



# Idaho Principal Evaluation Framework

## Educator Effectiveness

**Domain 1 – School Climate:** An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

**1a. School Culture:** *Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow’s careers and life endeavors.*

| Unsatisfactory   | Basic  | Proficient  | Distinguished  |
|--|--|---|--|
| <p>The principal:</p> <p>Is inconsistent in creating maintaining rules and policies designed to ensure a safe environment for staff and students.</p> <p>Ignores or dismisses conflict.</p> <p>Passively listens to staff and community feedback but relies on his/her personal interpretation.</p> <p>Barriers continue or are created due to the lack of willingness to collaborate toward improving the school setting.</p> | <p>The principal:</p> <p>Complies with pertinent laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.</p> <p>Establishes rules and related consequences designed to keep students safe.</p> <p>Responds to conflict and seeks to resolve it.</p> <p>Alone or with school leadership team, monitors school climate by gathering data about student and staff perceptions; responds to significant issues after they arise.</p> | <p>The principal also:</p> <p>Ensures that disciplinary policies and actions remove students from learning opportunities only as a last resort.</p> <p>Ensures that staff proactively engages in conflict resolution.</p> <p>Models and promotes positive school culture.</p> <p>Actively elicits and uses feedback that measures the school and community perceptions and uses this data consistently to monitor and improve school climate.</p> <p>Collaborates with all school-level stakeholders in creating opportunities to safely examine assumptions and beliefs,</p> | <p>The principal also:</p> <p>Collaborates with other school/district leaders to develop more effective strategies to comply with regulations, improve school safety, and ensure equitable application of safety procedures.</p> <p>Collaborates with other school/district leaders to proactively identify physical and emotional threats and resolve them peacefully.</p> <p>Reduces conflict in school and district setting by monitoring and promoting a positive school culture encouraging positive engagement between students, staff, and parents.</p> |

| Unsatisfactory | Basic   | Proficient  | Distinguished  |
|----------------|---|---|--|
|                | Connects appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings. | which may serve as barriers to a school culture that embraces diversity in race, language, gender, culture, and values. | Systematically elicits feedback from school, district, and community and is explicit in analysis of and reflection on data and establishes actions based on data analysis.<br><br>Collaborates with other school/district leaders as well as with instructional staff, students, and their families in creating opportunities to safely examine deeply held assumptions and beliefs, which may serve as barriers to a school culture that embraces diversity in race, language, gender, culture, and values. |

**1b. Communication:** *Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.*

| Unsatisfactory  | Basic   | Proficient  | Distinguished  |
|---|---|---|--|
| <p>The principal:</p> <p>Doesn't develop a vision for the school or develops a vision for the school with little or no collaboration with stakeholders.</p> <p>Does not monitor school goals or plans or align them to school programs.</p> <p>Does not create or support opportunities for departments to communicate or collaborate.</p> <p>Uses print and/or email but does not use additional technology (e.g., website, social media) for communication to parents or other external constituents. A technology-</p> | <p>The principal:</p> <p>When making organizational decisions, refers to and requires others to reference the mission and vision, ensuring all staff know and understand it.</p> <p>Monitors school goals, programs, and actions.</p> <p>Facilitates clear, timely communication across the school's departments to support effective and efficient school operations.</p> <p>Uses print and/or email and intermittently uses additional technology (e.g., website, social media)</p> | <p>The principal also:</p> <p>Ensures that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.</p> <p>Adjusts the school improvement plan using data and input from stakeholders to ensure that programs and actions support the school's vision and mission.</p> <p>Leads school staff in using multidirectional communication strategies and engages stakeholders.</p> <p>Creates a technology-based communications plan that is based upon community members' technology use</p> | <p>The principal also:</p> <p>Leads, participates in, or advocates for changes to school or district vision and goals based on data to improve performance, school culture, and school success.</p> <p>Through the use of multiple communication strategies, leads staff, colleagues, and community in creating and monitoring school improvement plans in alignment with the district's initiatives.</p> <p>Collaborates with staff and community members through the use of multiple communication strategies to increase the effectiveness of internal and external</p> |

| Unsatisfactory                              | Basic  | Proficient                                       | Distinguished   |
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| based communications plan is not available. | for communication to parents or external constituents.<br><br>Puts in place a technology-based communication plan that shows the timeline for information dissemination. | preferences and is timed to the school schedule. | communication to all stakeholders regarding appropriate information for all stakeholders. |

