

School Support Administrators' Framework v2



The LAUSD School Support Administrators' Framework (v2) Preface

The *LAUSD School Support Administrators' Framework v2 (SSAF)* recognizes that leadership is an essential component of school and district success. As Louis, Leithwood, Wahlstrom, & Anderson found in their longitudinal study of school leadership, "Leadership matters. We have not found a single case of a school improving its student achievement record in the absence of talented leadership" (2010, p. 9). School support administrators play a key role in building the capacity of site personnel to effectively teach and lead their schools and regions.

The *SSAF* describes actions that school support administrators take to support stakeholders in the development of systems, structures, and programs that collectively contribute to student learning and teacher effectiveness. The purpose of this framework is to provide a tangible and concrete picture of how administrators can effectively support those with whom they work. The *SSAF* can be used by current and future administrators to assess their effectiveness and guide their growth and development.

Successful school support cannot be reduced to a single style or element. Leadership involves many disparate and related skills that must be developed over time. Successful administrators determine both their leadership strengths and where they need to develop additional skills, in order to build the capacity of those with whom they work. They understand how to adapt their leadership for the context, people, and situations they encounter at a specific point in time. They are able to reflect on their beliefs, data, choices, and the results of their actions, using these reflections to determine subsequent choices and actions likely to result in productive outcomes.

The standards, components and elements of the *LAUSD School Support Administrators' Framework v2* enable district personnel to identify and select administrators who have a high likelihood of success in supporting schools and stakeholders. In addition, the *SSAF* can be

used to evaluate current administrators to determine their effectiveness against a common standard of criteria. Finally, the *SSAF* can be used to provide school support administrators and their supervisors with a road map for next steps in growth and development.

Unlike other LAUSD frameworks, the *School Support Administrators' Framework v2* represents the work of coordinators, specialists, and directors whose job descriptions may significantly differ from one another. Therefore, we underscore three important principles that must be taken into account when this framework is used for evaluation and/or goal setting.

- 1) Certain elements of this framework **do not apply** to certain personnel, given their specific job responsibilities.
- 2) It is up to school support administrators and their supervisors to **determine which elements apply to the work of that specific administrator** and therefore should be considered during goal setting and evaluation conversations.
- 3) The term "**stakeholders**" is used throughout the framework as a generic term that can represent school personnel, students, families, region personnel, and anyone with whom the administrator interacts. **Each administrator's scope of responsibilities determines who the stakeholders are for that administrator.** It does not mean that each school support administrator is responsible for interacting with all stakeholder groups.

The *LAUSD School Support Administrators' Framework v2*:

- Provides a common definition of effective administrative leadership to support schools, students, and school personnel
- Focuses attention on the behaviors leaders exhibit to improve student learning, teacher effectiveness, school culture, and district systems
- Provides an organizing tool for all efforts to improve the quality of leaders in LAUSD

Structure

The *LAUSD School Support Administrators' Framework v2* is comprised of six **standards** that are further divided into **components** and **elements**—behaviors or actions in relation to particular leadership skills. It is not always possible to see the actions a leader takes. Therefore, to accurately assess the impact of effective leadership the *SSAF* also includes examples of evidence for each element, including artifacts from events; written work; observation notes or other materials from the programs in which the administrator is involved; observable behaviors of stakeholders with whom the administrator interacts; and written, visual, or auditory information on systems within the administrator's influence. These examples are not exhaustive, but indicate some ways in which administrators and supervisors can provide evidence of performance in specific elements. Administrators should ensure that the standards, components, and elements are demonstrated or implemented, and they may delegate pieces of work or create systems to do so.

These standards, components, and elements are aligned with the 2015 *Professional Standards for Educational Leaders (PSELs, formerly ISSLC Standards)* and the 2014 *California Professional Standards for Educational Leaders (CPSELs)* and are consistent with research-based leadership practices described in educational leadership publications.

LAUSD School Support Administrators' Framework v2 – An overview of the standards

I. Personal Leadership and Professional Growth—School support administrators have a responsibility to model reflective practice, ethical decision-making, professional growth, and other learning-centered leadership behaviors because they are often tasked with helping schools and regions implement new learning, initiatives, programs, and policies.

CPSEL 5 and PSEL 2, 6, 10
□ CPSEL 5A – Reflective Practice



- CPSEL 5B – Ethical Decision-Making
- CPSEL 5C – Ethical Action
- PSEL 2 – Ethics and Professional Norms
- PSEL 6 – Professional Capacity of School Personnel
- PSEL 10 – School Improvement

II. Change Management—School support administrators communicate the district’s vision around high expectations for student learning, using data to help stakeholders recognize the need for change and adapt to those changes. A culture of continuous improvement fosters positive change in support of the district’s goals.

CPSEL 1, 2 and PSEL 1, 6, 10

- CPSEL 1A – Student-Centered Vision
- CPSEL 1B – Developing Shared Vision
- CPSEL 1C – Vision Planning and Implementation
- CPSEL 2C – Assessment and Accountability
- PSEL 1 – Mission, Vision, and Core Values
- PSEL 6 – Professional Capacity of School Personnel
- PSEL 10 – School Improvement

III. Professional Development and Services to Schools—School support administrators demonstrate leadership by supporting teachers in improving their instruction, developing curriculum, supporting school leaders, building stakeholders’ capacity to implement programs, and providing services and support to sites and stakeholders within their area of expertise.

School support administrators demonstrate leadership by supporting teachers in improving their instruction, developing curriculum, supporting school leaders, building stakeholders’ capacity to implement programs, and providing services and support to sites and stakeholders within their area of expertise.

CPSEL 2 and PSEL 4, 6, 7

- CPSEL 2B – Curriculum and Instruction
- CPSEL 2C – Assessment and Accountability
- PSEL 4 – Curriculum, Instruction & Assessment
- PSEL 6 – Professional Capacity of School Personnel
- PSEL 7 – Professional Community for Teachers and Staff

IV. Culture and Advocacy for Learning—A positive culture reflects high expectations modeled by the administrator and embraced by stakeholders to support staff effectiveness and student learning; advocate on behalf of students and families; and help schools address staff and students’ social-emotional well-being.

CPSEL 2, 3, 5 and PSEL 3, 5, 6, 7

- CPSEL 2A – Professional Learning Culture
- CPSEL 3C – Climate
- CPSEL 5C – Ethical Action
- PSEL 3 – Equity and Cultural Responsiveness
- PSEL 5–Community of Care/Support for Students
- PSEL 6 – Professional Capacity of School Personnel
- PSEL 7 – Professional Community for Teachers and Staff

V. Internal and External Collaboration—

School support administrators are often asked to work with personnel in other areas of the district or outside the district. The extent to which they are able to collaborate with others to support schools and stakeholders is critical to their effectiveness. “Collaboration and cohesion are huge parts of the work we do here,” commented one school support administrator. “When there isn’t that cohesion and understanding of what the systems look like at a school, then it just becomes more for schools to do.” Adopting a systems approach helps to eliminate redundancy of requirements for sites and stakeholders.

CPSEL 2, 4 and PSEL 7, 8

- CPSEL 2A – Professional Learning Culture
- CPSEL 4B – Community Partnerships
- CPSEL 4C – Community Resources and Services
- PSEL 7 – Professional Community for Teachers and Staff
- PSEL 8 – Meaningful Engagement of Families and Community

VI. Systems and Operations—School support administrators may manage fiscal, material, and human resources; oversee operations; create and maintain systems; determine program effectiveness; or ensure that policies are followed in order to promote student learning in a productive and safe environment.

