALSDE AIM and Education Directory Help Guide
- ALSDE Alabama Reading Initiative (ARI) Family and Community Involvement Resources
- ALSDE Alabama Reading Initiative (ARI) Structure Creates Behavior Protocol
- ALSDE Alabama Reading Initiative (ARI) Student-Centered Coaching Guide

- ALSDE Alabama Reading Initiative (ARI) Website
- ALSDE Annual Training Reference Guide
- ALSDE Assessment Parent Resources
- ALDS & Auburn University Plain Language of Special Education
- ALSDE Compliance Monitoring Information
- ALSDE Data Code Manual
- ALSDE Educator Ethics Training Materials
- ALSDE Federal Programs Allowable Uses of Federal Funds
- ALSDE Federal Programs Handbook
- ALSDE Financial Procedures for Local Schools Manual
- ALSDE Memorandums
- ALSDE Office of Mathematics (OMI) Family Guidance Flyer
- ALSDE Office of Mathematics (OMI) Padlet
- ALSDE Office of School Improvement (OSI) ESSA Identified Schools Differentiated Support & Accountability Guide
- ALSDE Office of School Improvement (OSI) Principal Calendar Checklist
- ALSDE Office of School Improvement (OSI) Principal Calendar Checklist Explanation Video
- ALSDE Positive Behavior Interventions and Supports (PBIS) Guidebook
- ALSDE PowerSchool Student Information Systems (SIS) Calendar
- ALSDE Preparing Relief Educators Program (PREP) Presentations/Recordings
- ALSDE Schedule Session Presentation
- ALSDE School Security Act Inspection Rubric
- ALSDE Special Education Services (SES) Resources
- Code of Alabama, Section 16-1-8.1 - Classroom Instructional Support
- Georgetown University Edunomics Lab Modules
- National Clearinghouse for English Language Acquisition (NCELA) English Learner Family Toolkit
- The Wallace Foundation Principal Practices Video Series: Managing People, Data, and Processes to Foster School Improvement
- TNTP Competency-Aligned Interview Questions and Activities
- TNTP How to Market Your School and Cultivate Candidates
- TNTP New Teacher Onboarding and Cultivation Guide
- TNTP Recommendations for Updating Recruitment Messaging
- TNTP Using Social Media to Support Teacher Recruitment
- U.S. Department of Education FERPA 101 For Educational Agencies Training
- U.S. Department of Education Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools
- WestEd Center on School Turnaround (CSTI) Resource Allocation Strategies to Support the Four Domains for Rapid School Improvement

Standard 4. Relational Leadership
Effective relational leaders cultivate a welcoming, supportive, and collaborative learning environment for all students, staff, families, and the community.

- Alabama Assistive Technology Resources
- Alabama Multi-Tiered System of Supports (AL-MTSS) Problem-Solving Team (PST) Guidance Manual
- Alabama Teacher Observation Tool (ATOT)
- Alabama Multi-Tiered System of Supports (AL-MTSS) Framework Manual
- ALSDE Alabama Math, Science, and Technology Initiative (AMSTI) Digital Literacy and Computer Science Family Resources
- ALSDE Alabama Math, Science, and Technology Initiative (AMSTI) Math Family Resources
- ALSDE Alabama Math, Science, and Technology Initiative (AMSTI) Science Family Resources
- ALSDE Alabama Reading Initiative (ARI) Family and Community Involvement Resources
- ALSDE Office of Mathematics (OMI) Family Guidance Flyer
- ALSDE School Safety and Discipline Manual
- ALSDE Special Education Services (SES) Behavior Resources
- ALSDE Support Services Website
- American Institutes for Research (AIR) Center on Great Teachers & Leaders Teacher Leadership Toolkit
- Institute of Education Sciences (IES) Reference Guides for Students with Non-English Names
- National Center for Homeless Education (NCHE) Resources

- National Clearinghouse for English Language Acquisition (NCELA) Newcomer Toolkit
- The Wallace Foundation Principal Practices Video Series: Creating a Climate Hospitable to Education
- The Wallace Foundation Principal Practices Video Series: Cultivating Leadership in Others
- TransAct
- University of Montevallo Professionalism in Teaching

Standard 5. Innovative Leadership

Effective innovative leaders continue professional growth, actively engage in reflective practices, and apply new knowledge and understanding to drive change.

- A+ Education Partnership *The Gist* Newsletter
- Alabama National Board Certification Website
- Alabama Purple Star Schools Program Information
- ALSDE Alabama Principal Leadership Development System (APLDS) Website
- ALSDE Education Technology (EdTech) Website
- ALSDE National Board Certified Teacher (NBCT) Website
- Association for Supervision and Curriculum Development (ASCD) Principal Leadership Development Framework
- Cognia MyJourney Improvement Platform
- Comprehensive Center Network Assessment Tool for Successful Capacity-Building Services
- Congressional Budget Office (CBO) Overview of Economic Outlook Report
- Leaders Coaching Leaders Podcast
- Learning Forward Learning Guide for *The Principal Story*
- Marzano High Reliability Schools Certification
- National Association of Elementary School Principals "Take Control of Your Time" Article
- New Leaders Time Management Tips Blog Post
- The Wallace Foundation Leader's Readiness Rubric
- U.S. Census Interactive Maps

Appendix D1: Identify Core Values and Beliefs

What are core values and beliefs?
Core values represent the school's ethical and moral compass. They are the guiding principles that should be emphasized, modeled, and reflect the unique identity of the school. Core beliefs articulate the school's philosophical stance on teaching, learning, and community. The school's core values and beliefs shape the school's vision (its aspirations) and mission (its purpose). They also guide decisions and actions, unify stakeholders around a shared understanding and purpose, and shape the climate and culture of the school.

STEP 1. Reflect on values

Begin the process of identifying your core values by giving each item on the list a score of **1 - Very important**, **2 - Important**, or **3 - Not that important**. There are spaces at the bottom to add values that are not on the list that are important to you.

After scoring each item, **circle 10-15 that are the most important** that you believe should be emphasized, modeled, and reflect the unique identity of the school.

Score	Value
_____	**Accountability**: Taking responsibility for one's actions, decisions, and their consequences.
_____	**Adaptability**: Being flexible and able to adjust to changes and challenges.
_____	**Authenticity**: Being true, genuine, and transparent in actions and interactions.
_____	**Collaboration**: Working effectively with others to achieve common goals and successes.
_____	**Compassion**: Showing empathy and understanding towards others' challenges and suffering.
_____	**Courage**: Facing fears and challenges with bravery and determination.
_____	**Creativity**: Thinking innovatively, exploring new ideas, and expressing oneself artistically.
_____	**Curiosity**: Having a strong desire to learn, explore, and discover new things.
_____	**Empathy**: Understanding and sharing the feelings of others, putting oneself in their shoes.
_____	**Empowerment**: Supporting and enabling others as they strive to reach their full potential.
_____	**Excellence**: Striving for high standards and quality work in all endeavors.
_____	**Exploration**: Trying new experiences, hobbies, and interests to broaden perspectives and enhance life satisfaction.
_____	**Fairness**: Striving to be just and impartial in dealing with others.
_____	**Generosity**: Selflessly sharing resources, time, and compassion with others.
_____	**Gratitude**: Feeling and expressing appreciation for people and things in our lives.
_____	**Growth**: Pursuing continuous learning, skill development, and advancement in goals.
_____	**Honesty**: Being truthful and transparent in all interactions and communications.
_____	**Independence**: Being self-supportive and able to make my own decisions.
_____	**Innovation**: Embracing creativity and new ideas.
_____	**Integrity**: Acting with honest and moral principles even when no one is watching.
_____	**Kindness**: Being friendly, considerate, and showing goodwill towards others.

_____	**Loyalty**: Remaining faithful and committed to people, organizations, and values.
_____	**Open-mindedness**: Being receptive to new ideas, perspectives, and experiences.
_____	**Patience**: Demonstrating calmness and tolerance in difficult or challenging situations.
_____	**Perseverance**: Persisting in achieving goals despite difficulties or obstacles.
_____	**Resilience**: Having the ability to bounce back from challenges, setbacks, and adversity.
_____	**Respect**: Treating others with consideration and dignity and recognizing their worth.
_____	**Responsibility**: Taking ownership of one's actions, obligations, and commitments.
_____	**Safety**: Prioritizing the physical and mental well-being of self and others.
_____	**Self-care**: Looking after one's own health and well-being.
_____	**Self-discipline**: Exercising control over one's impulses, emotions, and behaviors.
_____	**Service**: Making a positive impact by helping others; contributing to the community.
_____	**Teamwork**: Collaborating effectively with others towards shared goals and objectives.
_____	**Tolerance**: Accepting and respecting differences in opinions, beliefs, and cultures.
_____	**Trustworthiness**: Being reliable, dependable, and worthy of others' trust.
_____	
_____	
_____	
_____	
_____	
_____	
_____	

STEP 2. Prioritize the values

Look at the 10-15 values you have circled. Number the values to prioritize them.

STEP 3. Identify core values

Examine the top values, comparing and narrowing the list until you identify your top 3-5 core values.
Example: Growth

1.
2.
3.
4.
5.

STEP 4. Define or refine core values

For each core value, define what the core values mean and make them your own. Example definitions are included in step 1.

Example from NASSP Principal Leadership Article
Growth: In the same way we ask our students to have a growth mindset in their learning, our staff models that same growth mindset by continuously finding ways to improve for each other. We believe that it doesn't matter if it is your first year or 31st year in education; there is always room for growth.

1.
2.
3.
4.
5.

STEP 5. Develop core beliefs

Develop 3-5 belief statements that reflect shared values.
Example: All students have the potential to grow and thrive when they persevere through challenges and recognize that effort, meaningful practice, and learning go hand in hand.

1.
2.
3.
4.
5.

Appendix D2: Create a Vision

What is a Vision for Teaching and Learning?
A vision statement outlines the future aspirations and goals of an organization with regard to teaching and learning, detailing what it aims to achieve and the impact it hopes to have. Based on the core values and beliefs of the school community (see Appendix D1: Identify Core Values and Beliefs), it should use future tense language and be directional. High-quality instructional practices that help all students learn and realize the vision statement are clearly defined, drive teachers' growth goals, determine professional learning experiences, and provide the foundation for core instruction.

STEP 1. Form a vision-setting committee

Include key personnel and community members (e.g., faculty, staff, parents, students, community members, local business partners) who are invested in the educational goals and representative of the school community.

STEP 2. Create the vision statement with vision-setting committee

Small Group Discussions: Break into small groups to discuss the following:

- ***Envision***: What do we envision when we look ahead into the future?
- ***Impact***: What are our desired impacts of what we envision?
- ***Results***: How will we measure the improvement in student outcomes due to what we envision?
- ***Inputs***: What resources are needed to realize what we envision?

Ask the group to record keywords, phrases, and ideas from the discussion. Each group should draft a vision for teaching and learning based on their discussion.

Share and Vote: Each group presents their draft vision. All members vote individually on the drafts.

Refine the Vision: Collaborate as a whole group to refine the vision statement that received the most votes, ensuring it is clear, aspirational, and actionable.

Example Vision Statements:
- It is the vision of _____ to have each and every student achieve their individual potential in a safe, positive, and nurturing environment.
- _____ will endeavor to become a learning community committed to excellence, where all people grow to their best potential and help others to do the same.
- Every student will strive for their personal best in academics, civic consciousness, individual responsibility, and personal skills.

STEP 3. Clearly define instructional actions that will be used to help all students learn

Introduction: Share the vision statement created by the vision-setting committee. Explain the purpose of the activity: to collaboratively identify the key instructional actions that will lead to realizing the vision for teaching and learning. Emphasize the importance of understanding these characteristics to improve teaching practices and enhance student learning. Display this question where all teachers can see: What are the instructional actions of an effective teacher?

Group Formation: Divide the group into small groups. Provide each group with a large sheet of paper or assign them a section of the whiteboard and provide markers or sticky notes.

Individual Brainstorming: Ask the groups to spend a few minutes individually thinking about the practices of an effective teacher. Instruct them to write each action on a separate sticky note.

Group Discussion: After the individual brainstorming time, ask the individuals within the small group to share their sticky notes within their group. Encourage them to discuss and categorize similar actions and practices. Have each group compile their ideas onto the large sheet of paper or whiteboard.

Presentation and Sharing: Ask each group to present their compiled list to the whole group. Encourage other groups to ask questions or provide additional insights. Record the key points from each group's presentation on a master list visible to everyone.

Comparison to the Alabama Teacher Observation Tool (ATOT): Distribute a copy of the ATOT. Have each group compare their master list of key points and items on the ATOT. Allow groups to share responses to the questions: Were you able to identify practices from the master list within the 21 items on the ATOT? Were there practices on the ATOT that the group had not considered?

Conclusion: Summarize the main point of the discussion and highlight the most commonly agreed-upon practices of an effective teacher.

Follow-Up: Provide teachers with a handout summarizing the key instructional practices identified during the activity to establish a common language for discussing the vision for teaching and learning. Encourage them to set personal growth goals based on these practices and to share their progress in future meetings or professional learning experiences.

Appendix D3: Create a Mission

What is a Mission Statement?
A mission statement defines the organization's purpose, including its objectives, the beneficiaries, and how it plans to achieve its goals. It should be clear and focused on the present.

STEP 1. Form a mission statement committee
Include key personnel and community members who understand the needs and goals of the organization.
STEP 2. Collect inputs
Individual Brainstorming: Ask individuals to spend a few minutes individually recording their thoughts on the following:

- *The Service*: What actions do we want to describe in the mission?
- *The Recipients*: Who will benefit from the actions?
- *The Benefits*: What makes the actions useful and valuable to the recipients?

STEP 3. Draft the mission

Small Group Discussions: Divide into small groups to discuss inputs and record keywords, phrases, ideas, and necessary resources. Each group should draft an instructional mission based on their discussion.

Share and Vote: Each group presents their draft mission. All members vote individually on the drafts.