**1c. Advocacy:** *Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.*

| Unsatisfactory  | Basic   | Proficient   | Distinguished  |
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| The principal:<br><br>Does not meaningfully involve all stakeholders in the school’s activities.<br><br>Considers the community separate from the school and overlooks opportunities to engage in the community’s various cultures. | The principal:<br><br>Invites community input and inconsistently uses the input to inform decisions.<br><br>Provides isolated opportunities for involving the community in school activities. | The principal also:<br><br>Consistently seeks and/or creates opportunities that engages the school community in activities that support teaching and learning.<br><br>Promotes appreciation and understanding of the community’s various cultures by providing opportunities for interaction with the community within the school. | The principal also:<br><br>Leads or collaborates on initiatives to bring the community into the school facility to better understand its initiatives, culture, and/or needs.<br><br>Proactively engages students, educators, parents, and community partners in building relationships that improve teaching and learning along with other emerging issues that impact district and school planning, programs, and structures. |

**Domain 2 – Collaborative Leadership:** An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

**2a. Shared Leadership:** *Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.*

| Unsatisfactory  | Basic  | Proficient  | Distinguished   |
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| <p>The principal:</p> <p>Does not use professional learning plans to support staff professional learning.</p> <p>Provides few advancement or leadership opportunities for staff.</p> <p>Has not begun to develop and implement shared leadership as part of the process of shared governance.</p> | <p>The principal:</p> <p>Through the use of professional learning plans, provides feedback on professional behavior to teachers and other staff and remediates behavior as needed.</p> <p>Provides staff equal access to opportunities for learning, leadership, and advancement.</p> <p>Has begun to develop and implement shared leadership as part of the process of shared governance.</p> | <p>The principal also:</p> <p>Encourages professional growth through the use of a professional learning plan, providing opportunities for individualized professional development.</p> <p>Creates structured opportunities for instructional staff and other staff to expand leadership.</p> <p>Effectively develops and sustains a culture of shared leadership as part of the process of shared governance.</p> | <p>The principal also:</p> <p>Leads, participates in, or advocates for expanding the power of professional learning plans and their use as a tool to create dialog that promotes leaders throughout school and district.</p> <p>Collaborates with other school/district leaders on how to facilitate structured opportunities for increased shared leadership.</p> <p>Collaborates with other school/district leaders on how to effectively develop and sustain a culture of shared leadership as part of the process of shared governance.</p> |

**2b. Priority Management:** *Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.*

| Unsatisfactory   | Basic   | Proficient  | Distinguished   |
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| <p>The principal:</p> <p>Does not manage time effectively or prioritize activities.</p> <p>Does not manage projects successfully, which leads to milestones and deadlines missed.</p> <p>Lacks systems and processes for planning and managing change.</p> | <p>The principal:</p> <p>Prioritizes the use of school time to ensure that some staff activities focus on improvement of student learning; organizes majority of professional time to the school's priorities but may also engage in time wasting activities.</p> | <p>The principal also:</p> <p>Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning.</p> <p>Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.</p> | <p>The principal also:</p> <p>Coaches or facilitates other leaders in effective use of school time by prioritizing to ensure staff and student activities focus on school priority areas and student learning.</p> <p>Leads, participates in, or advocates for districtwide efforts to apply project management systems and facilitates</p> |

| Unsatisfactory   | Basic  | Proficient   | Distinguished  |
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| Cannot use or explain the use of technology to support instruction and learning. | <p>Manages projects using list of milestones and deadlines; impact of change is sometimes documented.</p> <p>Establishes clear and consistent process and systems to manage change.</p> <p>Uses email, but relies on others to facilitate communications and monitoring through the use of technology to support instruction and learning.</p> | <p>School staff and other stakeholders adhere to established processes and procedures in place to manage and monitor change.</p> <p>Uses and initiates the use of technology among staff in order to support instruction and learning.</p> | <p>systematic monitoring and collaboration with stakeholders.</p> <p>Mentors/Coaches other school leaders in effective, transparent strategies that systematically manage and monitor change while incorporating staff and stakeholders.</p> <p>Uses advanced features to lead effective use of a variety of technology tools to increase productivity and support instruction and learning.</p> |