CPSEL 3, 6 and PSEL 5, 6, 9

- CPSEL 3A – Operations and Facilities
- CPSEL 3B – Plans and Procedures
- CPSEL 3D – Fiscal and Human Resources
- CPSEL 6A–Understanding/Communicating Policy
- CPSEL 6B – Professional Influence
- PSEL 5–Community of Care/Support for Students

- PSEL 6 – Professional Capacity of School Personnel
- PSEL 9 – Operations and Management

Levels of Performance

The *LAUSD School Support Administrators’ Framework v2* consists of four levels of performance:

Ineffective leaders demonstrate limited knowledge of the *LAUSD School Support Administrators’ Framework v2* and do not implement the standards. Their practice and outcomes require immediate attention, intervention, and coaching on the part of their supervisors.

Developing leaders are aware of effective leadership practices, but do not consistently or effectively implement those practices. They may demonstrate appropriate effort but may not be able to show evidence of impact. Their practice will benefit from support, modeling, and coaching on the part of their supervisors.

Effective leaders consistently implement effective leadership practices and demonstrate a wide range of skills across the leadership standards. In addition, members of the school community with whom they interact demonstrate effectiveness and growth that derive in part from the administrator’s leadership. Effective leaders benefit from support and coaching that pushes for depth in all aspects of their practice.

Highly Effective leaders demonstrate extraordinary leadership, as indicated by sustained, consistent growth in knowledge and skills for nearly all stakeholders within their areas of responsibility. They are leaders in building a positive culture for students and staff, while simultaneously promoting instructional excellence across schools and regions. Highly effective leaders build the capacity of others to assume leadership roles within the school or region. They benefit from a collaborative coaching relationship where they can focus on fine-tuning their own and others’ capacity to lead.





LAUSD SCHOOL SUPPORT ADMINISTRATORS' FRAMEWORK v2 2023-2024 Focus Elements

Observation of Practice Rating Focus Elements: 3 unified focus elements + up to 2 cooperatively-established elements.

STANDARD 1: PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH	STANDARD 4: CULTURE AND ADVOCACY FOR LEARNING
Component 1A: Models Learning-Centered Leadership Behaviors	Component 4A: Positive Culture for Students and Staff
Component 2A: Change Management	Component 4B: Advocacy for Students and Families
Component 2B: District Vision	STANDARD 5: INTERNAL AND EXTERNAL COLLABORATION
STANDARD 3: PROFESSIONAL DEVELOPMENT AND SERVICES TO SCHOOLS	Component 5A: Team Culture
Component 3A: Professional Development and Capacity-Building	Component 5B: Systems Collaboration
Component 3B: Service to Stakeholders and Staff	Component 5C: External Collaboration
STANDARD 6: ACCOUNTABILITY, BUDGET, AND COMPLIANCE	Component 6A: Alignment of District and Outside Resources and Services
Component 3A: Professional Development and Capacity-Building	Component 6B: Program Effectiveness



LAUSD SCHOOL SUPPORT ADMINISTRATORS' FRAMEWORK v2 2023-2024

STANDARD 1: PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH	STANDARD 4: CULTURE AND ADVOCACY FOR LEARNING
<p>Component 1A: Models Learning-Centered Leadership Behaviors</p> <ol style="list-style-type: none"> 1. Demonstrates ethics, integrity and judgment 2. Manages time; prioritizes high-leverage activities 3. Uses reflection to inform decisions and actions 4. Participates in, and implements new learning from, professional development 5. Acquires new skills and/or content knowledge as needed to provide high-quality services to stakeholders 6. Demonstrates knowledge of cultural proficiency, social-emotional learning, and multi-tiered systems of support (MTSS) 	<p>Component 4A: Positive Culture for Students and Staff</p> <ol style="list-style-type: none"> 1. Develops and/or implements policies, programs, curricula, resources, and tools to support staff and students' social-emotional well-being 2. Supports a safe, healthy, welcoming, and affirming learning and working environment for all students and/or staff 3. Provides support to manage conflict within a school or department community (e.g., between stakeholders) 4. Establishes and/or maintains positive relationships with stakeholders <p>Component 4B: Advocacy for Students and Families</p> <ol style="list-style-type: none"> 1. Advocates for social justice for students and families, including targeted student populations, to receive support, funding, equity, and access 2. Advocates for, supports, and/or provides for physical needs of students and families 3. Fosters and advocates for a culture of learning that is trauma-informed and addresses the social-emotional well-being of students 4. Ensures that the educational and legal rights of students are maintained
STANDARD 2: CHANGE MANAGEMENT & VISION	STANDARD 5: INTERNAL AND EXTERNAL COLLABORATION
<p>Component 2A: Change Management</p> <ol style="list-style-type: none"> 1. Uses data to determine priorities, address needs, and identify next steps 2. Builds capacity of staff and/or stakeholders to adapt to and manage change 3. Provides tactical support for district initiatives and priorities <p>Component 2B: District Vision</p> <ol style="list-style-type: none"> 1. Implements and supports the district's vision, superintendent's goals, and board's goals 2. Communicates the district's vision to stakeholders and assists with implementation 3. Presents to the board, district leadership, and/or community groups regarding the vision, relevant data, and/or progress toward the goals 	
STANDARD 3: PROFESSIONAL DEVELOPMENT AND SERVICES TO SCHOOLS	
<p>Component 3A: Professional Development and Capacity-Building</p> <ol style="list-style-type: none"> 1. Designs or plans professional development, training, curriculum, or other resources to support teachers, staff, and/or site administrators 2. Implements or facilitates professional development or training 3. Supports, and builds the capacity of, school or region personnel in implementing programs, practices, and/or curriculum 4. Provides advising, consulting, and support to specific teachers or administrators within a designated program (e.g., APP, Induction) <p>Component 3B: Service to Stakeholders and Staff</p> <ol style="list-style-type: none"> 1. Provides targeted services and support to regions, schools, site administrators, staff, and/or teachers 2. Communicates with and responds to stakeholders 3. Provides content, academic, and/or technical support to schools, regions, and individual staff 4. Provides on-site support and leadership during times of ambiguity and complexity 	<p>Component 5A: Team Culture</p> <ol style="list-style-type: none"> 1. Selects and retains highly-qualified staff for their team 2. Cultivates staff wellness through responsive and affirming practices 3. Works with team members to support stakeholders and resolve conflict 4. Manages evaluation processes and goal-setting for team members <p>Component 5B: Systems Collaboration</p> <ol style="list-style-type: none"> 1. Collaborates with other LAUSD divisions, regions, and/or programs 2. Uses systems thinking to promote cohesion, coherence, and alignment across divisions, programs, or regions 3. Coordinates and facilitates services to stakeholders across systems <p>Component 5C: External Collaboration</p> <ol style="list-style-type: none"> 1. Collaborates with and coordinates services between external partners and community organizations on behalf of students and families 2. Works with external entities and licensing agencies on behalf of teachers, staff, administrators, and/or schools
	STANDARD 6: ACCOUNTABILITY, BUDGET, AND COMPLIANCE
	<p>Component 6A: Alignment of District and Outside Resources and Services</p> <ol style="list-style-type: none"> 1. Supports the alignment of budget with school, program, or region needs and goals 2. Reviews and communicates district policies and/or relevant state and federal guidelines 3. Determines the accuracy of data related to personnel, programs, certifications, and/or student records <p>Component 6B: Program Effectiveness</p> <ol style="list-style-type: none"> 1. Uses data to evaluate program effectiveness 2. Analyzes data to monitor progress toward goals 3. Monitors school compliance with district, state, and federal policies 4. Monitors the quality of services provided by collecting and analyzing program or school data