Refine the Vision: Work together as a whole group to refine the mission statement that received the most votes, ensuring it is specific, actionable, and aligned with the organization's goals.

Example Mission Statement Formats:
- It is the mission of _____ to encourage and recognize the excellence of students and staff, provide a supportive environment while maintaining current teaching strategies using state-of-the-art technologies and philosophies, and promote the involvement of the community.

- _____ will empower all students with the knowledge, skills, compassion, and integrity needed to contribute and succeed as responsible, life-long learners in a competitive global community.

- In partnership with parents, teachers, and community members, _____ will provide an education for all students which will prepare them for success. We build relationships in an innovative educational community with high expectations, integrity, and personal growth.

Appendix D4: Establish a School Leadership Team

Crafting a high-quality, applicable continuous improvement plan requires teamwork. Representation of key stakeholder groups on the school leadership team is critical to effective communication both within and externally to the leadership team. When establishing the team, consider the following:

Inclusion of Stakeholder Groups

Students	Counselors	Parents
Teachers	Social Workers	Community Members and Leaders

Reflection Questions

- Are all stakeholder groups represented?
- If not, which groups are you missing?
- Are there stakeholder groups over or underrepresented?
- Are there experts representing areas of need?
- Does your school leadership team need to be modified?
- If so, what is your plan to make those needed adjustments?

Selection Criteria

Expertise: Individuals who have demonstrated knowledge and experience that will support school improvement

Credibility: Individuals who are influential among the other staff members

Leadership Skills: Individuals who are proven leaders in the school

Eagerness to Promote Change: Individuals committed to school improvement

Norms to Guide Discussions, Data Analysis, and Team Collaboration

The purpose of establishing norms is to set expectations for meetings aligned with the vision, mission, and improvement plan.

Sample team norms might include:

- Focus on growth and improvement
- Seek clarification in language and ideas
- Always assume positive intent
- Operate in a culture of candor

- Be receptive and respectful of other opinions and ideas
- Share experiences and learn from each other
- Publicly support group decisions
- Be willing to accept and provide positive pressure
- Celebrate the work and each other often

Example Tool: School Leadership Team List

Team Member Name	Stakeholder Group Representation	ACIP Role/Responsibility

Appendix D5: Reflect on Past, Present, and Future Needs

STEP 1. Determine what data you already have from multiple sources and which are most important to guide continuous improvement efforts

Student Learning Data
Purpose: Helps know that students are learning what they are being taught at a school, grade, classroom, and individual student level
Examples sources:
- State assessments
- Benchmark assessments
- Classroom assessments
- Classroom observations

Perception Data
Purpose: Helps know how the learning environment, climate, and culture are set up for student and teacher success, which impacts the results schools get
Examples sources:
- Administrator School Climate Survey
- Instructional Staff School Climate Survey
- Student School Climate Survey
- Family School Climate Survey

School Process Data
Purpose: Helps show what staff are doing through programs and processes to get the results they are getting by analyzing their purpose, intended outcomes, participants, implementation, how implementation is measured, how intended outcomes are measured
Examples sources:
- Curriculum and instructional materials
- Services and programs (e.g., summer learning program, special education)
- Family/community involvement
- Multi-Tier System of Supports (MTSS)
- Discipline referrals and suspension rates
- Continuous school improvement planning, implementation, and evaluation processes

Demographic Data
Purpose: Helps know current and past context of student populations, what staff need to learn to meet the needs of their students, and what administrators need to learn to meet the needs of their staff
Examples sources:
- School location and enrollment
- Student characteristics (e.g., graduation rates, college and career readiness rates, attendance, poverty, race/ethnicity, special learning needs)
- Staff characteristics (e.g., experience, attendance, turnover)

Alabama Data Sources and Resources
- ALSDE Federal Report Card (spreadsheet view)
- ALSDE State Report Card
- ALSDE School Performance, Accountability Designations
- ALSDE Accountability Business Rules
- ALSDE Teacher Attendance Data
- ALSDE Student Absenteeism
- Public Affairs Research Council of Alabama (PARCA) Data Visualizations
- FAFSA Completion Rates

STEP 2. Determine what initiatives are already being implemented and which are most important to focus on this school year

State Initiatives: What state initiatives are being implemented in your school?
District Initiatives: What district initiatives are being implemented in your school?
School Initiatives: What school-level initiatives are being implemented in your school? (review and reflect on last year's ACIP evaluation)

STEP 3. Analyze data for patterns and trends
What patterns and trends emerged from multiple sources of data and current initiatives?
STEP 4. Determine (3-5) most critical needs and top priorities to address this school year
STEP 5. Complete Phases in Cognia eProve Strategies
Resource: Office of School (OSI) ACIP Resource Site

Appendix D6: Develop a Communication Plan

STEP 1. Determine communication goals

Example goals from an Alabama school district:
- *Enhance stakeholder engagement*: Actively involve all stakeholders in the educational process by providing regular updates and opportunities for feedback
- *Ensure consistency*: Deliver consistent messages across all communication platforms to prevent misinformation
- *Promote transparency*: Share information openly to build trust and support from the community
- *Support educational objectives*: Use communication to reinforce educational goals and celebrate achievements

STEP 2. Determine *what* information will be communicated

Example information based on the Alabama Standards for School Leadership:
- School vision for teaching and learning (1b, 4h)
- School mission (4h)
- Alabama Continuous Improvement Plan (ACIP), school improvement priorities (1b)
- Student performance outcomes and progress (2d)
- Celebrate successes; positive marketing (2e, 3c, 4d)
- School procedures, processes, and expectations that foster a safe and productive school community (3b)
- Expectations, guidelines, and procedures aligned with the Alabama Code of Ethics (3d)
- Applicable local, state, and federal laws, rights, policies, and regulations (3f)
- Information about school activities, events, and resources (e.g., newsletters, parent liaison positions, list of community resources) (4g)

STEP 3. Determine *how* information will be communicated

Examples:
- School website
- Newsletter
- Social media
- Email
- Phone call
- School messenger
- Meeting
- School event
- Press release (with guidance from district)

STEP 4. Determine *who* will receive the information

Examples:
- Faculty/Staff
- Students
- Families
- Community

STEP 5. Determine *when* information will be communicated

Consider:
- Frequency
- Time of year
- Setting and context (e.g., formal presentations, informal discourse)

STEP 6. Determine *who is responsible* for communicating the information

Consider:
- Sensitivity, confidentiality, and controversial nature of content
- Trustworthiness and dependability of person

Example Tool: Communication Plan

Stakeholder Group	Content	Format	Frequency/Timeframe	Person(s) Responsible
Faculty/Staff				
Students				
Families				
Community				

Appendix D7: Monitor, Adjust, Reflect, and Evaluate the ACIP

Monitor and Adjust

Now that a plan has been collaboratively developed to address your school's most critical needs, it is time to commit to the plan, monitor progress toward meeting the shared goals, and make adjustments as needed.

Example Tool: Progress Monitoring Plan and Notes

Initiative	Person(s) Responsible	Current Target	How successful have activities within this initiative been to date?	What data sources can we utilize to verify our thoughts?	Would you classify this critical initiative as being On Track, Lagging, or At Risk? Why was this status selected?

Reflect and Evaluate

With the school leadership team, reflect on what worked, what did not work, and what you will do next school year.

Example Tool: PDSA (Plan-Do-Study-Act) Sorting Categories

Adopt What activities will remain in place for your school next year?	Adapt What activities will you adjust to try again next year?	Abandon What activities will you not implement next year?	Add What activities will you add next year, either by choice or by directive?

Example Tool: Educational Garage Sale

STEP 1. Make a list
List the practices, strategies, and activities in your ACIP.
STEP 2. Reflect, discuss, and sort
Sort practices, strategies, and activities into the following categories: *Museum*: Served the school well but need to be "retired" to a place of honor *Not-For-Sale*: Essential to meeting our goals and are important to keep, update, and reuse *Repair Shop*: Made little or no impact and need further discussion, collaboration, repair, or improvement *Garbage*: Need to be thrown out because they no longer serve their purpose or they are not impactful *Toxic Waste*: Had a negative impact and need to be discarded responsibility
STEP 3. Follow through
Review and reflect on the sorting process when planning next year's ACIP.

Appendix D8: Recognize and Support High-Quality Instructional Materials and Evidence-Based Teaching Practice

What are High-Quality Instructional Materials?

Instructional materials could include a variety of tools and resources that educators use to plan and deliver instruction, such as model lesson and unit plans, sample formative assessments, textbooks, student workbooks and manipulatives, recommended texts and videos, and multimedia learning tools.

Characteristics of High-Quality Instructional Materials:
- Align to academic standards
- Have clear learning outcomes and create a focused direction
- Reflect evidence-based practices
- Are content rich
- Engage students in a deeper level of learning
- Assist educators in making vertical and horizontal connections within and across grade levels
- Prevent teachers from having to piece things together or fill gaps that may exist between the curriculum and the adopted state standards
- Provide scope and sequence, guidance for adjusting local pacing guides/curriculum maps, and efficiency in scaffolded content/skills across grades

Best Practice Tips for Supporting Successful Implementation of High-Quality Instructional Materials

Guidelines and Considerations:
- Follow Alabama's Textbook Law.
- Clearly communicate why new materials are needed and what current learning gaps are.
- Involve teachers in the selection of HQIM.
- Provide professional learning, including to coaches, about how and when to use materials.
- Model what successful classroom implementation looks like (e.g., videos, lesson plans).
- Phase in implementation to allow educators to build confidence.
- Observe teacher practice in classrooms and provide meaningful feedback.
- Listen to the professional development needs of teachers.

Resources for High-Quality Instructional Materials

- Alabama Textbook Adoption by Subject
- A+ Education Partnership
- EdReports
- Evidence for ESSA
- What Works Clearinghouse
- Alabama Reading Initiative (ARI) Resources
- Office of Mathematics Improvement (OMI) Resources
- Alabama Math, Science, and Technology Initiative (AMSTI) Resources
- Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS) Resources

What are Evidence-Based Teaching Practices?

Teaching practices are strategies, techniques, and methods that educators use to deliver instruction. As Hattie (2012) notes, effective teachers not only implement evidence-based strategies but also evaluate their impact on student learning and make instructional decisions accordingly.

Characteristics of Evidence-Based Teaching Practices:
- Are backed by rigorous, high-standard research
- Have been replicated with positive student outcomes
- Have a greater impact

Best Practice Tips for Selecting Evidence-Based Teaching Practices

Guidelines and Considerations:
- In general, it is better to implement a handful of evidence-based strategies well than to try to implement many strategies incompletely or ineffectively.
- Consider the unique characteristics of the child being served, the setting in which the program or practice will be implemented, and the diverse learning needs of every child.
- Understand the gap between current practices and prioritized outcomes.
- Work to identify the practices that show a positive impact on student outcome goals.
- Match resources to student needs.
- Apply formative and summative measures to ensure individual student success.

Trustworthy Sources of Evidence-Based Teaching Practices (click on image to access link)

ARI Evidence-Based Instruction Video Series

NCTM Effective Mathematical Teaching Practices
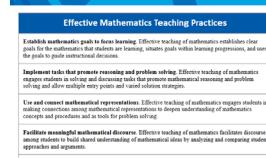
AL-MTSS Accommodations Guide
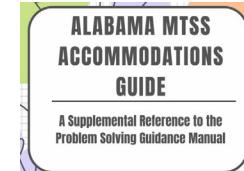
Visible Learning
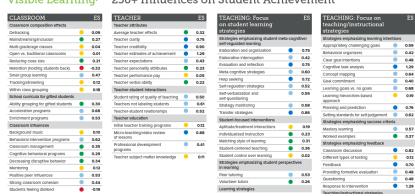
WestEd Doing What Works (DWW)
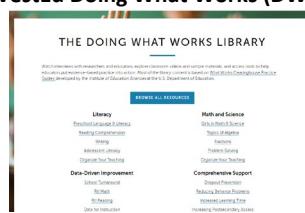
SREB Powerful Instructional Practices

What Works Clearinghouse (WWC) Practice Guides
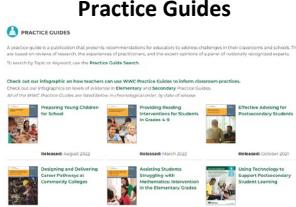
The Four Domains for Rapid School Improvement

Cross State High School Redesign Collaborative

Supporting Students in Poverty with High-Impact Instructional Strategies Toolkit

Teaching Academic Content and Literacy to English Learners
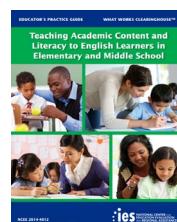
High-Leverage Practices for Students with Disabilities

Appendix D9: Create a Classroom Environment of High Expectations

Strategy 1. Help all teachers develop, communicate, and implement classroom motivation and management plans

Components of a classroom motivation and management plan:
- **Classroom policies, rules, and procedures:** Expectations regarding *policies* (statement of schoolwide expectations), *rules* (few and never changing), and *procedures* (teachers' preferences about what constitutes business as usual in the classroom) that are stated positively and clearly communicated
- **Consequences and rewards:** Outlines what happens when students fulfill their responsibilities and what happens when they repeatedly violate classroom procedures and policies
- **Opportunities for extra help:** Outlines when, where, and how extra help will be provided to assist students in mastering challenging assignments and develop more productive learning habits
- **Communication plan:** Outlines how students and parents can communicate with the teacher and how the teacher will regularly communicate with them

Strategy 2. Help all teachers develop instructional plans that maximize teaching and learning time

Techniques for achieving student engagement:
- Greet students at the door
- Provide activities for students to begin immediately
- Have materials readily available
- Plan for smooth transitions between instructional activities
- Provide opportunities for movement
- Actively engage each student daily in producing some thought, writing, or product of his/her own
- Facilitate learning experiences that students will believe have value and be of interest to them
- Communicate expectations of assignments (e.g., show examples, provide or engage students in the development of rubrics)
- Check regularly for student understanding and focus

Components of a lesson:
- Linking the day's objective to previous learning
- Teacher-directed instruction to clarify or introduce new material
- Student-centered learning activities (with accountability) requiring active student engagement
- Summary/reflective dialogue to check for mastery and establish links with future learning

Strategy 3. Encourage teachers to guide students through higher order thinking as they construct meaning and knowledge

Considerations for higher-order thinking:
- Begin and end instruction with a review of past learning and the big picture of new learning
- Use questioning techniques to keep students focused and engaged
- Provide frequent, relevant, and positive feedback to encourage risk-taking during new learning experiences
- Probe students' thinking by asking "why?" and "how do you know that you know?"
- Require students to express their thinking and learning through speaking, writing, and designing new solutions

Strategy 4. Help teachers establish grading practices that communicate high expectations

Considerations for grading:
- Communicates evidence of what students know and can do now in their learning
- Must always be based on academic standards and clearly specified learning criteria which should be rigorous, challenging, and transparent
- Communicates what quality work looks like
- Implement practices that creates a culture that reflects every student is capable of, and expected to, produce acceptable work

Strategy 5. Deal with severe behavior and decrease the likelihood of inappropriate actions

Guidelines for decreasing the likelihood of inappropriate actions:
- Having clearly defined policies; Including stakeholders (parents, students, teachers) in the development of policies
- Communicate policies and consequences on a regular basis
- Be proactive in addressing actions that appear minor but hold potential of inciting more serious behaviors
- Apply consequences consistently
- Remembering that imposing consequences for inappropriate behavior is intended to stop the undesirable behaviors and teach more constructive behavior
- Build and maintain close relationships with law enforcement agencies and utilize their expertise when appropriate

Appendix D10: Manage Conflict

What is conflict?
Conflicts occur when two or more individuals disagree. School leaders experience conflict in many ways.