**2c. Transparency:** *Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.*

| Unsatisfactory   | Basic  | Proficient  | Distinguished  |
|--|--|---|--|
| <p>The principal:</p> <p>Makes decisions with little or no consultation with stakeholders.</p> | <p>The principal:</p> <p>Is transparent with staff about allocation of resources and any expected changes.</p> | <p>The principal also:</p> <p>Seeks input from stakeholders, and is transparent about decisions by informing stakeholders of purposes and anticipated effects of those decisions.</p> | <p>The principal also:</p> <p>Anticipates the possible effects of decisions to minimize unintended consequences.</p> |

**2d. Leadership Renewal:** *Principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others.*

| Unsatisfactory   | Basic   | Proficient   | Distinguished  |
|--|---|--|--|
| <p>The principal:</p> <p>Does not write or consider a professional learning plan.</p> <p>Does not engage in professional development opportunities.</p> <p>Does not use self-reflection or monitoring of goals in measuring professional growth.</p> <p>Does not address discrimination or intolerance in professional growth, reflection practices, or in the school community. Does not address problems of discrimination or intolerance in the school community.</p> | <p>The principal:</p> <p>Completes a professional learning plan in a timely manner.</p> <p>Engages in professional development offered to principals by the district.</p> <p>Meets requirements for self-reflection, evaluating his/her own practice, and discussing feedback with evaluator; adjusts practice as required.</p> <p>Pursues professional development and training to support efforts in eliminating discrimination or intolerance in the school.</p> | <p>The principal also:</p> <p>Seeks throughout the year to improve leadership skills by collaborating with colleagues, pursuing professional development that improves leadership skills, and is incorporated in a professional learning plan.</p> <p>Uses feedback, surveys, and evaluations to inform personal professional development plans and improves practice by consistently monitoring progress and making adjustments as necessary.</p> <p>Uses self-reflection and data that is aligned to school and district vision and/or needs. As goals are measured and achieved, leadership skills, school culture, and student learning are improved.</p> <p>Acts as a role model against discrimination and intolerance and leads professional development/conversations as necessary so that students and staff support efforts to eradicate any of these practices from the school setting.</p> | <p>The principal also:</p> <p>Leads, participates in, or advocates for district efforts to improve principal professional development that improves leadership skills while incorporating these skills within professional learning plans.</p> <p>Leads, participates in, or advocates for the use of feedback, surveys, and evaluations that inform professional development and improves professional practice by consistently monitoring progress and making adjustments as necessary.</p> <p>Leverages opportunities to lead staff and district to systematically monitor professional development and progress towards goals using self-reflection and data to measure and improve professional skills.</p> <p>Leads, participates in, or advocates for districtwide efforts against discrimination or intolerance.</p> |

**2e. Accountability:** *Principal establishes high standards for professional, legal, ethical, and fiscal accountability self and others.*