The LAUSD School Support Administrators' Framework v2:

Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH	Levels of Performance <i>The degree to which the element has been mastered</i>				Evidence Guide for Standard 1, Leadership and Professional Growth	
A) Models Learning-Centered Leadership Behaviors	ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
Component <i>A group of related behaviors within the standard</i>	1. Demonstrates ethics, integrity, and judgment	Violates the tenets of integrity or ethical behavior, or knowingly or carelessly violates district policies, including the misuse of funds or resources. Stakeholders articulate concerns regarding the administrator's behavior, integrity, administration of policies, or professional judgment ¹ when making decisions or taking action.	Inconsistently demonstrates ethical behavior and integrity in interactions within or outside of the district; generally administers policies ethically, including the use of funds and resources. Stakeholders may question the administrator's behavior, integrity, administration of policies, or professional judgment when making decisions or taking action.	Consistently models ethical behavior and integrity in interactions within and outside the district and administers policies ethically, including the use of funds and resources; exhibits professionalism when interacting with all members of the community. Most stakeholders recognize the administrator as one who exhibits integrity, ethical behavior, and sound professional judgment ² when making decisions or taking action.	Continuously demonstrates and transparently models ethical behavior and integrity in all interactions within and outside the district and administers policies ethically, including the use of funds and resources; positively influences the culture of professionalism among all members of the community. Stakeholders recognize the administrator as one who models integrity and ethical behavior, and who uses sound professional judgment when making decisions or taking action.	<ul style="list-style-type: none"> Surveys of stakeholders Observation of interactions with stakeholders Documentation of fund expenditures Resource and facility use records
	2. Manages time; prioritizes high-leverage activities	Does not identify high-leverage ³ activities within their area of responsibility; fails to organize schedule, or focuses primarily on low-priority activities. Does not appropriately delegate responsibilities; consequently, high-leverage activities and priority areas receive inadequate or no attention.	Identifies high-leverage activities within their area of responsibility; organizes schedule and inconsistently delegates responsibilities so that high-leverage activities and priority areas receive limited attention.	Identifies high-leverage activities within their area of responsibility; proactively organizes schedule and strategically delegates responsibilities to ensure that high-leverage activities and priority areas receive adequate attention and are the focus of administrator oversight.	Systematically identifies high-leverage activities for self and other staff within their area of responsibility; proactively organizes schedule and strategically delegates responsibilities to ensure that high-leverage activities and priority areas are the ongoing focus of administrator attention and oversight. Collaborates with staff to ensure that their time is aligned with the highest-leverage activities.	<ul style="list-style-type: none"> Weekly or monthly schedule of completed responsibilities Prioritized to-do list List of delegated responsibilities Job descriptions/responsibilities Weekly log of time spent Action plans team meeting agendas Com... distri... prior...

Examples of Evidence
Artifacts or practices that can be used as evidence for each element

¹www.dictionary.com defines "judgment" as the ability to judge, make a decision, or form an opinion objectively, authoritatively, and wisely, especially in matters affecting action; good sense; discretion.

² <http://www.thefreedictionary.com> and <http://english.stackexchange.com> define "sound judgment" as the capacity to assess situations or circumstances shrewdly and to draw competent, sensible, or valid conclusions.

³City et al (2009) define "high-leverage" as something that "if acted on, would make a significant difference for student learning" (p. 102).



Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH					Evidence Guide for Standard 1, Personal Leadership and Professional Growth
A) Models Learning-Centered Leadership Behaviors					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Demonstrates ethics, integrity, and judgment	Violates the tenets of integrity or ethical behavior, or knowingly or carelessly violates district policies, including the misuse of funds or resources. Stakeholders articulate concerns regarding the administrator's behavior, integrity, administration of policies, or professional judgment ¹ when making decisions or taking action.	Inconsistently demonstrates ethical behavior and integrity in interactions within or outside of the district; generally administers policies ethically, including the use of funds and resources. Stakeholders may question the administrator's behavior, integrity, administration of policies, or professional judgment when making decisions or taking action.	Consistently models ethical behavior and integrity in interactions within and outside the district and administers policies ethically, including the use of funds and resources; exhibits professionalism when interacting with all members of the community. Most stakeholders recognize the administrator as one who exhibits integrity, ethical behavior, and sound professional judgment ² when making decisions or taking action.	Continuously demonstrates and transparently models ethical behavior and integrity in all interactions within and outside the district and administers policies ethically, including the use of funds and resources; positively influences the culture of professionalism among all members of the community. Stakeholders recognize the administrator as one who models integrity and ethical behavior, and who uses sound professional judgment when making decisions or taking action.	<ul style="list-style-type: none"> • Surveys of stakeholders • Observation of interactions with stakeholders • Documentation of fund expenditures • Resource and facility use records • Observations of interactions with peers and colleagues
2. Manages time; prioritizes high-leverage activities	Does not identify high-leverage ³ activities within their area of responsibility; fails to organize schedule, or focuses primarily on low-priority activities. Does not appropriately delegate responsibilities; consequently, high-leverage activities and priority areas receive inadequate or no attention.	Identifies high-leverage activities within their area of responsibility; organizes schedule and inconsistently delegates responsibilities so that high-leverage activities and priority areas receive limited attention.	Identifies high-leverage activities within their area of responsibility; proactively organizes schedule and strategically delegates responsibilities to ensure that high-leverage activities and priority areas receive adequate attention and are the focus of administrator oversight.	Systematically identifies high-leverage activities for self and other staff within their area of responsibility; proactively organizes schedule and strategically delegates responsibilities to ensure that high-leverage activities and priority areas are the ongoing focus of administrator attention and oversight. Collaborates with staff to ensure that their time is aligned with the highest-leverage activities.	<ul style="list-style-type: none"> • Weekly or monthly schedule of completed responsibilities • Prioritized to-do list • List of delegated responsibilities • Job descriptions/responsibilities • Weekly log of time spent • Action plans • team meeting agendas • Completion (on time list) of district/LD/division priority tasks

¹www.dictionary.com defines “judgment” as the ability to judge, make a decision, or form an opinion objectively, authoritatively, and wisely, especially in matters affecting action; good sense; discretion.

² <http://www.thefreedictionary.com> and <http://english.stackexchange.com> define “sound judgment” as the capacity to assess situations or circumstances shrewdly and to draw competent, sensible, or valid conclusions.

³City et al (2009) define “high-leverage” as something that “if acted on, would make a significant difference for student learning” (p. 102).



Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH					Evidence Guide for Standard 1, Personal Leadership and Professional Growth
A) Models Learning-Centered Leadership Behaviors					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Uses reflection to inform decisions and actions	Rarely engages in reflective practices, or limited reflections do not result in a change in practice or professional growth.	Occasionally or inaccurately reflects on the results of decisions made or actions taken and uses general impressions to inform future decisions or actions. Inconsistent or inaccurate reflection results in minimal changes in practice or professional growth.	Regularly and accurately uses criteria ⁴ and data to reflect on the results of decisions made or actions taken; uses reflection to inform future decisions or actions; models reflective practice in relation to the district's vision and goals. Professional growth and improved practices can be attributed to the administrator's reflections.	Systematically and accurately uses criteria and data to reflect on the results of decisions made or actions taken over time, and systematically uses reflection to inform future decisions or actions. The reflective culture of the administrator contributes to a climate of ongoing or sustained growth and improvement of practice.	<ul style="list-style-type: none"> • MyPGS Self-Assessment & Initial Growth Plan completed • Notes from Growth Planning Conference, Midyear Conference, End-of-Year Conference • Action plans demonstrate improvement based upon reflection and self-assessment • Reflective journal • Data reflection tool • Reflection on school experience survey data and/or feedback forms • Regular meetings between supervisor and administrator demonstrating that the administrator has used reflection to inform decisions
4. Participates in, and implements new learning from, professional development	Ignores or dismisses the use of data, or is subjective, when determining their professional development needs. Rarely participates in professional development, or does not implement current, research-based learning from professional development.	Uses some data analysis to determine their professional development needs. Occasionally participates in professional development to enhance knowledge in their area of responsibility or to strengthen leadership/collaborative skills. Attempts to implement current, research-based learning from their professional development, but with limited impact.	Analyzes data to determine their professional development needs. Actively and regularly seeks out opportunities for professional development to enhance knowledge in their area of responsibility or to strengthen leadership/collaborative skills. Implements current, research-based learning from their professional development and tracks the degree to which their practice has had the impact that was desired.	Systematically analyzes data to determine their professional development needs. Actively and regularly seeks out opportunities for professional development to enhance knowledge in their area of responsibility or to strengthen leadership/collaborative skills. Works with peers or support team to implement current, research-based learning from professional development and tracks the degree to which practices have changed and produced the impact that was desired.	<ul style="list-style-type: none"> • Implementation of action steps from Initial Growth Plan in MyPGS • Supervisor observes and documents change • Written or oral communication re: how they have implemented new learning and the impact on stakeholders or team members • Transcripts of professional coursework • Attendance at professional conferences • Regular involvement in administrator PD • Observation of administrator participating in PD • Demonstrates cultural proficiency and knowledge of social-emotional learning resulting from administrator PD

⁴ Criteria refer to “principles for evaluating something” (dictionary.com). In this context, criteria could include the priorities and goals of the LAUSD Strategic Plan or mission and vision statements from schools, regions, programs, or divisions.



Standard 1. PERSONAL LEADERSHIP AND PROFESSIONAL GROWTH					Evidence Guide for Standard 1, Personal Leadership and Professional Growth
A) Models Learning-Centered Leadership Behaviors					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
5. Acquires new skills and/or content knowledge as needed to provide high-quality services to stakeholders	Does not acquire the skills or knowledge in their area of responsibility as needed to provide necessary service(s) to stakeholders. The lack of relevant knowledge may place the district and/or stakeholders in jeopardy.	Acquires the minimum skills or knowledge necessary in their area of responsibility to provide services to stakeholders. The administrator uses their knowledge to unevenly meet service needs and support minimal compliance, but does not build capacity or sustain services over time.	Acquires the skills and knowledge necessary in their area of expertise to provide services to stakeholders. The administrator uses their knowledge to ensure that compliance and service needs are consistently met, capacity is built, and/or services are sustained.	Acquires the skills and knowledge necessary in their area of expertise to provide services to stakeholders and build stakeholders' understanding and personal knowledge. The administrator's breadth of knowledge ensures that compliance and service needs are proactively met, capacity is built, and services are sustained.	<ul style="list-style-type: none"> • Demonstrates knowledge of adopted curriculum frameworks • Attends sessions to develop knowledge about state-adopted curriculum or program materials • Bulletins • Opening day guides • Policies • Using the most current Standards of Practice (i.e., best practices)
6. Demonstrates knowledge of cultural proficiency, social-emotional learning⁵, and multi-tiered systems of support (MTSS)⁶	Rarely demonstrates culturally-responsive or assets-based practices that celebrate the diverse backgrounds of students, stakeholders, or staff; may demonstrate cultural incapacity, cultural blindness ⁷ , or social-emotional incompetence in interactions with students or adults; does not use information on best practices surrounding culturally-relevant teaching or social-emotional learning, including trauma-informed practices, to guide policies or decisions or engage in multi-tiered systems of support.	Occasionally seeks out culturally-responsive or assets-based practices that celebrate the diverse backgrounds of students, stakeholders, and staff; inconsistently models or cultivates social-emotional competencies in students or adults; uses limited information on best practices surrounding culturally-relevant teaching and social-emotional learning, including trauma-informed practices, to guide policies and decisions or to engage in multi-tiered systems of support.	Implements culturally-responsive and assets-based practices that value and celebrate the diverse backgrounds of students, stakeholders, and staff; models and cultivates social-emotional competencies in students and adults; uses information on best practices surrounding culturally-relevant teaching and social-emotional learning, including trauma-informed practices, to guide policies and decisions and to engage appropriately in multi-tiered systems of support.	Actively and regularly implements culturally-responsive and assets-based practices that value and celebrate the diverse backgrounds of students, stakeholders, and staff; consistently models and cultivates social-emotional competencies in students and adults; collaboratively uses information on best practices surrounding culturally-relevant teaching and social-emotional learning, including trauma-informed practices, to guide policies and decisions and to engage appropriately in multi-tiered systems of support.	<ul style="list-style-type: none"> • Demonstrates cultural proficiency and knowledge of social-emotional learning resulting from administrator PD • Models flexibility in instructional style, validation of multiple cultures, respect • Observation of administrator/stakeholder interaction • Implementation of trauma-informed practices that promote resilience

⁵ See this link for a description of LAUSD's social-emotional competencies: <https://achieve.lausd.net/socialemotionalllearning>

⁶ MTSS provides a basis to help CA educators work together to ensure equitable access and opportunity for all students to achieve the Common Core State Standards. <https://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>

⁷ These terms are defined in the article, "A culturally proficient lens," retrieved from www.naesp.org/sites/default/files/Quezada_ND13.pdf