Best Practice Tips:
- ***Address the conflict as soon as possible***: Regardless of the nature of the conflict, it should be addressed as soon as possible. Avoiding or delaying dealing with an issue allows it to grow and may negatively impact the school climate. Tackling the issue frees up time and energy that can be used more productively.
- ***Plan for productive communication***: Resolving conflict requires the disagreeing parties to communicate. When possible, and depending on the level of conflict, consider arranging in-person meetings.
- ***Teachers and staff should be provided with information on conflict resolution***: Establishing norms on how to treat others and modeling these norms will help establish a positive school climate in which individuals are treated with respect. Policies, guidelines, codes of conduct, and other work-related regulations should be reviewed and made easily accessible.

Types of Conflict:
- **Personal Conflict**
- **Conflicts Between Others**
- **Conflicts That Others Should Resolve**

Strategies for Resolving Personal Conflict

Examples:
- A parent disagrees about how a situation with his or her child was handled
- A teacher or staff member disagrees with decisions made or policies implemented
- A student feels he or she was treated unfairly

Gather information:
- Before acting to resolve conflict, investigate the situation to gather information.
- Communicate the need for more time to investigate when new information is revealed during an initial meeting or when the leader is experiencing conflict in an unplanned meeting.
- School-related conflicts may involve implementing school or system policies, codes of conduct, or other established guidelines.

Consider the environment:
- Consider the meeting arrangement if there is time to prepare for a meeting.
    - Where will the meeting take place? In the office? In a teacher's classroom? In a neutral place?
    - How will the participants be positioned in the space? (Sitting in a large chair behind a big desk provides a tone for a meeting different from sitting around a table.)
    - What time of day will the meeting take place? Is the time convenient for all parties involved?
- For unplanned confrontations, move to a place out of the public's eye to maintain confidentiality and ask the confronting party to schedule a meeting. This allows time for preparation and information gathering.
- Minimize distractions by silencing cell phones and moving away from computer screens.
- Assume that the other person may be recording the conversation.

Stay calm:
- Remain cool, calm, and collected to set the tone for the meeting. The body's reaction to conflict may include muscle tension, increased heart rate, rapid breathing, sweating, or stomach upset. Relaxing the shoulders, breathing deeply, unclenching the jaw, and uncrossing arms can help calm the body's reaction to stress caused by conflict.
- If the leader or the other participant cannot remain calm, the meeting may need to be rescheduled, or the participants may need to take a short break to regain composure.

Listen attentively:
- Take notes, repeat what you hear the other person saying, and acknowledge the feelings expressed by the other party to convey that you are listening to and value what they say.
- Listen to the other person without interrupting them.
- Seek clarification and probe for more information. "Tell me more…" "This is what I hear you saying…"
- Focus on the issue, not on the person. Redirect the conversation to the issue and avoid personal attacks or disparaging remarks.
- Consider the other person's perspective.

Seek resolution:
- Finding common ground is a good starting point. Think about being on the same side rather than opposing sides. Is there a way for each party to have small wins while aligning with school policies?
- Refrain from being defensive.
- Once a resolution is determined, develop a plan to ensure that steps are taken to resolve the conflict.

Follow up:
- What were the outcomes of the meeting?
- Did you do what you said you would do? Did you communicate your actions to the other party? Did the other party do what they said they would do?

Strategies for Conflicts Between Others

Examples:
- Conflicts between students and adults (teachers, staff, and parents)
- Conflicts between adults (parent and teacher)

Consider the environment:
- Determine a meeting time and place.
  - Where will the meeting take place? In the office? In a teacher's classroom? In a neutral place?
  - How will the participants be positioned in the space?
  - What time of day will the meeting take place? Is the time convenient for all parties involved?

Facilitate the meeting:
- Introduce the involved participants if they have never met.
- Agree on meeting protocols. For example, participants will:
  - Minimize distractions by silencing and putting away cell phones and other digital devices.
  - Focus on the issue, not on the person.
  - Refrain from interrupting the person speaking.
  - Speak only during their designated times to speak.
  - Remain calm.
  - Treat each other with respect.
  - Consider the other person's perspective.
- Give each person time to express their views uninterrupted, taking turns.
- Take a break if necessary.
- Determine what each party wants the other party to do.
- Help the conflicting parties to establish common ground. Is there a compromise that might require each party to give up something to reach a resolution acceptable to both parties?
- Once the parties reach an agreement, establish the next steps.

Follow up:
- Follow up with correspondence documenting the meeting and next steps.
- Check back to see if parties followed through with their commitments.

Strategies for Disengaging Conflicts That Others Should Resolve

- Encourage the conflicting parties to address each other directly before involving you.
- Minor conflicts between adults may be resolved without the need for the leader's involvement.
- Temporarily disengaging to gather more information may be necessary.
- Assess the roles of the conflicting parties to determine if it is appropriate to be involved. For example, a coach and athlete conflict might first be addressed with the athletic director. A conflict that involves threat or assault may need to be addressed by law officials.
- Issues involving harassment or discrimination should be directed to the appropriate HR contact.
- Communicate to the participants that you are disengaging; let them know why and who to contact for assistance.

Appendix D11: Create an Observation Cycle Process

Utilizing a protocol to implement your observation cycle helps to set common expectations and understanding of the process. It is also suggested that a leader should create a calendar for observations at the beginning of each quarter in collaboration with staff to ensure they are meeting the requirements in a timely, effective, and efficient manner while still attending to daily administrative responsibilities. Remember to know and understand state and local policies, particularly for teacher observation, when developing your observation cycle protocol and plan.

Pre-Conference

- Will take place [insert number] school days before the observation or the same day if agreed upon.
- Teachers should submit lesson plans [insert number] school days before the pre-conference.
- Will be [insert number] minutes, but no longer than a planning period.
- Teachers will have the opportunity to showcase their evidence and provide context for instructional decisions planned for the lesson at this time.

Observation

- Will last a minimum of [insert number] minutes.
- Will occur at a mutually agreed upon time for announced observations.
- If needing to reschedule, the cycle should start over at the pre-conference stage unless agreed upon to move forward.

Post-Conference

- The goal is to discuss refinement and reinforcement efforts, to offer feedback to foster teacher growth.
- Written feedback will be provided by the observer no later than [insert number] days after the observation.
- Face to face post-conference will be held no later than [insert number] days after the observation.
- Scheduled during planning time or mutually agreed upon time.
- Additional evidence of student learning provided during the post-conference will be considered.

Repeat cycle as required

Final Summative Review

- Will be held once student learning data can be determined and all required observation cycles have been completed.
- Must occur by [insert date per local policy].

Learning Walks (Walkthroughs)

- Will be less than [insert number] minutes in duration.
- Will provide written observation within [insert number] school days.

Appendix D12: Provide Effective Feedback to Enhance Instructional Practices

Poor quality feedback not only frustrates teachers but also leads to doubts about the credibility of the observation process. It often leads teachers to suspect that the ratings they receive have more to do with "who" is doing the observing than with the quality of their teaching. To be effective, feedback must be specific, applicable, and aligned with the observational instrument (i.e., Alabama Teacher Observation Tool). When done properly, the observation/feedback process can result in a clear understanding of what was done well and what needs to be improved.

STEP 1. Build trust in the observation and feedback process

Strategies for building trust in the observation and feedback process:

- *Clear Communication*: Encourage open and honest communication between observers and teachers. Clearly articulate the purpose and goals of observations and feedback sessions to ensure transparency and alignment of expectations.
- *Establish Mutual Respect*: Cultivate an atmosphere of mutual respect where both observers and teachers value each other's expertise, perspectives, and contributions to the teaching and learning process.
- *Active Listening*: Practice active listening during observation sessions. Show genuine interest in the teacher's experiences, concerns, and ideas. Acknowledge their strengths and areas for growth.
- *Constructive Feedback*: Provide feedback that is specific, actionable, and focused on growth. Highlight strengths and offer constructive suggestions for improvement in a supportive manner.
- *Collaborative Goal setting*: Collaborate with teachers to set meaningful and achievable goals based on their professional aspirations and the needs of their students. Work together to develop action plans to support goal attainment.
- *Follow-Up and Support*: Follow up on feedback and observations with ongoing support and resources. Offer opportunities for further professional development, coaching, or mentoring as needed.
- *Build Rapport Over Time*: Invest time in building rapport and trust gradually. Consistent, respectful interactions and a commitment to professional growth can help strengthen the relationship between observers and teachers over time.
- *Emphasize Confidentiality and Trustworthiness*: Respect the confidentiality of observation sessions and feedback discussions. Demonstrate trustworthiness by maintaining confidentiality and honoring commitments made during the observation process.
- *Celebrate Successes*: Acknowledge and celebrate successes and milestones achieved through the observation and feedback process. Positive reinforcement can reinforce trust and motivation for continued growth.

STEP 2. Communicate expectations of instructional practices

Strategies for communicating expectations of instructional practices:

- Develop a vision for teaching and learning (What does effective teaching and learning look like?)
- Communicate vision for teaching and learning through a series of activities conducted during a professional learning day or as part of scheduled faculty meetings
- Explicitly explain the connection between professional learning experiences provided for teachers with the vision for teaching and learning

STEP 3. Collect evidence during classroom observations

Strategies for collecting evidence during classroom observations:

- *Focus on the observation tool*: Focus exclusively on behaviors and practices related to the observation tool (i.e., ATOT).
- *Collect objective evidence*: Objective evidence refers to information that is directly observed during the lesson and is free from judgment or bias. School leaders should refrain from making assumptions, or offering interpretations, of the instructional practices being observed. The difference is illustrated below, comparing evidence with judgment vs without. Collecting evidence of the appropriate grain size is also important in evidence collection.

  Key questions for evidence collection:
  - ➢ What are teachers doing and saying?
  - ➢ What are students doing and saying?
  - ➢ What is the task?

Evidence *Without* Judgement	Evidence *With* Judgement
• Teacher asks student, "Explain to me how you got this answer?" Student answers.	• The classroom room was disorganized • Good differentiation

• Teacher: "Find for me in the text a sentence that captures the main idea." • Students work in groups of four to complete a math worksheet on adding fractions. • Student 1: "What are we supposed to be doing?" Student 2: "I have no clue."	• Students were reading an out-of-grade-level text • Teacher had a good relationship with students

Fine-Grained Evidence	Large-Grained Evidence
• Teacher shares discussion question: "What role does the manatee play in its ecosystem?" • Students work in groups of approximately 5 to practice dividing numbers such as 24/2. • Teacher writes on board: "What are the key differences between a black bear and a brown bear?"	• Teacher leads students in a biology discussion. • Students work on adding fractions. • Teacher has students demonstrate higher-order thinking skills. • Students identify the main idea of the book they just read for homework.

STEP 4. Use a protocol for post-observation conferences

Example post-observation questions:
- How did you communicate goals for learning to your students and confirm their understanding of the goals?
- What feedback did you provide to your students during the lesson, and how was it received?
- What specific instructional strategies were used to ensure all students achieved success, and what data did you use to inform the use of those strategies?
- What prior knowledge did students need, and how did you connect that to their future learning, to other disciplines, to real life and/or possible careers?
- How did the activities, assessments, and resources you implemented align with your student needs, school and district priorities, and the state learning standards?
- How did you check for understanding during the lesson and adjust according to student responses?
- How did you collaborate with other educators to inform your lesson planning and implementation?
- What further support would you request to enhance your instructional practice and professional growth in alignment with your lesson?

Appendix D13: Use Student Learning Data Inquiry Processes

STEP 1. Identify the data inquiry purpose and data source

Accountability and Compliance

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Continuous Improvement

Data Source	Data Availability	Data Purpose
State and National Assessments	Annually; end of year	Long-term district and school improvement planning
District Benchmark Assessments	Quarterly; as determined by the school or district	Alignment of instruction at the district, school, or teacher level
School or Grade-Level Common Assessments	Monthly or more frequently; as determined by the school or grade-level team	Short-term professional development and instructional planning at the school level
Teacher assessments of daily student work	Real-time; whenever needed by teachers	Immediate instructional enrichments and interventions; adjustment of instructional strategies

## STEP 2. Consider data validity and authenticity

- In what ways do you ensure that assessment and grading practices are aligned to current Alabama standards to maintain consistency in evaluating student performance?
- How often are student grades, assessment scores, and other learning-related data reviewed to ensure their accuracy?
- In what ways do you check for invalid, out-of-range, or outlier scores? How often?
- Do you follow consistent grading and reporting methods for all student performance data?
- How do you ensure that data are legitimate and accurate?