| Unsatisfactory  | Basic  | Proficient  | Distinguished   |
|---|--|---|---|
| <p>The principal:</p> <p>Is not prepared, is often absent at key meetings, engages in disrespectful behaviors that do not honor others.</p> <p>Manages fiscal responsibilities in a disordered, irresponsible way.</p> <p>Engages in illegal or unethical conduct.</p> <p>Does not understand policies and laws related to school and district.</p> <p>Cannot describe how technology tools are used to collect, organize, or analyze data.</p> | <p>The principal:</p> <p>Is prepared, participates in, and is ready to listen to and respect others in planned and unplanned meetings with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>As allowed by the district, allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.</p> <p>Does not engage in illegal or unethical conduct.</p> | <p>The principal also:</p> <p>Is prepared, participates fully in, and is ready to listen to and respect others in planned and unplanned meetings. He/she encourages ideas and engages others in meaningful dialogue.</p> <p>Works with others to modify educational systems, as needed, to increase their effectiveness in using and allocating fiscal, personnel, space, and material resources to meet all students' needs.</p> <p>Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety concerning illegal or unethical behavior, while expecting students and colleagues to display professional ethical and respectful behavior at all times.</p> <p>Effectively implements district rules, policies, and laws while enforcing clear expectations, structures, and fair rules and procedures for students and staff.</p> <p>Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance.</p> <p>Uses/demonstrates the use of technology tools for data analysis.</p> | <p>The principal also:</p> <p>Leads and is an example for others concerning preparation for meetings, participation, and respectful behaviors within meetings, while promoting appropriate behavior in meetings and encouraging sharing of ideas and engaging others in meaningful dialogue. Provides meaningful and timely input into the development of district and board policy.</p> <p>Leads, participates in, or advocates for district or statewide efforts to improve the effective and efficient use of resources, supporting fiscal accountability.</p> <p>Leads, participates in, or advocates for districtwide professional development concerning illegal or unethical conduct.</p> <p>Leads colleagues in using a systematic method to routinely study changes to laws and policies to maintain the school's compliance.</p> <p>Leads, participates in, or advocates for the use of technology tools for data analysis.</p> |

**Domain 3 – Instructional Leadership:** An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

**3a. Innovation:** *Principal seeks and implements innovative and effective solutions that comply with general and special education law.*

| Unsatisfactory  | Basic  | Proficient   | Distinguished  |
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| <p>The principal:</p> <p>Does not support or encourage staff members to refine curriculum, innovate, or improve instruction.</p> <p>Does not provide opportunities for instructional staff to collaboratively analyze data to support individual students or groups of students.</p> <p>Is familiar with local, state, and federal laws and policies.</p> <p>Has not promoted the use of technology that supports student mastery of the required curriculum.</p> | <p>The principal:</p> <p>Inconsistently provides opportunities for staff members to refine curriculum, innovate, or improve instruction OR mandates activities that are not meaningfully connected to staff engagement and/or school needs.</p> <p>Has begun to engage instructional staff in the collaborative analysis of data to support individual students or groups of students.</p> <p>Adheres to all local, state, and federal laws and policies and regulations while ensuring activities legally align to the connecting laws, policies, and regulations.</p> <p>Encourages instructional staff members to have access to some technology, hardware, software, professional learning, and support.</p> | <p>The principal also:</p> <p>Encourages opportunities for instructional staff to routinely engage in techniques to review performance data and student work to refine curriculum implementation and innovation.</p> <p>Systematically engages instructional staff in ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole.</p> <p>Conscientiously and routinely studies changes to laws and policies while collaborating with experts concerning general and special population educational needs of students.</p> <p>Requires, monitors, and models the use of technology that supports student mastery of the required curriculum.</p> | <p>The principal also:</p> <p>Coaches or mentors others in the use of techniques such as action research to refine curriculum implementation and innovation.</p> <p>Encourages members of his/her instructional staff to lead district in techniques such as action research projects to refine curriculum and drive innovation.</p> <p>Leads, participates in, or advocates for a districtwide, systematic collaboration of instructional staff and coaches ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole.</p> <p>Routinely studies changes to laws and policies and leverages relationships with external agencies, organization, and partners to support collaboration with experts concerning general and special population educational needs.</p> <p>Coaches or leads district leadership in promoting, monitoring and modeling the use of technology to support mastery of the required curriculum.</p> |