Standard 2. CHANGE MANAGEMENT & VISION					Evidence Guide for Standard 2, Change Management & Vision
A) Change Management					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Uses data to determine priorities, address needs, and identify next steps	Does not actively analyze school or region data to determine trends, priorities, progress toward achieving district-established goals, or next steps. Conclusions and recommendations are not based on data analysis.	Uses limited or anecdotal school or region data to determine trends, priorities, progress toward achieving district-established goals, ⁸ or general next steps. Shares conclusions with stakeholders related to site or region needs.	Regularly analyzes multiple sources of school and region data to determine trends, priorities, progress toward achieving district-established goals, and specific next steps. Shares data analysis with stakeholders related to site or region needs.	Collaboratively and strategically seeks out and analyzes multiple sources of school and region data to determine trends, priorities aligned to district initiatives, progress toward achieving district-established goals, and specific next steps. Facilitates data analysis with stakeholders, individualizing plans with sites or regions to improve outcomes.	<ul style="list-style-type: none"> • Analysis of state, district, locally-designed assessment data • Data-based rationale for site or sub-group goals • Use of surveys, needs assessments, interviews, focus groups) • Schedule of data collection and plan review to determine meeting of benchmarks • Ranking of short- and long-term priorities and goals • Evidence of meetings with data partners • Notetaking and agendas—who was present at meetings • Use of Here’s What, So What, Now What? Protocols • Evidence of action plans/next steps • Evidence of data-driven decision making
2. Builds capacity of staff and/or stakeholders to adapt to and manage change	Does not support staff or stakeholders in reflecting on what needs to change, or does not use data or moral imperatives to make a case for change. Staff or stakeholders are not prepared to address current circumstances or make positive changes.	Attempts to build the capacity of some staff or stakeholders in reflecting on what needs to change based on data. Advises staff or stakeholders regarding what steps to take to address current circumstances or make positive changes.	Builds capacity of staff or stakeholders to determine what needs to change based on data or moral imperatives. ⁹ Assists staff or stakeholders in identifying and implementing steps to address current circumstances or elicit positive changes.	Builds capacity of staff or stakeholders to proactively and strategically determine what needs to change based on data and moral imperatives. Supports staff or stakeholders as they identify and implement steps that are replicable, scalable, and sustainable, addressing current circumstances and eliciting positive changes.	<ul style="list-style-type: none"> • Use of protocols, facilitators, coaches to teach stakeholders how to analyze data and determine data-based changes • Stakeholders report feeling supported when trying to implement changes • Staff analysis of school experience surveys • Observation of admin guiding stakeholders in identifying where change is needed and creating plans to make changes • Evidence staff have been taught to navigate data dashboards • Communications from administrator to/from stakeholders • Meeting agendas, presentations, protocols, and evaluations • Demonstrated use of the ADKAR change model¹⁰
3. Provides tactical support for district initiatives and priorities	Does not prepare for or provide support to stakeholders in implementing new district initiatives, the strategic plan, or other identified priorities. Few stakeholders demonstrate knowledge of district initiatives and priorities, or have taken action toward meeting these goals.	Prepares for and provides concrete support to some stakeholders in implementing new district initiatives, the strategic plan, or other identified priorities. Some stakeholders demonstrate knowledge of district initiatives and priorities, but may not have begun to take action to meet specific goals.	Prepares for and provides concrete, systematic, and timely support to most stakeholders in implementing new district initiatives, the strategic plan, or other identified priorities. Stakeholders demonstrate knowledge of district initiatives and priorities by taking action to meet specific goals.	In collaboration with stakeholders or district partners, prepares for and provides concrete, systematic, and timely support to stakeholders in implementing new district initiatives, the strategic plan, or other identified priorities. Nearly all stakeholders demonstrate knowledge of district initiatives and priorities by taking action to meet specific goals.	<ul style="list-style-type: none"> • Documentation of technology support or training for staff to use district software or platforms • How-to manuals, screen shots, user guides • Feedback forms from training/implementation sessions • Customer satisfaction surveys • Increased achievement, graduation, or attendance rates at sites implementing the initiatives • Observation of new practices: digital tools, instructional strategies, communication mechanisms • Evidence of meetings, agendas, resources, plans, time-task calendars that show how stakeholders are being supported

⁸ LAUSD’s goals are outlined in the **2022-26 Strategic Plan**. More information can be found at <https://achieve.lausd.net/strategicplan>.

⁹ www.macmillandictionary.com defines “moral imperative” as “something that must happen because it is the right thing.”

¹⁰ <https://www.prosci.com/methodology/adkar>



Standard 2. CHANGE MANAGEMENT & VISION					Evidence Guide for Standard 2, Change Management & Vision
B) District Vision					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Implements and supports the district's vision, superintendent's goals, and board's goals	Does not attempt to implement, support, or connect their areas of responsibility to the district's vision, superintendent's goals, or board goals.	Attempts to connect the district's vision, superintendent's goals, or board goals to the administrator's areas of responsibility. May somewhat adjust responsibilities to support the district's vision or goals.	Connects the district's vision, superintendent's goals, and board goals to the administrator's areas of responsibility. Adjusts responsibilities as needed to reinforce and support the district's vision and goals.	Connects the district's vision, superintendent's goals, and board goals to the administrator's areas of responsibility. Actively adjusts and aligns responsibilities and priorities to reinforce and work toward the accomplishment of the district's vision and goals.	<ul style="list-style-type: none"> Administrator goal-setting that shows a link between their areas of responsibility and the district vision or goals Data showing how the administrator is adjusting their work to align with specific district goals Department/division goal setting is aligned to district's vision and goals
2. Communicates the district's vision to stakeholders and assists with implementation	Rarely communicates the district's vision to stakeholders. There are no attempts to assist or engage stakeholders in making changes to implement the district's vision or take action to accomplish district goals.	Occasionally communicates the district's vision to stakeholders, focusing on the need to change or the benefits of change. Attempts to assist and engage some stakeholders in making changes to implement the district's vision or take action to accomplish specific district goals, but with limited success.	Regularly communicates the district's vision to all stakeholders in multiple ways, focusing on the need to change and the benefits of change. Assists and engages stakeholders in making changes to implement the district's vision and take action to accomplish specific district goals.	Strategically communicates the district's vision to all stakeholders in multiple ways, emphasizing the need to change and the benefits of change. Assists, equips, and engages nearly all stakeholders in developing and utilizing skills that result in implementing the district's vision and accomplishing specific district goals.	<ul style="list-style-type: none"> Written and oral communication, which all include reference to district vision or goals Reference to the district vision or goals during PD or in stakeholder resources Notes from meetings where vision or mission statements are reviewed and deconstructed Data showing how the vision is being attained or how stakeholders are taking action to accomplish a specific district goal Documented use of district communication systems Demonstrated use of the ADKAR change model
3. Presents to the board, district leadership, and/or community groups regarding the vision, relevant data, and/or progress toward the goals	When directed, reports to the board, district leadership, and/or community groups regarding progress toward goal attainment, but does not provide relevant data in support of claims. Does not advise board members or district leadership; or the recommendations are not supported by data or aligned to district goals.	Presents partial data in relation to a specific district goal to the board, district leadership, and/or community groups. Advises board members or district leadership regarding a course of action; however, the recommended action may not be rooted in data, research-based, or aligned to the accomplishment of specific district goals.	Clearly and accurately presents relevant data and progress toward goal attainment to the board, district leadership, and/or community groups. Advises board members or district leadership regarding a research-based course of action related to the accomplishment of specific district goals.	Clearly and accurately presents relevant data and progress toward goal attainment to the board, district leadership, and/or community groups in an effective and engaging manner. Informs board members or district leadership regarding the pros and cons of multiple research-based courses of action related to the accomplishment of specific district goals; advises the board or district leadership regarding a recommended course of action.	<ul style="list-style-type: none"> Presentation slide deck and/or recording District data that links to goals and recommended action steps Feedback forms from community or region presentations Board informatives