STEP 3. Decide how data are disaggregated and viewed

Subgroups: to make sure all subgroups of students are demonstrating achievement and growth

Example Look For:
Overall average scores by content area (e.g., math)

Math Growth by Subgroup
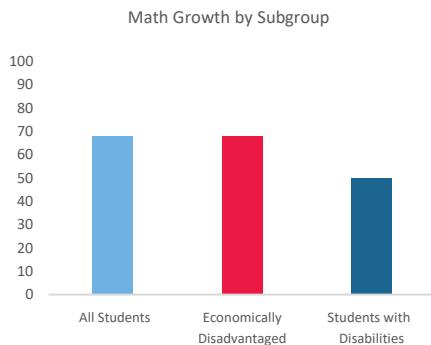
Student Cohorts: shows consistency or change as students progress through the grades together over time

Example Look For:
Overall average scores by content area (e.g., math)

Math Achievement by Cohort

SY2022-23 SY2023-24 SY2024-25
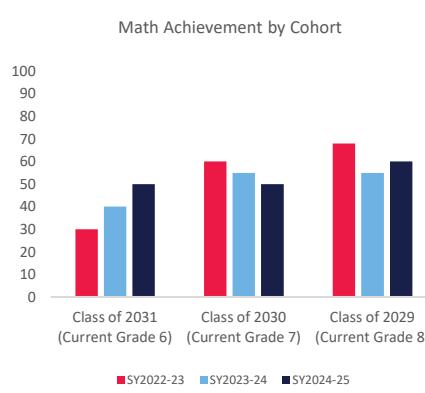
Across Grade Levels: shows if a school has created a continuum of instructionally coherent learning for students (alignment of curriculum, instruction, and assessment) across grade levels

Example Look For:
Percent proficient by category (e.g., Geometry)

Geometry Achievement by Grade Level

Within Grade Levels: shows if a school has instructional coherence (alignment of curriculum, instruction, and assessment) within grade levels

Example Look For:
Overall average scores by content area (e.g., math)

Grade 5 Math Growth by Class

Classroom: shows if a class has instructional coherence (alignment of curriculum, instruction, and assessment); determines pacing; identifies need for reteaching, enrichment, or remediation

Example Look For:
Percent proficient by standard (with a focus on critical standards)

Class A Math Achievement by Standards

Individual Students: indicates how much students are learning over time; identifies need for individual reteaching, enrichment, or remediation
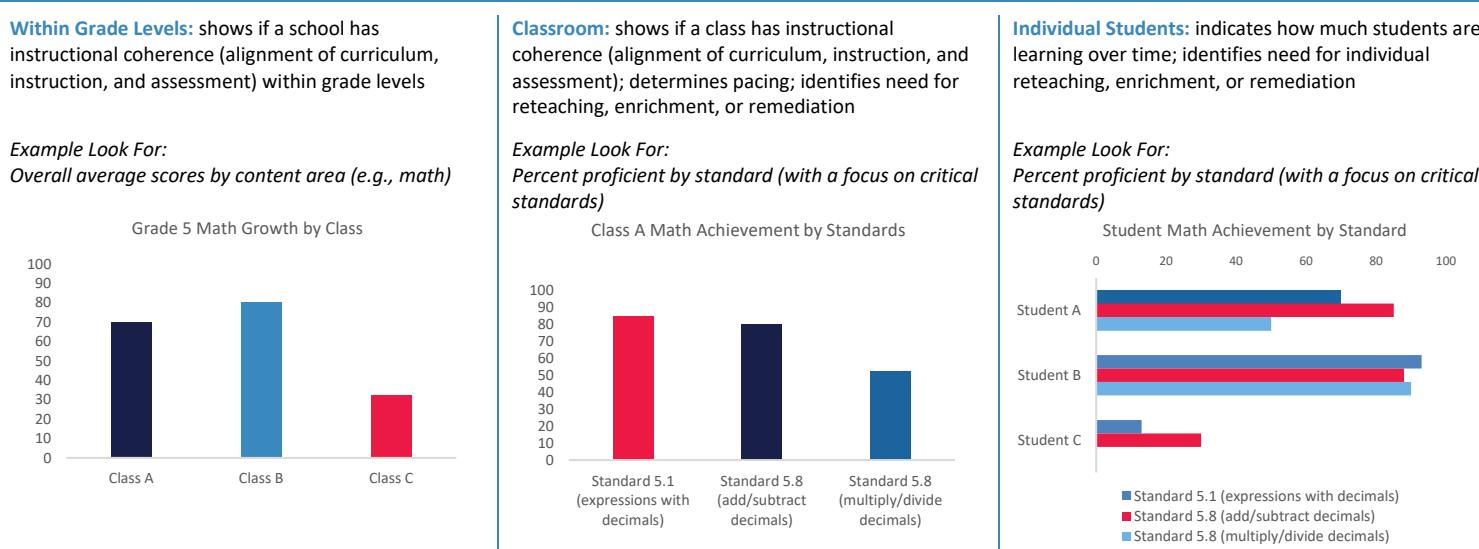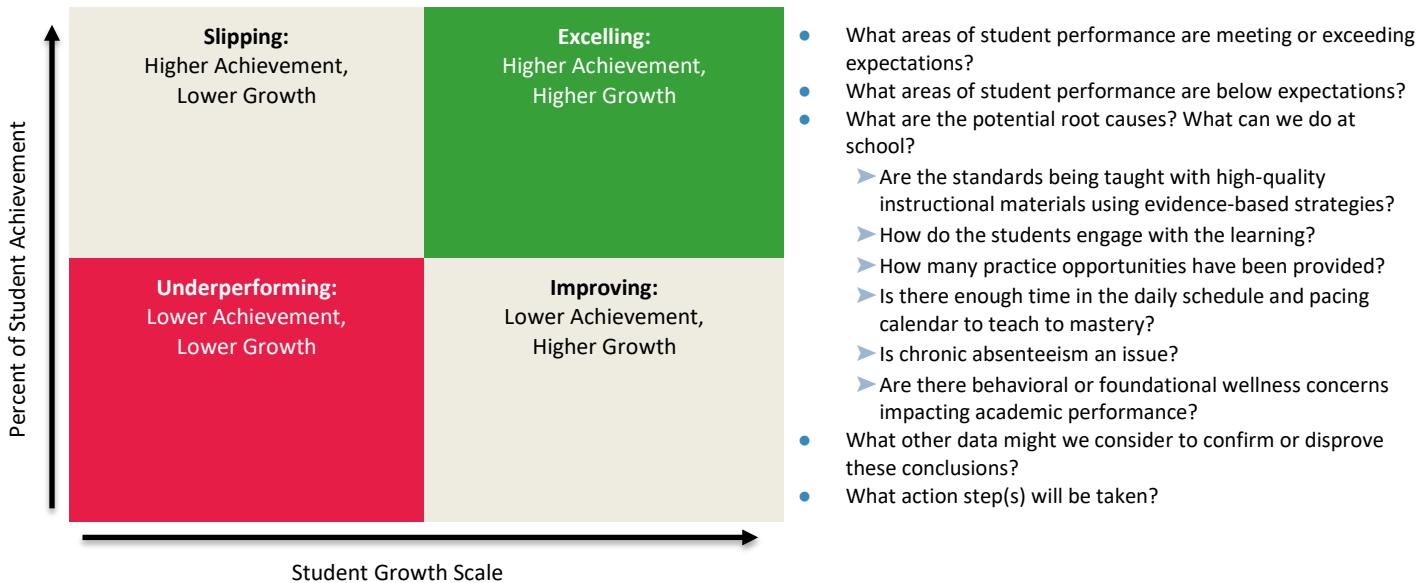
Example Look For:
Percent proficient by standard (with a focus on critical standards)

Student Math Achievement by Standard

- Standard 5.1 (expressions with decimals)
- Standard 5.8 (add/subtract decimals)
- Standard 5.8 (multiply/divide decimals)

STEP 4. Identify achievement and growth trends, contributing factors, and action steps

Achievement: Measuring how students perform at one point in time

Growth: Measuring the amount of academic progress students make between two points in time

Percent of Student Achievement

Slipping: Higher Achievement, Lower Growth

Excelling: Higher Achievement, Higher Growth

Underperforming: Lower Achievement, Lower Growth

Improving: Lower Achievement, Higher Growth

Student Growth Scale

- What areas of student performance are meeting or exceeding expectations?
- What areas of student performance are below expectations?
- What are the potential root causes? What can we do at school?
  - ➤ Are the standards being taught with high-quality instructional materials using evidence-based strategies?
  - ➤ How do the students engage with the learning?
  - ➤ How many practice opportunities have been provided?
  - ➤ Is there enough time in the daily schedule and pacing calendar to teach to mastery?
  - ➤ Is chronic absenteeism an issue?
  - ➤ Are there behavioral or foundational wellness concerns impacting academic performance?
- What other data might we consider to confirm or disprove these conclusions?
- What action step(s) will be taken?

STEP 5. Implement, monitor, and evaluate action steps

Action Step What is the action step?	Strategy How will we accomplish the action step?	Timeline When will we accomplish the action step?	Person(s) Responsible Who is responsible?	Resource(s) Needed What do we need?	Monitor How will we know if we're making progress? What data will we use?	Evaluate Did the action step lead to increased achievement/growth? What data did we use?

Resources:

- ALSDE Office of Mathematics Improvement (OMI) Data Inquiry Protocol
- ALSDE Alabama Reading Initiative (ARI) Data Inquiry Protocol
- Alabama Multi-Tiered System of Supports (AL-MTSS) Problem-Solving Team (PST) Guidance Manual (Pages 82-83)
- Directions for Attaching Standards to Courses in PowerSchool
- National Association of Secondary School Principals (NASSP) Using Data to Assess and Inform School Change Module

Appendix D14: Support High-Quality Professional Learning

What are High-Quality Professional Learning experiences?
Effective school administrators ensure teachers and instructional staff have access to high-quality professional learning experiences that:
- Target instructional development
- Comprehensive, sustained, job-embedded, and collaborative approaches to improving the effectiveness of educators in elevating student achievement through professional study
- Are based on the Alabama Standards for Professional Learning
- Are based on the Alabama Core Teaching Standards

Evidence-Based Learning Designs

Types of professional learning designs:
- ***Professional learning communities (PLCs):*** A collaborative group of educators who work together for the united purpose of continuous improvement to support all learners
- ***Observation/evaluation and feedback:*** Focused on new or improved teaching methods through skill development
- ***Inquiry/collaborative action research:*** Focused on improved decision-making skills, collegiality, collaboration, communities of practice
- ***Immersive learning experiences:*** Educators experience the content, materials, and learning in a way that mirrors the student experience
- ***Individually guided or self-directed:*** Focused on increased self-direction, pursuit of self-defined interests
- ***Mentoring/Coaching:*** Focused on psychological development of self through the context of the interpersonal relationship

Evidence-Based Practices

Considerations when planning professional learning for a school:
- Are topics organized so they do not conflict with other initiatives?
- What is the shared vision of the school?
- Is professional learning connected to learning targets?
- What is the expectation for implementation?
- What resources are available to professional learning providers (e.g., teacher leaders, coaches)?
- Have the professional learning dates been shared in a timely manner so that teachers and professional learning providers can be prepared?
- Is there alignment of learning progressions and practices across the grade levels/content areas?
- What trends do we see in our student data?
- Are there opportunities for choice for teachers?

Considerations when planning professional learning for teachers:
- Is this professional learning designed for a schoolwide need, or is this professional learning differentiated based on the needs of this group of learners?
- What evidence supports the need and decision for the professional learning?
- What instructional/curricular adjustments need to be made?
- Have I planned a follow-up session?
- What is the "area of practice" teachers would like to focus on?
- What handouts/tools will support implementation of learning?
- What do the most recent assessments indicate about student thinking and skills? What trends do we see in student data?
- What are the learning outcomes for the professional learning? And how will we know that the learning is taking place?
- Do teachers know the why behind the professional learning?
- Is the professional learning based on strengths-based learning?

Effective Mentoring

Characteristics of mentoring:
- ***Definition:*** A voluntary, developmental relationship in which a mentor empowers a teacher in an intentional manner
- ***Purpose:*** To assist the teacher with holistic development and long-term growth, both personal and professional
- ***Intensity:*** A long-term relationship, often as long as two years
- ***Approach:*** The mentor is a facilitator, assisting with goal attainment based on the teacher's needs. Nonjudgmental feedback and support are given.
- ***Outcome:*** Growth in personal and professional development of the teacher. The teacher determines future actions. The mentor does not evaluate.
- ***Example:*** An experienced teacher meeting regularly with a new teacher to assist them in reflecting on their instructional development
- ***When to Choose Mentoring:***
  - When a regular, ongoing relationship is desired
  - When a role model is needed in one's profession
  - When assistance with several goals is needed
  - When a reflective partner is desired
  - When an augmented network in the profession is needed

Effective Coaching

Characteristics of coaching:
- **Definition:** A relationship in which a more experienced person provides assistance to a less experienced teacher with skill-building, breaking down behaviors into specific steps
- **Purpose:** To improve specific skills or work on selected goals
- **Intensity:** A short-term relationship
- **Approach:** Focused on skill improvement or job performance improvement with specific feedback and direction given to the teacher
- **Outcome:** Task mastery or skill improvement
- **Example:** An experienced teacher assisting a new teacher in designing a lesson plan
- **When to Choose Coaching:**
  - When specific skill development is needed
  - When structure and step-by step-guidance are needed
  - When rapid feedback is desired
  - When demonstrations, training, and directing toward a specific goal are desired

Administrator Role and Responsibilities:
- Define coaching as a collaborative endeavor.
- Communicate a clear and transparent commitment to improving instruction and student outcomes.
- Develop a shared vision of high-quality instruction and learning within the context of a coaching culture.
- Ensure the coaching process is monitored for fidelity to implementation.
- Provide a structure for coaching that includes dedicated time and resources.
- Maintain a clear separation between roles of school administrators and coach in the coaching process to facilitate the non-evaluative relationship between coach and teachers.
- Focus on the use of data to inform collaborative problem-solving and instructional decision-making as part of the continuous cycle of instructional improvement.
- Commit to a collaborative professional learning process with instructional coaches and teachers.
- Provide feedback to school-based coaches in meeting the vision for teaching and learning and support for quality professional learning.