**3b. Instructional Vision:** *Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.*



| Unsatisfactory   | Basic   | Proficient  | Distinguished   |
|--|---|---|---|
| <p>The principal:</p> <p>Is not familiar with and has not mapped Idaho’s standards or planned for their implementation.</p> <p>Lacks an instructional vision that includes the process of curriculum alignment, both vertically and horizontally.</p> <p>Does not have a research-based strategic action plan regarding instruction.</p> | <p>The principal:</p> <p>Provides time, space, and opportunities for staff to align curriculum to Idaho standards per district instructional priorities.</p> <p>Encourages staff to collaborate in the process of curriculum alignment, both vertically and horizontally.</p> <p>Has shared a research-based strategic action plan regarding how instruction is shared and has clarified roles to enhance organizational alignment.</p> | <p>The principal also:</p> <p>Leads and collaborates with instructional staff to align the school curriculum and instruction with Idaho standards.</p> <p>Implements an instructional vision to fully align the curriculum horizontally and vertically with Idaho standards.</p> <p>Collaborates with instructional staff to create a research-based strategic action plan that ensures instruction is guided and shared and clarifies roles to enhance organizational alignment.</p> | <p>The principal also:</p> <p>Leads, participates in, or advocates for identification of best practices to align curriculum and instruction to Idaho standards.</p> <p>Leads, participates in, or advocates for curriculum alignment through a systematic, continuous process to fully align the curriculum horizontally and vertically with Idaho standards.</p> <p>Leads, participates in, or advocates for a research-based strategic action plan through collaboration with instructional staff that ensures instruction is guided and shared that includes a management system that clarifies roles to enhance organizational alignment.</p> |

**3c. High Expectations:** *Principal sets high expectations for all students academically, behaviorally, and in all aspects of student well-being.*

| Unsatisfactory  | Basic   | Proficient   | Distinguished  |
|---|---|--|--|
| <p>The principal:</p> <p>Communicates the need for using student data for student outcome decision making and monitoring with little to no evidence supporting efforts to actually do so.</p> <p>Rarely uses techniques to monitor or document that instructional staff use high- impact instructional practices.</p> | <p>The principal:</p> <p>Uses student data to monitor student success by identifying students or student groups that may be struggling.</p> <p>Monitors and documents instructional staff’s use of high-impact instructional practices.</p> | <p>The principal also:</p> <p>Uses student growth data to routinely collaborate with instructional staff by identifying critical gaps, and initiates modification of instruction.</p> <p>Collaborates with instructional staff and incorporates observation to ensure that instructional staff uses high-impact instructional practices.</p> | <p>The principal also:</p> <p>Leads, participates in, or advocates for district-wide efforts to collaboratively measure and monitor student growth data and initiate modifications as necessary.</p> <p>Leads, participates in, or advocates for district staff in supporting the use of high-impact instructional practices across the district, monitoring effect over time.</p> |

| Unsatisfactory   | Basic  | Proficient  | Distinguished  |
|--|--|---|--|
| <p>Does not engage instructional staff in collaborative efforts to set high standards for learners.</p> <p>Provides few to no opportunities for staff members to participate in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.</p> <p>Conveys an understanding of the integration of research-based practices to address the whole child, but provides little evidence to support their use in practice.</p> | <p>Inconsistently engages instructional staff in efforts to set high standards for learners.</p> <p>Uses benchmarks and rubrics for assessing student work; it is inconsistent across instructional staff.</p> <p>Uses a wide range of research-based practices to address the needs of the whole child.</p> | <p>Collaborates with instructional staff to set high expectations and identify potential barriers to success for all learners.</p> <p>Consistently uses a systematic process to set and use benchmarks and rubrics.</p> <p>Collaborates with instructional staff including a wide range of specialists to use research-based practices to address the needs of the whole child.</p> | <p>Leads school and mentors district colleagues to collaborate with instructional staff to set high expectations and identify potential barriers to success for all learners.</p> <p>Leads, participates in, or advocates for districtwide effort to use an organized collaborative process to set and use benchmarks and rubrics.</p> <p>Leads, participates in, or advocates for a comprehensive integration of research-based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.</p> |