Standard 3. PROFESSIONAL DEVELOPMENT AND SERVICES TO SCHOOLS					Evidence Guide for Standard 3, Professional Development & Services to Schools
A) Professional Development and Capacity-Building					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Designs or plans professional development, training, curriculum, or other resources to support teachers, staff, and/or site administrators	Does not design professional development, training, or curriculum resources needed to support staff in implementing state- or district-mandated programs; or training materials and curricula are not designed for their audience or users, and do not focus on district or program priorities.	Designs professional development, training, or curriculum resources to support staff in implementing state- or district-mandated programs. Training materials and curricula are minimally designed for the roles of the audience/users (e.g., facilitator, teacher, site administrator), with some attention to district or program priorities.	With input from stakeholders and incorporating adult learning theory, designs professional development, training, or curriculum resources to support staff in implementing research-based best practices. Training materials and curricula are designed for the roles of the audience/users (e.g., facilitator, teacher, site administrator) and focus on district and program priorities.	Collaborates with stakeholders to design comprehensive professional development, training, or curriculum resources to support staff in implementing research-based best practices. Professional development incorporates adult learning theory and culturally relevant strategies. Training materials and curricula are focused on social justice, thoughtfully designed for the specific roles of the audience/users (e.g., facilitator, teacher, site administrator), and designed to help participants make connections to district and program priorities.	<ul style="list-style-type: none"> • Feedback regarding strategies utilized in supporting students, families, and school staff • Student data (e.g., sub-groups) that demonstrates that PD has been implemented • Research-based best practices are modeled, discussed, and observed • Articles or videos are shared with staff • Evidence of sustained change over time in counselors, staff, or administrators' practice • Evidence of collaboration with other departments • Short- or long-term PD plans
2. Implements or facilitates professional development or training	Professional development or training is episodic, irregular, irrelevant, or poorly presented, or is not based on research-based practices or input from stakeholders. Few stakeholders demonstrate any level of implementation following professional development or training.	Professional development or training is organized and well-presented, but with minimal differentiation or input from stakeholders. Some stakeholders demonstrate implementation of a practice learned during the PD within a short period of time following professional development or training.	Professional development or training is focused, organized, well-presented, appropriately sequenced, differentiated, and revised based on stakeholder input. Presenters model facilitation strategies and practices based on adult learning theory. Most stakeholders demonstrate implementation of a practice learned during the PD within a short period of time following professional development or training.	Professional development or training is differentiated and includes modeling and facilitation of strategies consistent with adult learning theory. It is co-facilitated by the administrator and site-based educators, and revised based on their input. Nearly all stakeholders demonstrate implementation of practices learned during the PD within a short period of time following professional development or training.	<ul style="list-style-type: none"> • Notes/photos from professional development or training sessions • Opportunities during PD for reflection on multicultural interactions and social-emotional learning • Feedback forms following PD or training • Observation of schools or classrooms shows implementation occurring



Standard 3. PROFESSIONAL DEVELOPMENT AND SERVICES TO SCHOOLS					Evidence Guide for Standard 3, Professional Development & Services to Schools
A) Professional Development and Capacity-Building					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Supports, and builds the capacity of, school or region personnel in implementing programs, practices, and/or curriculum	Does not support school or region personnel in implementing programs, practices, or curriculum through coaching, professional development, or targeted assistance. Rarely recommends or provides resources to assist stakeholders in implementation. School or district leaders do not perceive that these programs or practices are important, or that they have a level of responsibility for the success of these programs.	Occasionally supports school or region personnel in implementing programs, practices, or curriculum through coaching, professional development, or targeted assistance. Occasionally recommends or provides resources to assist stakeholders in implementation. School or district leaders may view these programs or practices as important and take on minimal levels of responsibility for the success of these programs over time.	Regularly supports school or region personnel in implementing programs, practices, or curriculum through coaching, professional development, and/or targeted assistance. Regularly recommends or provides resources to assist in stakeholder implementation. School or district leaders view these programs or practices as a priority and take on increasing levels of responsibility for the success of these programs over time.	Systematically and in collaboration with others, supports school or region personnel in implementing programs, practices, or curriculum through coaching, professional development, and/or targeted assistance to address site-specific situations. Proactively provides resources (along with relevant training) to assist stakeholders in implementation. School or district leaders view these programs or practices as a priority and commit to full responsibility for the success of these programs over time.	<ul style="list-style-type: none"> • Feedback forms from school or region personnel • Emails indicating the administrator's support • Surveys from participants in the programs (e.g., staff, students, parents) • Data showing a demonstrated need for a particular program (e.g., attendance) • Evidence of on-demand resources being provided (e.g., job aid, tutorial videos, scheduled office hours)
4. Provides advising, consulting, and support to specific teachers or administrators within a designated program (e.g., APP, Induction)	Rarely provides coaching, advising, or support to staff within a designated program. Fails to use objective evidence from observations or documents to identify strengths or areas for growth. May determine next steps for the staff member, but there is little evidence of improved practice or progress toward goal attainment.	Provides occasional coaching, advising, and support to staff within a designated program. Occasionally uses objective evidence from observations or documents to identify strengths or areas for growth. Determines actionable next steps that may result in improved practice or progress toward goal attainment.	Provides regular coaching, advising, and support based on individual needs and strengths of staff within a designated program. Consistently uses objective evidence from observations or documents to identify strengths and areas for growth. Collaboratively determines actionable next steps that result in improved practice and progress toward goal attainment.	Provides systematic and differentiated coaching, advising, and support based on individual needs and strengths of staff within a designated program. Consistently uses objective evidence from observations and documents to identify strengths and areas for growth. Facilitates a collaborative process where a staff member determines actionable next steps, leading to improved practice and completion of goals.	<ul style="list-style-type: none"> • Feedback forms from APP, Induction participants • Attainment of certification by participants • Observation notes • Notes from collaborative meetings • Changes in the participant's practice following coaching/advising sessions • Evidence of action taken by those being advised or coached (e.g., programs implemented, documents created, communication with stakeholders)



Standard 3. PROFESSIONAL DEVELOPMENT AND SERVICES TO SCHOOLS					Evidence Guide for Standard 3, Professional Development & Services to Schools
B) Service to Stakeholders and Staff					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Provides targeted services and support to regions, schools, site administrators, staff, and/or teachers	Rarely provides targeted services, resources, or guidance to support schools, regions, or site personnel, even when requested to do so.	Occasionally provides targeted services, resources, or guidance to support schools, regions, or site personnel, primarily in response to requests.	Regularly provides targeted services, resources, or guidance to support schools, regions, or site personnel, both in response to requests and proactively.	Systematically and collaboratively provides targeted services, resources, and guidance to support schools, regions, or site personnel. Service is primarily proactive, but is also responsive to specific requests.	<ul style="list-style-type: none"> Email responses Surveys from participants receiving the services (e.g., staff)
2. Communicates with and responds to stakeholders	Rarely initiates communication with stakeholders or sites regarding programming, interventions, scheduling, deadlines, budgets, technology, or compliance issues. Rarely provides timely or concrete responses to questions asked by stakeholders or sites.	Initiates occasional communication with stakeholders and sites regarding programming, interventions, scheduling, deadlines, budgets, technology, or compliance issues. Occasionally provides timely or concrete responses to questions asked by stakeholders and sites.	Initiates regular communication in a timely manner with stakeholders and sites regarding programming, interventions, scheduling, deadlines, budgets, technology, or compliance issues. Provides timely, concrete responses to questions asked by stakeholders and sites.	In coordination with other district partners, initiates coordinated and timely communication with stakeholders and sites regarding programming, interventions, scheduling, deadlines, budgets, technology, or compliance issues. Prioritizes responses to questions asked by stakeholders and sites based on critical needs, but consistently and concretely responds to all questions in a timely manner.	<ul style="list-style-type: none"> Email communication Running Google docs Calendars Budgets Evidence of technology support
3. Provides content, academic, and/or technical support to schools, regions, and individual staff	Rarely provides support to schools, regions, or individual staff based on content or technical expertise; or support is inconsistent with best practices or district priorities.	Occasionally provides support to schools, regions, or individual staff based on content or technical expertise to support program implementation with fidelity to district priorities.	Regularly provides support to schools, regions, or individual staff based on content or technical expertise to ensure high-quality program implementation with fidelity to best practices and district priorities.	In coordination with other district partners, consistently provides cohesive support to schools, regions, or individual staff based on content or technical expertise to ensure high-quality program implementation with fidelity to research-based best practices and district priorities.	<ul style="list-style-type: none"> Slide decks from presentations Resource packets Curated online resource materials User guides Scope and Sequence/curriculum guides
4. Provides on-site support and leadership during times of ambiguity and complexity	Even when requested to do so by district leaders, fails to provide on-site support or leadership to schools or region offices during times of crisis or transition.	When requested to do so by district leaders, provides occasional on-site support or leadership to schools or region offices during times of crisis or transition.	As needed, provides on-site support and leadership to schools or region offices during times of crisis or transition, or at the request of district leaders.	Anticipates and initiates coordinated on-site support and leadership to schools or region offices during and following times of crisis or transition; collaborates with district leaders in providing systematic and comprehensive support to schools and regions.	<ul style="list-style-type: none"> Evidence of physical presence on campus Photos of site-based work and presence