Coaching Cycle:

The coaching cycle consists of 4 Key Steps:

1. **Needs Assessment**: Collect and analyze data to identify areas for improvement and set goals

2. **Planning Session**: Collaboratively plan strategies and activities to address identified needs

3. **Coaching Session**: Implement the plan through methods like modeling, co-teaching, or observation

4. **Debrief and Reflection**: Review the session, assess outcomes, provide feedback, and plan next steps

Appendix D15: Manage a Multi-Tiered System of Supports

What is a Multi-Tiered System of Supports?
According to the Every Student Succeeds Act (ESSA), a Multi-Tiered System of Support (MTSS) is a "comprehensive continuum of evidence-based, systemic practices to support all students' strengths and needs, with regular observation to facilitate data-based decision-making."

Alabama Multi-Tiered System of Supports (AL-MTSS):
- A comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and strengths of the whole child
- Interconnects the academic, behavioral, and foundational wellness needs to support the whole child
- Uses a proactive, team-driven approach that engages all stakeholders (education, health, and human service systems at all levels) to ensure access to opportunities that will improve outcomes for every Alabama child

Website: AL-MTSS

Alabama Multi-Tiered System of Supports (AL-MTSS) Guidance Manual

The Alabama Multi-Tiered System of Supports (AL-MTSS) Guidance Manual provides detailed guidance on the Alabama Multi-Tier System of Support (AL-MTSS), emphasizing its framework, goals, and implementation strategies.

Tiered Continuum of Support:
- **Tier I**: Universal, high-quality instruction for all students
- **Tier II**: Targeted interventions for some students needing additional help
- **Tier III**: Intensive interventions for a few students with significant needs

Focus Areas of Support:
- **Foundational Wellness**: Addressing physical and mental health
- **Behavioral Supports**: Proactive strategies to teach and reinforce positive behaviors
- **Academic Supports**: High-quality, evidence-based instruction aligned with individual student needs

Key Elements of Successful Implementation:
- **Data-Based Decision Making:** Regularly analyzing different data types to inform instructional and intervention decisions
- **Team-Driven Leadership**: Collaborative decision-making involving all stakeholders
- **Safe and Supportive Learning Environment**: Ensuring students feel secure and respected to foster growth and learning
- **PK-12 Evidence-Based Strategies:** Practices, techniques, and teaching strategies grounded in research and shown to have great impact
- **Engaged Stakeholders**: Collaboration among educators, families, and community partners
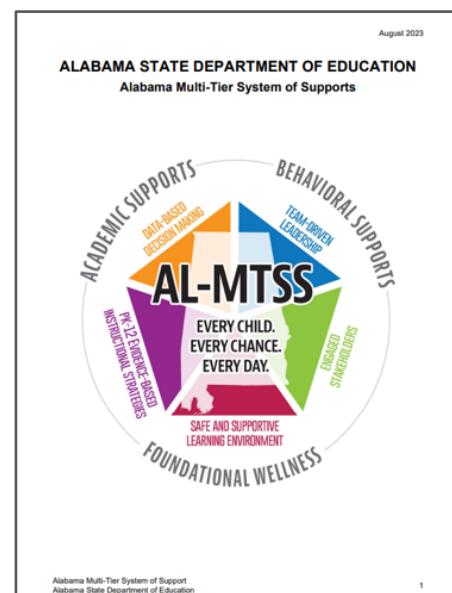
Problem-Solving Teams (PST) Guidance Manual

The Problem-Solving Teams (PST) Guidance Manual is a comprehensive guide designed to support Alabama schools in implementing Problem-Solving Teams (PST) within the Alabama Multi-Tier System of Supports (AL-MTSS) framework.

Four-Step Problem-Solving Process:
1. **Define the Problem or Goal**: Identify what the student needs to learn (academic/behavioral gaps)
2. **Analyze the Problem**: Conduct root cause analysis to determine barriers to success
3. **Develop, Implement, and Communicate the Plan**: Design evidence-based interventions with clear goals, timelines, and monitoring methods
4. **Evaluate the Plan**: Use progress monitoring data to assess effectiveness and adjust as needed

Administrator Role and Responsibilities:
- **Leadership**: Guide team-driven leadership, oversee PLCs and PSTs, and align efforts with district, state, and school goals
- **Planning**: Create and manage schedules to support collaboration and intervention time
- **Data Use**: Lead data-driven decisions, analyze progress, and evaluate intervention effectiveness
- **Resource Allocation**: Provide resources, professional development, and support for interventions
- **Tiered Continuum of Support**: Monitor fidelity and effectiveness of Tier I, II, and III
- **Collaboration**: Engage stakeholders, involve specialists, and communicate with parents
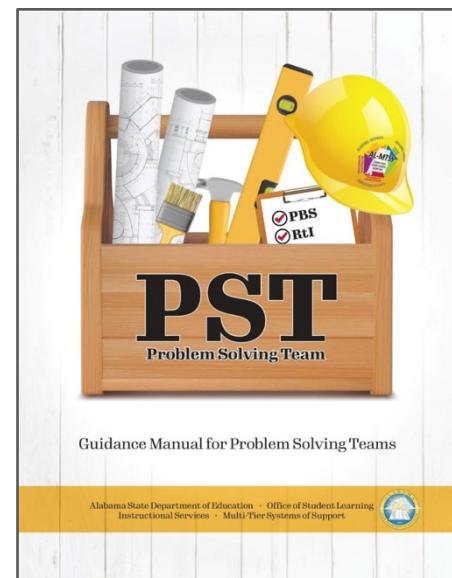
- **Compliance**: Ensure adherence to state, federal, and local guidelines, including documentation and reporting
- **Continuous Improvement**: Refine practices and drive growth through regular evaluation

Suggested Tools, Templates, and Protocols:

- Master Schedule Reflection Tool
- Proficiency Scales
- Assessment Discussion Guides
- Assessment Item Analysis Discussion Guide
- Implementation Error Chart
- Universal Screening, Diagnostic, and Progress Monitoring Tools
- Meeting Templates
- Monthly Implementation Calendar
- High-Dosage Tutoring Guide
- Stakeholder Communication Protocols
- Data Collection and Analysis Protocols
- Documentation Forms

Alabama Multi-Tiered System of Supports (AL-MTSS) Accommodations Guide

The Alabama Multi-Tiered System of Supports (AL-MTSS) Accommodations Guide provides example accommodations and suggestions for instruction that may be used in the classroom to provide additional support to students in class.

Deficit Areas:

- **Physical**: Hearing, vision, chronic health problems, congenital conditions, head injuries
- **Speech/Language**: Speech impairments, language impairments
- **Social**: Inappropriate social behaviors, relationships, and social interactions; building and maintaining interpersonal relationships; trauma-induced depression and unhappiness; physical symptoms and fears
- **Academics**: Reading comprehension, word recognition/decoding, auditory or language comprehension, fine motor control/spelling, writing, dyslexia, general math strategies, recalling facts of in a process, word problems, more abstract/complex mathematical operations, basic math facts/foundational skills
- **Behavioral**: Incomplete classroom/homework assignments, avoidance, inability to accept constructive criticism, does not follow directions, disorganized, impulsiveness or over-excitement, inappropriate social responses, irresponsible, non-compliant, outbursts, initial reluctance to participate, transitions
- **Organizational**: Physical organization, time management, keeping track of assignments
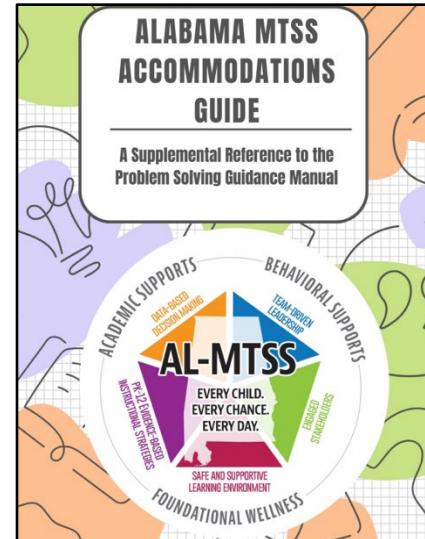
Compliance Monitoring

The MTSS Compliance Monitoring FAQ provides an overview of the key components and required documentation for compliance monitoring. Leaders should ensure that all areas are addressed and properly documented to meet the Alabama Administrative Code requirements.

Key Components:

- **Problem-Solving Teams**: PST implementation, universal screening, parent/guardian communication, tiered instruction implementation
- **Standards-Based Instruction**: Professional development, standards implementation, intervention implementation
- **Dropout Prevention and Attendance**: Student support and intervention before dropout; chronic absenteeism procedures, prevention, and awareness

Required Documentation:

- Acknowledgement form confirming PST establishment
- Yearly PST schedules, meeting agendas, sign-in sheets
- Examples of Professional Learning Communities (PLC) highlighting staff collaboration
- List of approved screeners
- Screening schedules indicating dates, grade levels, and areas of assessment
- Sample PST communication parent letters (with redacted identifiable information)
- Sample lesson plans demonstrating tiered instruction
- School master schedule reflecting dedicated time for intervention
- Classroom schedules showing dedicated time for intervention
- Professional learning calendar, agendas, sign-in sheets, coaching cycle dates
- Walkthrough documentation, standards implementation progress documents, standard-based data analysis reports
- Reports showing courses taught with current Alabama Courses of Study (ALCOS)
- Sample interventions and student plans (with redacted information)
- Sample of interventions, student/parent conferences, etc. to prevent student dropout
- Agenda of planning sessions for chronic absenteeism-related events and/or documentation of parental awareness

Appendix D16: Understand School Law

School administrators should be aware of various laws and regulations to ensure compliance and effective leadership of their schools. You can stay informed by tracking proposed bills during legislative sessions at FastDemocracy (select Education for Tracked Topic).

Federal Laws

Example Laws:

- **Carl D. Perkins Career and Technical Education Act (Perkins Act)**: Promotes access to career and technical education (CTE) programs

- **Children's Internet Protection Act (CIPA)**: Addresses concerns about children's access to obscene or harmful content over the Internet

- **Children's Online Privacy Protection Rule (COPPA)**: Requires parental consent before collecting personal data from children under 13

- **Every Student Succeeds Act (ESSA):** Governs accountability and funding for K–12 schools

- **Family and Medical Leave Act (FMLA)**: Provides certain employees with unpaid, job-protected leave and requires that their group health benefits be maintained during the leave

- **Family Educational Rights and Privacy Act (FERPA):** Protects the privacy of student educational records

- **Individuals with Disabilities Education Act (IDEA):** Requires services for students with disabilities; includes Child Find requirement to ensure that all children with disabilities, from birth through age 21, are identified, located, and evaluated to determine their eligibility for special education and related services

- **McKinney-Vento Act**: Supports education stability for homeless students

- **Section 504 of the Rehabilitation Act:** Prohibits discrimination based on disability

- **Title I (Elementary and Secondary Education Act)**: Provides funding for schools serving low-income students

State Laws and Code

Both the Code of Alabama and the Alabama Administrative Code (ACC) are essential for understanding the law in Alabama, but they address different levels of legal governance. The Code of Alabama provides the "what" (laws), and the AAC provides the "how" (rules to enforce those laws).