**3d. Continuous Improvement of Instruction:** *Principal has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.*

| Unsatisfactory   | Basic   | Proficient   | Distinguished  |
|--|---|--|--|
| <p>The principal:</p> <p>Cannot provide evidence of proficiency in observation.</p> <p>Does not encourage professional learning plans with staff and teachers during the evaluation process.</p> | <p>The principal:</p> <p>Provides evidence of evaluator proficiency in assessing teacher performance with accuracy and consistency based upon Danielson Framework for Teaching.</p> <p>Implements professional learning plans with staff and teachers during the evaluation process, using self-reflection,</p> | <p>The principal also:</p> <p>Consistently provides evidence of evaluator proficiency by annually renewing and recalibrating proficiency at assessing teacher performance, based upon Danielson Framework for Teaching.</p> <p>Consistently and effectively implements professional learning plans for staff and teachers in the evaluative process,</p> | <p>The principal also:</p> <p>Supports the development in measuring and analysis of district’s instructional leaders’ proficiency levels based upon Danielson Framework, determined annually and supports professional development (PD) based upon levels of proficiency. Adequately monitors plan implementation.</p> |

| Unsatisfactory | Basic  | Proficient  | Distinguished  |
|----------------|--|---|--|
|                | student growth goals and formative and summative conversations at the beginning and ending of each year. | ensuring that staff incorporate reflective goal setting practices prior to the school year.<br><br>Collects formative assessment and student growth data during the course of the school year, which informs summative evaluation and staff's instructional goals, using a cyclical process to improve instructional practices. | Supports district leadership staff in using professional learning plans, supporting teachers and staff in incorporating reflective goal setting prior to the year and at year's end. |

**3e. Evaluation:** *Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.*

| Unsatisfactory   | Basic  | Proficient  | Distinguished   |
|--|--|---|---|
| The principal:<br><br>Does not adhere to legal state and district requirements for teacher and staff evaluation. | The principal:<br><br>Adheres to legal state and district requirements for teacher and staff evaluation. | The principal also:<br><br>Provides formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using some data to inform professional developmental decisions. | The principal also:<br><br>Utilizes multiple measures to evaluate staff members and teachers, informing them of the effectiveness of their instruction; uses evaluation results to inform professional development decisions. |

**3f. Recruitment and Retention:** *Principal recruits and maintains a high-quality staff.*

| Unsatisfactory   | Basic  | Proficient  | Distinguished   |
|--|--|---|---|
| <p>The principal:</p> <p>Has little success in recruiting, selecting, or hiring highly qualified and effective personnel.</p> <p>Creates a work environment for teachers where staff feels isolated and unvalued.</p> <p>Has little to no support or ongoing mentoring or coaching in place.</p> | <p>The principal:</p> <p>Has had some success in recruiting, selecting, and hiring highly qualified personnel, based on selection process on district policy.</p> <p>Work environment leads some staff to view themselves as members of a team where efforts are valued by some.</p> <p>The school has established a mentoring system where teachers meet occasionally, supporting where they can.</p> | <p>The principal also:</p> <p>Actively recruits, carefully selecting and hiring highly qualified and highly effective personnel based on school needs and selection process on district policy.</p> <p>Emphasis of school environment leads staff to view themselves as members of a team, where staff achievements are consistently celebrated on a regular basis and where members feel valued.</p> <p>Has established a structured, comprehensive, and sustained mentoring or coaching program designed to provide varied and scaffolded supports where new teachers are supported in an individualized mentoring or coaching program.</p> | <p>The principal also:</p> <p>Leads, participates in, or advocates for district efforts to recruit and retain a highly qualified and highly effective personnel, encouraging diversity in school staff.</p> <p>Leads, participates in, or advocates for the creation of a work environment for district staff and teachers where they view themselves as members of a school and district team that are harmonious, where staff achievements are routinely celebrated, and district and school staff feel valued.</p> <p>Leads, participates in, or advocates for a districtwide structured, comprehensive, and sustained mentoring or coaching program where new teachers are supported in a variety of scaffolded supports, designed to be individualized for the mentoring or coaching participants.</p> |

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### For Questions Contact

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