Standard 4. CULTURE AND ADVOCACY FOR LEARNING					Evidence Guide for Standard 4, Culture of Learning
A) Positive Culture for Students and Staff					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Develops and/or implements policies, programs, curricula, resources, and tools to support staff and students' social-emotional well-being	May develop or recommend policies, programs, curricula, resources, or tools to address students' or staff members' social-emotional well-being, but they are not data-based or research-based, and they do not guide administrative actions. Administrator does not provide the necessary support to build capacity in determining needs, or to ensure implementation of policies, programs, curricula, resources, or tools.	Uses minimal data, research, or stakeholder input to develop or recommend policies, programs, curricula, resources, or tools to address students' or staff members' social-emotional well-being. Administrator's actions provide limited guidance. Provides support as requested to build capacity in determining needs, and/or to ensure implementation of policies, programs, curricula, resources, or tools.	Uses data, current research, and stakeholder input to identify needs and develop or recommend research-based policies, programs, curricula, resources, or tools to address students' or staff members' social-emotional well-being. Provides direct support to stakeholders to build capacity in determining needs and ensuring successful implementation of policies, programs, curricula, resources, or tools.	Develops collaborative efforts among stakeholders to use disaggregated data and current research, plus stakeholder input, to develop and recommend policies, programs, curricula, resources, and/or tools to address students' and/or staff members' social-emotional well-being. Works collaboratively with stakeholders to identify needs and build capacity in ensuring successful policy, program, or curriculum implementation, resulting in sustained positive impacts for students and staff.	<ul style="list-style-type: none"> • PBIS/RP implemented consistent with LAUSD's Discipline Foundation Policy¹¹ • SEL activities or programs • Application of culturally and linguistically responsive principles • Attendance motivators • Changes in attendance or behavior are documented • Satisfaction surveys indicate staff and students feel supported and cared for • Analysis based on multiple data sources (e.g., academic, behavior, attendance, culture and climate)
2. Supports a safe, healthy, welcoming, and affirming learning and working environment for all students and/or staff	Fails to support the cultivation of a safe, healthy, welcoming, and affirming learning or working environment for students and/or staff. Does not promote authentic positive relationships where stakeholders demonstrate the social-emotional competencies of growth mindset, self-efficacy, self-management and social awareness.	Inconsistently supports the cultivation of a safe, healthy, welcoming, and affirming learning or working environment for students and/or staff by occasionally promoting authentic positive relationships where stakeholders demonstrate the social-emotional competencies of growth mindset, self-efficacy, self-management and social awareness.	Consistently supports the cultivation of a safe, healthy, welcoming, and affirming learning and working environment for all students and/or staff by promoting authentic positive relationships where stakeholders demonstrate the social-emotional competencies of growth mindset, self-efficacy, self-management, and social awareness.	Proactively supports and improves efforts to build system capacity to provide the cultivation of a safe, healthy, welcoming, and affirming learning and working environment for all students and/or staff. Consistently promotes authentic positive relationships where all stakeholders demonstrate social-emotional competencies of growth mindset, self-efficacy, self-management and social awareness.	<ul style="list-style-type: none"> • SEL curricula and practices are evident in schools where the administrator has provided support • Satisfaction surveys indicate staff and students feel welcomed and affirmed • Evidence of tools/resources/professional development being provided to school site or regional staff • Evidence of utilizing and modeling strategies in meetings/PDs • Records of coaching conversations • Timelines of implementation

¹¹ LAUSD's "Discipline Foundation Policy: Multi-Tiered Systems of Support for Behavior and Social-Emotional Well-Being using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)" can be found at: <https://achieve.lausd.net/Page/11925>



Standard 4. CULTURE AND ADVOCACY FOR LEARNING					Evidence Guide for Standard 4, Culture of Learning
A) Positive Culture for Students and Staff					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
3. Provides support to manage conflict within a school or department community (e.g., between stakeholders)	Does not create, maintain, or support a professional working and learning environment where stakeholders communicate differences of opinion in a respectful manner. Does not facilitate respectful prevention or resolution of conflicts or does not intervene as appropriate when conflicts become heated or disrespectful.	Is inconsistent in attempts to create, maintain, or support a professional working and learning environment where stakeholders communicate differences of opinion in a respectful manner. Attempts to prevent or facilitate respectful resolution of conflicts with moderate success.	Consistently creates, maintains, or supports a professional working and learning environment where stakeholders communicate differences of opinion in a respectful manner. Facilitates respectful and restorative practices to prevent and respond to conflict.	Has established, maintains, and supports a professional working and learning environment where nearly all stakeholders communicate differences of opinion in a respectful manner and actively work independently or collaboratively to prevent and resolve conflicts using restorative practices.	<ul style="list-style-type: none"> • Observation of the use of norms and protocols for respectful disagreement • Notes from a conflict resolution session between staff or other members of school community • Use of preventative practices (e.g., community building, checking in, relationship building) • Use of protocols (e.g., IStar, SCAR) • Evidence that a community has been established and preventative pieces are in place, so that a conflict can be resolved. • Regular check-ins, community building activities
4. Establishes and/or maintains positive relationships with stakeholders	Does not interact respectfully with stakeholders, and/or makes little to no effort to establish positive relationships that promote a climate of fairness, respect, and collaboration.	Interacts inconsistently with stakeholders and may be perceived as disrespectful, biased, and/or making insufficient effort to establish positive relationships that promote a climate of fairness, respect, and collaboration.	Establishes and maintains positive relationships with stakeholders by consistently interacting in a respectful manner, and is perceived to be fair, unbiased, and collaborative.	Proactively establishes, maintains and sustains positive relationships among stakeholders by consistently interacting in a respectful manner, reaching out to engage them collaboratively when appropriate, and is perceived to be fair, unbiased, and inclusive.	<ul style="list-style-type: none"> • Observation of interactions in meetings and informal settings • Photos or screen shots of norms • Observation of the use of norms during meetings • Anecdotal reflections, evaluation comments, emails showing the relationship • Emails showing positive relationships