Key Differences:

Aspect	Code of Alabama	Alabama Administrative Code
Source	Legislature	State agencies
Focus	Broad Laws	Specific implementation details
Enactment	Legislative process	Rulemaking process by agencies
Scope	General and permanent laws	Agency-specific rules and regulations

Example Laws:

- **Alabama Accountability Act (AAA)**: Identifies annual list of priority schools based on earning a D or F on the most recent report card (formerly known as "failing schools" based on schools ranked in the bottom 6% of public schools); identified schools receive prioritized ALSDE support and parents can select alternative educational options for their children (Section 16-6D)

- **Alabama Child Protection Act of 1999**: Mandates background checks and fingerprinting for school employees to ensure child safety (Section 16-22A)

- **Alabama Literacy Act (ALA)**: Designed to improve reading proficiency for K-3 students to ensure that students are able to read at or above grade level by the end of third grade; includes prevention and intervention components to accomplish this goal (e.g., universal literacy screeners and statewide reading assessment, interventions and Student Reading Improvement Plans (SRIPs), professional learning, requirements to demonstrate a path to promotion for third grade students) (Section 16-6G)

- **Alabama Numeracy Act (ANA)**: Designed to improve math proficiency for K-5 students; includes requirements for universal math screenings, intervention plans, and professional learning (Section 16-6H)

- **Alabama School Discipline Laws & Regulations**: List of laws that provide guidelines on student conduct, disciplinary actions, and the authority of school personnel (multiple sections)

- **Alabama Teacher Paperwork Streamlining Act**: Reduces paperwork for teachers by creating a unified digital system and standardized documentation; establishes a teacher-led committee to oversee and improve paperwork streamlining (Section 16-6B-11)

- **Alabama Workforce Pathways Act**: Establishes a new pathway to earn the Alabama High School Diploma, known as Option B (ALSDE Guidance & FAQs) (Section 16-6B-2)

- **Assistant Administrator Accountability Act**: Establishes a contract-based employment system for assistant principals in Alabama schools, outlining their roles, responsibilities, and conditions for employment, evaluation, and contract renewal (Section 16-24B)

- **Assistant Principal Duties**: Requires local boards of education (BOE) to develop and distribute student discipline and behavior policies; assigns assistant principals the duty of assisting in their enforcement (Section 16-28A-3)

- **Creating Hope and Opportunity for Our Students' Education (CHOOSE) Act**: Allows parents to receive tax credits for eligible students to access educational services outside of public schools; CHOOSE Act Alabama provides further information for parents/guardians and Education Service Providers (ESPs) (Section 16-6J)

- **Freeing our Classrooms of Unnecessary Screens for Safety (FOCUS) Act**: Prohibits student use and possession of wireless communication devices during the instructional day, requires local boards to adopt internet safety and social media education policies, and mandates completion of a social media safety course before eighth grade (multiple sections)

- **Move on When Ready Act**: Allows high school juniors and seniors to attend college fulltime to earn both high school and college credit (Section 16-46-D)

- **Parents' Right to Know Act**: Requires all public schools to post their curricula on websites at the beginning of each school year or within 30 days of adoption; includes provisions for parents to request instructional materials and complaints to be filed if the materials are not provided (Section 16-1-57)

- **School Emergency Operations Plan Act**: Outlines minimum requirements for School Emergency Operations Plans (Section 16-1-44)

- **School Grading System and Legislative School Performance Recognition Program**: Establishes a system for grading public schools (A-F) and a recognition program for school performance (Section 16-6C)

- **School Principal Leadership and Mentoring Act (Principal Act)**: Establishes the Alabama Principal Leadership Development System (APLDS) and stipends for successful program completion which includes professional learning, new principal mentoring, participation in a leadership academy, and an evaluation system (Section 16-6I)

- **School Safety and Discipline**: Manual contains current Alabama laws relating to responsibilities of each local board of education in providing a safe school environment (multiple sections)

- **School Security Act**: Creates statewide school security inspections, mapping, and grants; requires each district to have a trained safety coordinator (multiple sections)

- **Students First Act**: Addresses employment and dismissal procedures for teachers and other school employees (Section 16-24C)

- **Teacher Accountability Act:** Outlines procedures for hiring, evaluating, nonrenewing, and terminating principals and teachers (Section 16-24B)

- **Teacher Excellence and Accountability for Mathematics and Science (TEAMS) Act**: Aims to improve math and science education by ensuring highly qualified teachers through certification and professional development (Section 16-13-330)

- **Teachers' Bill of Rights**: Protects teachers' safety, fairness, authority, due process, and access to resources (Section 16-28C)

- **Vaping Act:** Requires public K-12 schools to adopt vaping awareness and prevention policies prohibiting tobacco and nicotine products and outlining education, consequences, and reporting procedures (Section 16-41A)

Appendix D17: Manage Fiscal Resources

Getting the Most from Your Budget

Education spending always involves choices that should be made meaningfully and intentionally. Effective school leaders strategically weigh the costs and benefits when deciding what budget options to pursue and which to sustain, modify, or cut to meet the needs of students and support the school's goals and priorities.

The following example tools can be used to link spending choices with desired outcomes:
- Edunomics Lab Framework to Explore Budgeting Choices
- Alabama FY23 Spending vs SY24 Outcomes
- NASSP Questions for Principals to Use When Talking to District Leaders About Spending and Outcomes

Managing School Budgets

Weekly Tasks:
Review documentation that requires your approval:
- Purchase orders
- Checks
- Field trip authorizations and financial statements
- Fundraising event authorizations and financial reports
- Transfers
- Adjustments
- Electronic banking transfers

Monthly Tasks:
- Review monthly bank statements and bank reconciliation. Check if there are any outstanding checks based on local board policies.
- Compare the monthly financial reports generated by your bookkeeper with the reconciliation of the bank statement.
- Discuss any financial or procedural concerns that your bookkeeper may have (e.g., Mrs. Jones holds money overnight, incomplete fundraising statements, vendors who have not billed.)
- Review items approved in your absence (e.g., purchase orders, checks, purchasing card statements).
- Discuss your bookkeeper's review of the following:
  - Open purchase orders
  - Financial statements for fundraising events
  - Financial statements for field trips
  - Financial statements for athletic or other admission-ticket events
  - Account balances (e.g., no account has an unexpected negative balance)

Communicating and Building Trust

Successful communication tips from Edunomics Lab include:
- Avoid business lingo (e.g., productivity, bang for the buck, reallocation, efficiency).
- Reference students (e.g., what the investment will do for students; if you have to take something away, explain how you are protecting what matters most).
- Citing dollar figures improves credibility. Explain trade-offs with dollars.
- "Fair" tends to be received better than "Same."
- When citing evidence/research, acknowledge local context (e.g., "Research says pre-k is good investment…and our teachers tell us our 5-year-olds lack the skills they need to succeed.")
- Provide authentic opportunities for stakeholders to weigh in.
- Emphasize a brighter future (versus a problematic past or present).
- Acknowledge good faith. Recognize criticism.

Resource: Example Communication Template

Understanding Compliance

Local School Finance Procedures:
ALSDE's Financial Procedures for Local Schools Manual serves as a comprehensive guide to assist principals in overseeing all financial matters within the school, ensuring adherence to generally accepted accounting principles, and maintaining compliance with state and federal laws. Key topics include:
- Public and Non-Public Funds
- Receipting Funds
- Banking
- School Income
- Purchasing
- Expenditures
- Guidelines for School-Related Organizations
- Student Payments
- Live Work Projects

Common Audit Findings at Local Schools:
- Teachers not issuing receipts to students for funds collected and remit the funds to the local school bookkeeper daily
- Cash brought to the bookkeeper by a student
- Unreceipted funds found in the receipt book
- Deposits not made daily or intact
- Fundraisers not approved per Board policies and procedures
- Non-Public Activity accounts have a deficit balance
- Food for faculty purchased with public funds
- Purchase orders issued after the purchase was made or not issued at all
- Payment for school expenditures made from cash receipts
- Expenditures not properly coded in the accounting system
- Travel reimbursements in excess of policy limits
- Late payments

Classroom Instructional Support Funds:
In accordance with the Code of Alabama, Section 16-1-8.1, all funds allocated in the Foundation Program for library enhancement, student materials, technology, professional development, and common purchases shall be spent only for the purpose for which they are allocated. Library media specialists shall be consulted in budgeting all library enhancement funds.

Key Reminders:
- Budget Committee - Each school shall have a budget committee of 5 members consisting of 4 teachers and the school's principal or the principal's designee. Teachers shall be elected annually by secret ballot and by majority vote.
- Budget Approval - The proposed budget from the budget committee shall be submitted to teachers for review and majority vote approval.
- Spending of Funds - Any or all of the funds for classroom instructional support shall be made available to each teacher before December 1. The teacher may order, in whole or in part, his/her allocation anytime during the current fiscal year.

Key Documentation:
- Secret ballots of committee election
- Secret ballots of proposed budgets
- Sign-in sheets and minutes of committee meetings
- ALSDE forms for approved budgets (available on the LEA Accounting Departmental Office page of the ALSDE website (click on + next to Classroom Instructional Support section under current fiscal year)

Other Resources:
- Financial Procedures for Local School Funds - Legal Compliance Guidelines Presentation
- ALSDE Federal Programs Handbook
- ALSDE Federal Programs Allowable Uses of Federal Funds

Reading Financial Documents

Accounting system components create a common means of communication to be used in planning, recording, managing, and reporting financial activities. School accounting systems include 10 components with 31 digits. (Central offices use 9 components with 27 digits.)

Components:
- Activity: specific club, activity, or sport
- Fund Type: the major way of distinguishing governmental monies (e.g., general, special revenue such as Title I funds)
- Account Type: there are 5 types (e.g., revenues, expenditures)
- Function: describes the activity being performed
- Object: specifically identifies the item or service purchased
- Cost Center: identifies specific schools/budgetary or operational units
- Fund Source: identifies where the funds originate
- Year: identifies the appropriate year/carryover funds
- Program: identifies exact activity designed to accomplish an objective
- Special Use: not usually required but provides greater breakdown

Activity	Fund Type	Account Type	Function	Object	Cost Center	Fund Source	Year	Program	Special Use
XXXX	XX	X	XXXX	XXX	XXXX	XXXX	X	XXXX	XXXX

Think of the following questions when making decisions:
- Function Code - What is being done?
- Object Code - What are you paying for?
- Program Code – To whom or what are you providing it to?

The codes tell a story! Example codes and uses are included below.

Example Code	Example Use	Local School Fund Category
XXXX-12-5-1100-342--0090-7101-0-8100-0000	expenditure of equipment maintenance agreements (e.g., school copier rental)	Public Funds
XXXX-12-5-1100-411--0025-7101-0-1500-0001	expenditure of student materials from Classroom Instructional Support (CIS) funds for grades 7-12 (e.g., science kit)	Public Funds
XXXX-12-5-2310-623--0473-7101-0-8230-0000	expenditure of registration fees for the principal (e.g., conference registration fee)	Public Funds
XXXX-32-5-1100-415-0890-7501-0-4500-0000	expenditure of athletic supplies (e.g., basketballs)	Non-Public Funds
XXXX-12-4-7340-000-0025-7101-0-0000-0000	fundraiser revenue (e.g., principal determines how the funds are spent)	Public Funds
XXXX-32-4-7710-000-0015-7501-0-0000-0000	fundraiser revenue (e.g., student club officers determine how the funds are spent)	Non-Public Funds

Resource: ALSDE Accounting Manual

Reading Financial Documents

Budget Reports:

Harris NextGen is the accounting software system used in most Alabama school systems. The most common reports used by principals include the Budget Analysis Report and Principal's Report (see screenshots below).

Budget Analysis Report

% of Budget (Actual + Encumbered)
Does it align with the time of year?
Example: Is the percentage within 25-33% by December?

RUN DATE:
RUN TIME:

MCAI BUDGETARY ACCOUNTING SYSTEM
BUDGET ANALYSIS REPORT

Page 1 of 3
GLBARP

Description Fd-C-Func-Obj-CCtr-SFnd-Y-Prog-Spec	2024 BUDGET	2024 ACTUAL	2025 BUDGET	2025 YTD ACT	2025 YTD ENC	% OF BUD	VAR
*** EXPENDITURES ***							
INSTRUCTION-STUDENT CLASSRM SUPP 11-5-1100-411-0005-1110-0-1100-0001	5,122.35	4,821.61	8,100.00	501.83	660.15	14.35	6,938.02
INSTRUCTION-STUDENT CLASSRM SUPP 11-5-1100-411-0005-1110-0-1200-0001	12,521.30	11,564.21	18,900.00	2,077.99	941.51	15.98	15,880.50
INSTRUCTION-STUDENT CLASSRM SUPP 11-5-1100-411-0005-1110-0-2300-0001 INSTRUCTION, STUDENT CLASSRM SUPP	2,276.60	2,276.60	3,600.00	425.17	852.67	35.50	2,322.16
11-5-1100-411-0005-1110-0-2800-0001	227.66	0.00	360.00	0.00	0.00	0.00	360.00
GUID & COUNSELING-OTH NONINST SUPPLIES 11-5-2120-489-0005-1110-0-8210-0001	569.15	567.15	900.00	0.00	0.00	0.00	900.00
SPEECH PATH/AUDO SER, OTH NONINST SUPPLIE 11-5-2180-489-0005-1110-0-8210-0001	569.15	543.73	900.00	0.00	0.00	0.00	900.00
ED MEDIA SERVICES-OTH NONINST SUPPLIES 11-5-2220-489-0005-1110-0-8220-0001	569.15	557.93	900.00	0.00	0.00	0.00	900.00
OFFICE OF SCHOOL ADM-OTH NONINST SUPPLIES 11-5-2310-489-0005-1110-0-8230-0001	1,138.30	1,138.30	1,800.00	291.98	0.00	16.22	1,508.02
*** TOTAL EXPENDITURES:	22,993.66	21,469.53	35,460.00	3,296.97	2,454.33	16.22	29,708.70

Last Year's Budget

Last Year's Actual Expenditures

Current Budget

Year-to-Date Expenditures

Year-to-Date Encumbrances
(Approved POs in process)

Available Balance
How much is left?
Budget – (Actual + Encumbered)

Principal's Report

RUN DATE:
RUN TIME:

MCAI BUDGETARY ACCOUNTING SYSTEM
PRINCIPAL'S REPORT

FISCAL PERIOD:

Available Balance for Each Activity Account
Are there any negative balances?

COST CENTER:

	RECEIPTS THIS MON	RECEIPTS TO DATE	PAYMENTS THIS MON	PAYMENTS TO DATE	MONTH BALANCE OPERATION PYA TO DATE	BALANCE BEGIN OF YEAR	BALANCE CURRENT MTD	ENC	ACT
0000 Default Activity Value	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL Default Activity							0.00	0.00	
2001 GENERAL FUND	1,162.73	4,506.21	11,952.96	17,258.87	-12,752.66	119,460.87	106,708.21	2,774.00	103,934.21
2005 iPad Protection Coverage	150.00	700.00	0.00	0.00	700.00	3,050.00	3,750.00	0.00	3,750.00
2030 ART	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2040 PE	0.00	54.00	0.00	54.00	0.00	1,506.66	1,506.66	0.00	1,506.66
2050 MUSIC	0.00	0.00	0.00	0.00	0.00	94.78	94.78	0.00	94.78
2100 General Fund Public	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2501 GENERAL ACCOUNT NON PUBLIC	0.00	1,317.00	775.45	1,585.57	-268.57	17,375.54	17,106.97	740.77	16,366.20
2530 ART	0.00	0.00	0.00	0.00	0.00	352.48	352.48	0.00	352.48
2531 ART-PUBLIC	0.00	0.00	0.00	0.00	0.00	540.70	540.70	0.00	540.70
2540 PE	0.00	0.00	0.00	0.00	0.00	788.99	788.99	0.00	788.99
2550 MUSIC/CHORUS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL General	1,312.73	6,577.21	12,728.41	18,898.44	-12,321.23	143,170.02	130,848.79	3,514.77	127,334.02

Receipts

Payments

Prior-Year Adjustments
(Correction of errors)

Beginning Balance

Current Balance
(Month to Date)

Encumbrances
(Approved POs in process)

Appendix D18: Develop the Professional Learning Plan (PLP) and Reflect on Progress

School administrators are required to have a Professional Learning Plan (PLP) that includes at least one goal for student academic growth and/or achievement, at least one goal for school climate, and plan for participating in high-quality professional learning targeting school leadership from the state-approved list. (For more information, go to **AlabamaPrincipals.org**).

Develop the Professional Learning Plan (PLP)

Student Growth/Achievement Goal(s):

Considerations for Goal Setting:
- What assessment data (e.g., state assessment, benchmark assessment) will be used to determine baseline data and set targets for what can be accomplished in one year? What is being measured in each assessment?
- What areas of student performance are meeting or exceeding expectations? Below expectations?
- What patterns exist within the data? How are the data similar or different in various grade levels, content areas, and individual classes?
- How did various groups of students perform? (consider Accountability subgroups such as economically disadvantaged, students with disabilities, students with limited English proficiency, and race/ethnicity)
- What are the potential root causes?
- How will the data be used to set a goal and guide your professional learning?

Growth Goal Examples:
- In one year, at least 90% of students will demonstrate adequate growth (Category 3-4) on the ACAP Summative Math Test.
- In one year, at least 65% of EL students in grades 3-5 will demonstrate adequate growth (Category 3-4) on the ACAP Summative and benchmark assessments (40 SGP).

Achievement Goal Examples:
- In one year, 46% of students will achieve proficiency or above in ELA on the ACT.
- In one year, the average percent correct in Key Ideas & Details will be at least 80% on quarterly common assessments and on the ACT Reading Test.

Considerations for School Climate Goal(s):

Considerations for Goal Setting:
- What do you want to learn from perception data collected through surveys? From whom (e.g., students, parents, teachers, staff)?
- What areas of school climate are meeting or exceeding expectations? Below expectations?
- What patterns exist within the data? How are the data similar or different across stakeholder groups?
- What other data can provide additional insights that surveys may not be able to capture, can help better understand survey findings for decision making, or help see whether school climate improvement efforts are responsive to needs (e.g., student and staff attendance rates, administrative records of behavioral incidents, focus groups with students and parents)?
- How will the results be used to set a goal and guide your professional learning?

School Climate Goal Examples:
- In one year, Alabama School Climate Survey data will indicate greater emotional safety by at least 5% for instructional staff, students, and families.
- In one year, Alabama School Climate Survey data will show at least a 5% increase in instructional staff, students, and families feeling safe at our school.

Considerations for High-Quality Professional Learning:

Considerations for Planning HQPL from the State-Approved List:
- How will I deepen my professional knowledge and apply my new learning to meet my growth/achievement and school climate goals?
- What leadership skills and practices do I already do well as they relate to the Alabama Standards for School Leadership? In what areas do I need to grow?
- What areas of professional growth do I need to focus on the most right now based on my current skills and leadership context?

- What professional learning opportunities are connected to my district's strategic plan and priorities?
- What evidence will demonstrate application of my new learning?

Example Plan for Growth:
I will attend professional learning sessions offered by the Office of School Improvement that target my leadership skills in understanding data platforms (e.g., AIM Student Data tile), analyzing different types of student data (e.g., report card indicators) that are disaggregated by subgroups, and developing my ACIP goals and strategies. I will also attend High-Quality Instruction & Assessment (HQIA) professional learning sessions offered by the ALSDE EL section to support my teachers' use of evidence-based practices for English learners. Expected evidence that will demonstrate the application of my new learning will include:
- Completed data meeting protocols with disaggregated subgroup data (e.g., report card indicators, benchmark assessments) that include discussion notes of trends and action steps
- ACIP with strategies that target EL students (eProve Strategies *Annual Implementation Plan*)
- Analysis of Findings for Critical Initiatives related to EL strategies (eProve Strategies *Evaluating Phase*)

Example Plan for Achievement:
I will attend the high-quality professional learning titled, "Providing Effective Feedback for Improving Instruction," to deepen my knowledge and practice in providing classroom teachers with focused, objective feedback for the purpose of improving instructional strategies. Through this professional learning experience, I will also focus on learning how to use classroom observations to assess the implementation of teacher professional learning (e.g., deepening their content knowledge and instructional practices related to key ideas and details). Expected evidence that will demonstrate the application of my new learning will include:
- Examples of completed observation protocols focused on teacher application of professional learning
- Examples of completed post-lesson conference protocols used with teachers

Example Plan for School Climate:
I will also attend high-quality professional learning focused on cultivating faculty, staff, and student perceptions of the safety, supportiveness, and orderliness of the school environment. I will also learn how to monitor progress toward meeting my school climate goals through quick checks (e.g., short survey, focus groups) and make adjustments as needed. Expected evidence that will demonstrate the application of my new learning will include:
- Posters across the school that communicate specific rules and procedures expected within the school
- Monthly discipline data to monitor trends by time of day and time of year
- Focus group notes when students are periodically asked about their thoughts on school safety issues
- Results from quick surveys regarding the school's safety and orderliness that can be completed by parents at school events, student checkout, car rider line, etc.
- End-of-year school climate survey results

Best Practice Tips:

Best Practice Tips:
- Limit to 3-5 PLP goals total (do less with greater focus)
- Align plan for professional learning with PLP goals
- Align PLP and Alabama Continuous Improvement Plan (ACIP)

Well-written Goals Are...
Based on critical needs and priorities identified by data, develop well-written goals that are *S.M.A.R.T*.

S - Specific: Goals should be detailed and explicit.

M - Measurable: Goals should articulate a desired outcome and how that outcome will be measured.

A - Attainable: Push yourself past your comfort zone but be realistic and attainable by keeping goals to a minimum.

R - Relevant and Data-Based: Goals should be based on evidence of need.

T - Time-Bound: Create a sense of urgency by defining when the goal will become reality.

Reflect on Progress

Set Weekly Goals
- Review your school and personal growth goals. (Post them where they are visible; visibly track your progress.)   - List your top three priorities this week to help you accomplish your goals (keep a chart of priorities met, when, and what goal they are addressing): 1. 2. 3.   - Did you accomplish your priorities from last week? Why or why not?   - If not, how could you approach the priority this week to successfully accomplish the goal?   - If so, how can you replicate that success with other priorities?   - How effectively have you managed your time this week?   - Did you complete your priorities? Why or why not?   - Are you on track to meet local, regional, and state-level requirements (reference deadlines)? Why or why not?
Celebrate Wins
- In what area(s) did you find your greatest success this week? (Include small successes as well; visibly track your successes.)   - What contributed to your success?   - Who contributed to this success?   - How can you replicate your success in other areas of your work?
Identify Challenges and Barriers
- What challenge(s) did you experience that were not expected this week?   - How did you respond to the challenge(s), and who did you turn to for advice or help?   - Would you change your approach to addressing the challenge(s) if you experience a similar situation in the future? Why or why not?   - Who could you reach out to for help addressing the challenge(s)?
Reflect on Growth
List one positive thing that you learned this week and how you will utilize that knowledge moving forward.

Appendix E1: Alabama Administrator School Climate Survey

How strongly do you agree or disagree with the following statements about your school? (Mark One Response.)

Engagement (E)	Strongly Disagree	Disagree	Agree	Strongly Agree
E1. Staff let students know when they do something well or make improvements.				
E2. If a student has done something well or makes improvements, staff contact his/her parents.				
E3. If a student is absent, there is a teacher or some other adult at the school who will notice and follow up on the absence.				
E4. Staff at my school teach positive conflict resolution strategies to students.				
E5. Staff collaborate well with each other.				
E6. At my school, there is a feeling of trust among the staff.				
E7. Staff make the school feel welcoming.				
E8. Staff do a good job helping parents/guardians to support their children's learning at home.				
E9. My school communicates with parents/guardians in a timely and ongoing basis.				
E10. My school establishes partnerships with the community.				
E11. My school helps parents/guardians find community supports for their students who need them.				
E12. I discuss challenges and get ideas from other school administrators.				
E13. At my school, students have lots of chances to help decide things like class activities and establishing rules.				
E14. Students have lots of chances to be part of class discussions or activities.				
E15. I ask students about their ideas.				
E16. At my school, families are given the opportunity to take part in decision making.				
E17. Staff at my school have many opportunities to influence what happens within the school.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
E18. Administrators involve staff in decision-making.				
E19. There are lots of chances for students at my school to get involved in sports, clubs, and other school activities outside of class.				
E20. My school asks families to participate in school events and activities.				
Safety (S)	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
S1. I feel like I belong.				
S2. I feel satisfied with the recognition I get for doing a good job.				
S3. I feel comfortable discussing feelings, worries, and frustrations with my supervisors.				
S4. People at my school care about me as a person.				
S5. I can manage almost any student behavior problem.				
S6. I recognize faculty and staff for doing a good job.				
S7. Faculty and staff feel comfortable discussing feelings, worries, and frustrations with school administrators.				
S8. Faculty and staff are inspired to do their very best at their job.				
S9. I let people at my school know I care about them.				
S10. Faculty and staff can manage almost any student behavior problem.				
S11. I am happy to be at my school.				
S12. I feel safe at my school.				
S13. Students at my school do NOT threaten to hurt other students.				
S14. Robbery or theft are NOT problems at my school.				
S15. Vandalism is NOT a problem at my school.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
S16. Physical fighting between students is NOT a problem at my school.				
S17. Faculty, staff, and students know what to do if there is an emergency, natural disaster (tornado, flood), or a dangerous situation (e.g., violent person on campus) during the school day.				
S18. My school or district provides effective training in safety procedures to staff (e.g., lockdown training, fire drills).				
S19. The school provides a structured anonymous threat reporting system (e.g., online submission, phone hotline, written submission via Dropbox).				
S20. This school notifies parents or guardians effectively in the case of a schoolwide emergency.				
Environment (EV)	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
EV1. My school looks clean and pleasant.				
EV2. The school building is well-maintained.				
EV3. Teaching is supported by adequate instructional space (e.g., classrooms) at my school.				
EV4. Teaching is supported by adequate and up-to-date equipment and facilities at my school.				
EV5. Staff at this school regularly give students individualized attention and help.				
EV6. Staff at this school make themselves available to parents/ guardians to discuss their child's learning.				
EV7. Teachers often connect what they are teaching to life outside the classroom.				
EV8. Teachers often explain why the things they're learning are important.				
EV9. This school has high expectations for students.				
EV10. Once we start a new program at my school, we follow up to make sure that it's working.				
EV11. Poor student attendance is a problem at this school.				
EV12. Poor teacher attendance is a problem at this school.				
EV13. The school communicates to students and families how important it is to go to school every day.				

EV14. The programs and resources at my school are adequate to support all students' learning.				
EV15. Teachers know how to help all children learn.				
EV16. Staff at this school feel responsible to help each other do their best.				
EV17. Staff at my school acknowledge students for positive behavior.				
EV17. Staff, students, and families at my school are clearly informed about school rules, expectations, and policies regarding student behavior.				
EV19. Discipline is fair.				
EV20. Staff at my school work together to ensure an orderly environment.				

Appendix E2: Alabama Instructional Staff School Climate Survey

How strongly do you agree or disagree with the following statements about your school? (Mark One Response.)

Engagement (E)	Strongly Disagree	Disagree	Agree	Strongly Agree
E1. Staff let students know when they do something well or make improvements.				
E2. If a student has done something well or makes improvements, staff contact his/her parents.				
E3. If a student is absent, there is a teacher or some other adult at the school who will notice and follow up on the absence.				
E4. Staff at this school teach positive conflict resolution strategies to students.				
E5. Staff collaborate well with each other.				
E6. At my school, there is a feeling of trust among the staff.				
E7. Staff make the school feel welcoming.				
E8. Staff do a good job helping parents/guardians to support their children's learning at home.				
E9. My school communicates with parents/guardians in a timely and ongoing basis.				
E10. At my school, students have lots of chances to help decide things like class activities and establishing rules.				
E11. Students have lots of chances to be part of class discussions or activities.				
E12. My level of involvement in decision making at this school is fine with me.				
E13. Teachers at my school have many opportunities to influence what happens within the school.				
E14. Administrators involve staff in decision-making.				
E15. There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.				
Safety (S)	Strongly Disagree	Disagree	Agree	Strongly Agree
S1. I feel like I belong.				
S2. I feel satisfied with the recognition I get for doing a good job.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
S3. I feel comfortable discussing feelings, worries, and frustrations with school administrators.				
S4. People at my school care about me as a person.				
S5. I can manage almost any student behavior problem.				
S6. My school inspires me to do the very best at my job.				
S7. I am happy to be at my school.				
S8. I feel safe at my school.				
S9. Students at my school do NOT threaten to hurt other students.				
S10. Robbery or theft are NOT problems at my school.				
S11. Vandalism is NOT a problem at my school.				
S12. Physical fighting between students is NOT a problem at my school.				
S13. I know what to do if there is an emergency, natural disaster (tornado, flood), or a dangerous situation (e.g., violent person on campus) during the school day.				
S14. My school or district provides effective training in safety procedures to staff (e.g., lockdown training, fire drills).				
S15. The school provides a structured anonymous threat reporting system (e.g., online submission, phone hotline, written submission via drop box).				
Environment (EV)	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
EV1. My school looks clean and pleasant.				
EV2. The school building is well-maintained.				
EV3. My teaching is supported by adequate instructional space (e.g., classrooms) at my school.				
EV4. My teaching is supported by adequate and up-to-date equipment and facilities at my school.				
EV5. I give students individual help when they need it.				

EV6. I make myself available to parents/guardians to discuss their child's learning.				
EV7. I often connect what I am teaching to life outside the classroom.				
EV8. This school has high expectations for students.				
EV9. Once we start a new program at my school, we follow up to make sure that it's working.				
EV10. I communicate to students how important going to school every day is for their learning.				
EV11. The programs and resources at my school are adequate to support all students' learning.				
EV12. Staff at my school acknowledge students for positive behavior.				
EV13. This school clearly communicates school rules, expectations, and policies about student behavior to staff.				
EV14. Discipline is fair.				
EV15. Staff at my school work together to ensure an orderly environment.				

Appendix E3: Alabama Student School Climate Survey (Grades 5-12)

How strongly do you agree or disagree with the following statements about your school? (Mark One Response.)

Engagement (E)	Strongly Disagree	Disagree	Agree	Strongly Agree
E1. My teachers let me know when I do something well or improve.				
E2. Adults at the school are there for me when I need to talk with them.				
E3. If I am absent, there is a teacher or some other adult at the school who will say something and check on me.				
E4. Students at my school get along well with each other.				
E5. I feel welcome at my school.				
E6. At my school, students have lots of chances to help decide things like class activities and rules.				
E7. I have lots of chances to be part of class discussions or activities.				
E8. Adults at the school ask students about their ideas.				
E9. There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.				
E10. I often go to school events and activities.				
Safety (S)	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
S1. I feel like I belong.				
S2. Teachers and other adults at my school care about me.				
S3. I am happy to be at my school.				
S4. I feel safe at my school.				
S5. Students at my school do NOT threaten to hurt other students.				
S6. Students at my school do NOT take other people's valuable things.				
S7. Students at my school do NOT damage or destroy other students' property.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
S8. Students at my school do NOT physically fight.				
S9. Students know what to do if there is an emergency, natural disaster (tornado, flood), or a dangerous situation (e.g., violent person on campus) during the school day.				
S10. If students heard about a threat to school or student safety, they would report it to an adult at the school.				
Environment (EV)	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
EV1. My school looks clean and neat.				
EV2. Broken things at my school get fixed quickly.				
EV3. My teachers give me individual help when I need it.				
EV4. My teachers often connect what I am learning to life outside the classroom.				
EV5. The things I'm learning in school are important to me.				
EV6. My teachers expect me to do my best all the time.				
EV7. Going to school every day is important for me to learn.				
EV8. Adults at my school acknowledge students for doing the right thing.				
EV9. I know the school and classroom rules.				
EV10. Discipline is fair.				

Appendix E4: Alabama Family School Climate Survey

How strongly do you agree or disagree with the following statements about your school? (Mark One Response.)

Engagement (E)	Strongly Disagree	Disagree	Agree	Strongly Agree
E1. If my child does something well or makes improvements, I usually hear about it from the school.				
E2. I feel welcome at this school.				
E3. This school helps me to support my child's learning at home.				
E4. This school promptly responds to my phone calls, messages, or emails.				
E5. At my child's school, families are given the opportunity to take part in decision making.				
E6. My level of involvement in decision making at this school is fine with me.				
E7. There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.				
E8. This school asks me to participate in school events and activities.				
Safety (S)	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
S1. At this school, my child feels (s)he belongs.				
S2. At this school, the staff really care about my child.				
S3. I am happy my child is at this school.				
S4. My child is safe at this school.				
S5. Physical fighting between students is NOT a problem at my child's school.				
S6. This school has made it clear to my child what (s)he should do if there is an emergency, natural disaster (tornado, flood), or a dangerous situation (e.g., violent person on campus) during the school day.				
S7. This school notifies parents or guardians effectively in the case of a schoolwide emergency.				
S8. This school takes effective measures to ensure the safety of students.				

Environment (EV)	Strongly Disagree	Disagree	Agree	Strongly Agree
EV1. My child's school looks clean and pleasant.				
EV2. My child's school building is well-maintained.				
EV3. Teachers make themselves available to me to talk about my child's learning.				
EV4. This school has high expectations for students.				
EV5. Attending school every day is important for my child to do well in his/her classes.				
EV6. Adults at this school acknowledge students for doing the right thing.				
EV7. This school clearly communicates school rules, expectations, and policies about student behavior to parents/guardians.				
EV8. Discipline is fair.				

Appendix E5: Alabama School Climate Survey Alignment

Engagement	Administrator Survey Item	Instructional Staff Survey Item	Student (Grades 5-12) Survey Item	Family Survey Item
Relationships	E1. Staff let students know when they do something well or make improvements.	E1. Staff let students know when they do something well or make improvements.	E1. My teachers let me know when I do something well or improve.	
			E2. Adults at the school are there for me when I need to talk with them.	
	E2. If a student has done something well or makes improvements, staff contact his/her parents.	E2. If a student has done something well or makes improvements, staff contact his/her parents.		E1. If my child does something well or makes improvements, I usually hear about it from the school.
	E3. If a student is absent, there is a teacher or some other adult at the school who will notice and follow up on the absence.	E3. If a student is absent, there is a teacher or some other adult at the school who will notice and follow up on the absence.	E3. If I am absent, there is a teacher or some other adult at the school who will say something and check on me.	
	E4. Staff at my school teach positive conflict resolution strategies to students.	E4. Staff at this school teach positive conflict resolution strategies to students.	E4. Students at my school get along well with each other.	
	E5. Staff collaborate well with each other.	E5. Staff collaborate well with each other.		
	E6. At my school, there is a feeling of trust among the staff.	E6. At my school, there is a feeling of trust among the staff.		
	E7. Staff make the school feel welcoming.	E7. Staff make the school feel welcoming.	E5. I feel welcome at my school.	E2. I feel welcome at this school.
	E8. Staff do a good job helping parents/guardians to support their children's learning at home.	E8. Staff do a good job helping parents/guardians to support their children's learning at home.		E3. This school helps me to support my child's learning at home.
	E9. My school communicates with parents/guardians in a timely and ongoing basis.	E9. My school communicates with parents/guardians in a timely and ongoing basis.		E4. This school promptly responds to my phone calls, messages, or emails.
	E10. My school establishes partnerships with the community.			
	E11. My school helps parents/guardians find community supports for their students who need them.			
	E12. I discuss challenges and get ideas from other school administrators.			
School Participation	E13. At my school, students have lots of chances to help decide things like class activities and establishing rules.	E10. At my school, students have lots of chances to help decide things like class activities and establishing rules.	E6. At my school, students have lots of chances to help decide things like class activities and rules.	
	E14. Students have lots of chances to be part of class discussions or activities.	E11. Students have lots of chances to be part of class discussions or activities.	E7. I have lots of chances to be part of class discussions or activities.	
	E15. I ask students about their ideas.		E8. Adults at the school ask students about their ideas.	

	Administrator Survey Item	Instructional Staff Survey Item	Student Survey Item	Family Survey Item
	E16. At my school, families are given the opportunity to take part in decision making.			E5. At my child's school, families are given the opportunity to take part in decision making.
		E12. My level of involvement in decision making at this school is fine with me.		E6. My level of involvement in decision making at this school is fine with me.
	E17. Staff at my school have many opportunities to influence what happens within the school.	E13. Teachers at my school have many opportunities to influence what happens within the school.		
	E18. Administrators involve staff in decision-making.	E14. Administrators involve staff in decision-making.		
	E19. There are lots of chances for students at my school to get involved in sports, clubs, and other school activities outside of class.	E15. There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.	E9. There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.	E7. There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class.
			E10. I often go to school events and activities.	
	E20. My school asks families to participate in school events and activities.			E8. This school asks me to participate in school events and activities.

Safety	Administrator Survey Item	Instructional Staff Survey Item	Student Survey Item	Family Survey Item
Emotional Safety	S1. I feel like I belong.	S1. I feel like I belong.	S1. I feel like I belong.	S1. At this school, my child feels (s)he belongs.
	S2. I feel satisfied with the recognition I get for doing a good job. S6. I recognize faculty and staff for doing a good job.	S2. I feel satisfied with the recognition I get for doing a good job.		
	S3. I feel comfortable discussing feelings, worries, and frustrations with my supervisors. S7. Faculty and staff feel comfortable discussing feelings, worries, and frustrations with school administrators.	S3. I feel comfortable discussing feelings, worries, and frustrations with school administrators.		
	S4. People at my school care about me as a person. S9. I let people at my school know I care about them.	S4. People at my school care about me as a person.	S2. Teachers and other adults at my school care about me.	S2. At this school, the staff really care about my child.
	S5. I can manage almost any student behavior problem. S10. Faculty and staff can manage almost any student behavior problem.	S5. I can manage almost any student behavior problem.		
	S8. Faculty and staff are inspired to do their very best at their job.	S6. My school inspires me to do the very best at my job.		
	S11. I am happy to be at my school.	S7. I am happy to be at my school.	S3. I am happy to be at my school.	S3. I am happy my child is at this school.

Physical Safety	**S12.** I feel safe at my school.	**S8.** I feel safe at my school.	**S4.** I feel safe at my school.	**S4.** My child is safe at this school.
	S13. Students at my school do NOT threaten to hurt other students.	**S9.** Students at my school do NOT threaten to hurt other students.	**S5.** Students at my school do NOT threaten to hurt other students.	
	S14. Robbery or theft are NOT problems at my school.	**S10.** Robbery or theft are NOT problems at my school.	**S6.** Students at my school do NOT take other people's valuable things.	
	S15. Vandalism is NOT a problem at my school.	**S11.** Vandalism is NOT a problem at my school.	**S7.** Students at my school do NOT damage or destroy other students' property.	
	S16. Physical fighting between students is NOT a problem at my school.	**S12.** Physical fighting between students is NOT a problem at my school.	**S8.** Students at my school do NOT physically fight.	**S5.** Physical fighting between students is NOT a problem at my child's school.
Emergency Readiness/ Management	**S17.** Faculty, staff, and students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.	**S13.** I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.	**S9.** Students know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.	**S6.** This school has made it clear to my child what (s)he should do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.
	S18. My school or district provides effective training in safety procedures to staff (e.g., lockdown training, fire drills).	**S14.** My school or district provides effective training in safety procedures to staff (e.g., lockdown training, fire drills).		
	S19. The school provides a structured anonymous threat reporting system (e.g., online submission, phone hotline, written submission via drop box).	**S15.** The school provides a structured anonymous threat reporting system (e.g., online submission, phone hotline, written submission via drop box).	**S10.** If students heard about a threat to school or student safety, they would report it to an adult at the school.	
	S20. This school notifies parents or guardians effectively in the case of a schoolwide emergency.			**S7.** This school notifies parents or guardians effectively in the case of a schoolwide emergency.
				S8. This school takes effective measures to ensure the safety of students.

Environment	Administrator Survey Item	Instructional Staff Survey Item	Student Survey Item	Family Survey Item
Physical Environment	**EV1.** My school looks clean and pleasant.	**EV1.** My school looks clean and pleasant.	**EV1.** My school looks clean and neat.	**EV1.** My child's school looks clean and pleasant.
	EV2. The school building is well-maintained.	**EV2.** The school building is well-maintained.	**EV2.** Broken things at my school get fixed quickly.	**EV2.** My child's school building is well-maintained.
	EV3. Teaching is supported by adequate instructional space (e.g., classrooms) at my school.	**EV3.** My teaching is supported by adequate instructional space (e.g., classrooms) at my school.		
	EV4. Teaching is supported by adequate and up-to-date equipment and facilities at my school.	**EV4.** My teaching is supported by adequate and up-to-date equipment and facilities at my school.		
Instructional Environment	**EV5.** Staff at this school regularly give students individualized attention and help.	**EV5.** I give students individual help when they need it.	**EV3.** My teachers give me individual help when I need it.	
	EV6. Staff at this school make themselves available to parents/	**EV6.** I make myself available to parents/guardians to discuss their child's learning.		**EV3.** Teachers make themselves available to me to talk about my child's learning.

	guardians to discuss their child's learning.			
	EV7. Teachers often connect what they are teaching to life outside the classroom.	**EV7.** I often connect what I am teaching to life outside the classroom.	**EV4.** My teachers often connect what I am learning to life outside the classroom.	
	EV8. Teachers often explain why the things they're learning are important.		**EV5.** The things I'm learning in school are important to me.	
	EV9. This school has high expectations for students.	**EV8.** This school has high expectations for students.	**EV6.** My teachers expect me to do my best all the time.	**EV4.** This school has high expectations for students.
	EV10. Once we start a new program at my school, we follow up to make sure that it's working.	**EV9.** Once we start a new program at my school, we follow up to make sure that it's working.		
	EV11. Poor student attendance is a problem at this school. **EV12.** Poor teacher attendance is a problem at this school. **EV13.** The school communicates to students and families how important it is to go to school every day.	**EV10.** I communicate to students how important going to school every day is for their learning.	**EV7.** Going to school every day is important for me to learn.	**EV5.** Attending school every day is important for my child to do well in his/her classes.
	EV14. The programs and resources at my school are adequate to support all students' learning.	**EV11.** The programs and resources at my school are adequate to support all students' learning.		
	EV15. Teachers know how to help all children learn.			
	EV16. Staff at this school feel responsible to help each other do their best.			
Discipline	**EV17.** Staff at my school acknowledge students for positive behavior.	**EV12.** Staff at my school acknowledge students for positive behavior.	**EV8.** Adults at my school acknowledge students for doing the right thing.	**EV6.** Adults at this school acknowledge students for doing the right thing.
	EV17. Staff, students, and families at my school are clearly informed about school rules, expectations, and policies regarding student behavior.	**EV13.** This school clearly communicates school rules, expectations, and policies about student behavior to staff.	**EV9.** I know the school and classroom rules.	**EV7.** This school clearly communicates school rules, expectations, and policies about student behavior to parents/guardians.
	EV19. Discipline is fair.	**EV14.** Discipline is fair.	**EV10.** Discipline is fair.	**EV8.** Discipline is fair.
	EV20. Staff at my school work together to ensure an orderly environment.	**EV15.** Staff at my school work together to ensure an orderly environment.		

Appendix F: References

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