Standard 4. CULTURE AND ADVOCACY FOR LEARNING					Evidence Guide for Standard 4, Culture of Learning
B) Advocacy for Students and Families					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Advocates for social justice for students and families, including targeted student populations, to receive support, funding, equity, and access	Rarely advocates for social justice on behalf of individual students or their families, including those in targeted student populations, to ensure that they receive support, funding, equity, access to services, or social justice.	Inconsistently advocates for social justice on behalf of individual students and their families, including those in targeted student populations. Advocacy occasionally results in support, funding, equity, or access to services.	Regularly advocates for social justice on behalf of individual students and their families, including those in targeted student populations. Advocacy ensures that students and families receive support, funding, equity, and access to services.	Regularly advocates for social justice on behalf of individual students and their families, including those in targeted student populations. Anticipating students' needs and taking proactive steps on their behalf ensures that students receive support, funding, equity, and access to services in a timely manner.	<ul style="list-style-type: none"> Evidence that targeted students and families receive services and resources Evidence that services have been offered to support families and students Awareness training created and facilitated for staff on supporting students and staff (e.g., nurses, PSWs) Documentation of implementation and outcomes for students and staff (e.g., a plan for a student or family was created and implemented, as evidenced by emails showing what is happening in the implementation) Case study
2. Advocates for, supports, and/or provides for the physical needs of students and families	Lacks awareness of, or ignores, the physical needs (e.g., mental health, immunizations, food, housing) of students and families and does not advocate, or misses opportunities to advocate, for them within the district or school community.	Has some awareness of the physical needs (e.g., mental health, immunizations, food, housing) of students and families and advocates for them within the district or school community when sought out or required to do so.	Is aware of the physical needs (e.g., mental health, immunizations, food, housing) of students and families and regularly advocates for them within the district and school community.	Is aware of the physical needs (e.g., mental health, immunizations, food, housing) of students and families, communicates those needs to stakeholders, and proactively advocates for them within the district and school community.	<ul style="list-style-type: none"> Evidence that students/families receive food, school supplies, clothing, access to immunizations or other medical care, or other items to meet physical needs Facilitation of MOUs with outside organizations Evidence of services being offered to support families and students
3. Fosters and advocates for a culture of learning that is trauma-informed and addresses the social-emotional well-being of students	Works only as required, or through inaction fails, to support the development or implementation of trauma-informed practices and strategies to address the social-emotional well-being of students. Appears to lack the necessary understanding needed to advocate for a learning culture that serves the needs of these students.	Works inconsistently to support the development or implementation of trauma-informed practices and strategies to address the social-emotional well-being of students. Minimally advocates to establish a learning culture that recognizes the needs of these students.	Works consistently to support the development and implementation of trauma-informed practices and strategies to address the social-emotional well-being of students. Advocates to establish an inclusive learning culture that acknowledges and serves the needs of these students.	Works collaboratively with stakeholders to support the development and implementation of trauma-informed practices and strategies to address the social-emotional well-being of students. Advocates to build capacity for, and sustain, an inclusive learning culture that takes responsibility for serving the needs of these students.	<ul style="list-style-type: none"> Slide deck or handouts from PD sessions on SEL and trauma-informed practices Feedback forms from PD sessions Changes in school or classroom practice regarding social-emotional learning (SEL) and trauma-informed practices



Standard 4. CULTURE AND ADVOCACY FOR LEARNING					Evidence Guide for Standard 4, Culture of Learning
B) Advocacy for Students and Families					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
4. Ensures that the educational and legal rights of students are maintained	Lacks understanding of the legal rights of students, families, and the district. Fails to ensure that students' legal rights are maintained or may fail to recognize when students' rights are compromised.	Has a perfunctory understanding of the legal rights of students, families, and the district. Attempts to work with stakeholders to ensure that students' legal rights are maintained, with marginal success.	Has a comprehensive understanding of the legal rights of students, families, and the district. Works with all stakeholders to ensure that students' legal rights are maintained and balanced within the learning community without partiality for any single perspective.	Has a comprehensive understanding of the educational law and the legal rights of students, families, and the district. Proactively works with all stakeholders to build a better understanding of students' legal rights, and to ensure that those rights are systemically maintained and balanced within the learning community without partiality for any single perspective.	<ul style="list-style-type: none"> Emails from parents and/or staff



Standard 5. INTERNAL AND EXTERNAL COLLABORATION					Evidence Guide for Standard 5, Internal and External Collaboration
A) Team Culture					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Selects and retains highly-qualified staff for their team	Rarely identifies or selects qualified staff to meet program needs or district goals. Does not attempt to retain qualified staff or improve elements of team culture to encourage staff retention.	Identifies and selects qualified staff to meet program needs or district goals. Targets retention efforts on qualified staff; attempts to improve elements of team culture that retain these staff.	Identifies and selects highly-qualified staff to meet specific program needs and district goals. Targets retention efforts on highly-qualified staff; actively works to improve elements of team culture that retain these staff.	Identifies, actively recruits, and selects highly-qualified staff to meet specific program needs and district goals. Proactively works to retain highly-qualified staff and improve elements of team culture that promote and support the success of these staff.	<ul style="list-style-type: none"> Evidence that direct reports are effective (feedback from sites and stakeholders) Effective staff stay on the team Job descriptions Hiring process Retention rate Hosting or attending job fairs (recruitment activities)
2. Cultivates staff wellness through responsive and affirming practices	Does not demonstrate a commitment to staff wellness, affirmation, recognition, care, or community-building. Does not attempt to create an environment or opportunities for staff to connect to their team's mission and purpose.	Demonstrates a commitment to staff wellness through attempts at affirmation, recognition, care, and community-building. Attempts to create an environment and opportunities for staff to connect to their team's mission and purpose, with limited effect.	Demonstrates a commitment to staff wellness through affirmation, recognition, care, and community building. Creates an environment and opportunities for staff to connect to their team's mission and purpose.	Demonstrates a consistent commitment to staff wellness through differentiated and personalized affirmation, recognition, care, and community-building. Proactively and strategically creates an environment and opportunities for all staff to connect to their team's mission and purpose.	<ul style="list-style-type: none"> Anonymous satisfaction surveys of team members Team-building activities Staff attendance data 360° survey re: team culture, working hours, and norms Coffee club/lunch space where staff can meet Equitable distribution of work and privileges Group health and fitness challenges Team Stair Climb event
3. Works with team members to support stakeholders and resolve conflict	Rarely provides opportunities for team members to work collaboratively in support of program implementation or district goals. Fails to create a professional environment where team members communicate differences of opinion in a respectful manner. Does not attempt to facilitate respectful resolution of conflict; as a result, tension within the team affects productivity and morale.	Provides occasional opportunities for team members to work collaboratively in support of program implementation and district goals. Inconsistently creates a professional environment where team members communicate differences of opinion in a respectful manner; may attempt to facilitate respectful resolution of conflict, with uneven results.	Provides regular opportunities for team members to work collaboratively in support of program implementation and district goals. Consistently creates a professional environment where team members communicate differences of opinion in a respectful manner; when needed, facilitates respectful resolution of conflict.	Provides strategic and consistent opportunities for team members to collaborate in support of program implementation and district goals. Collaboratively creates a professional environment where team members communicate differences of opinion in a respectful manner, leading to greater productivity and higher morale. When needed, team members initiate and participate in facilitating respectful conflict resolution.	<ul style="list-style-type: none"> Anonymous surveys of team members indicate satisfaction Team-building exercises Retreats Staff meeting agendas Evidence of role plays or PD on dealing with conflict Evidence of roles and norms Implementation of Adaptive Schools/coaching strategies Discussion and decision-making processes in place



Standard 5. INTERNAL AND EXTERNAL COLLABORATION A) Team Culture					Evidence Guide for Standard 5, Internal and External Collaboration
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
4. Manages evaluation processes and goal-setting for team members	Rarely uses or models established LAUSD protocols for supervising team members; or, supervision processes are opaque, incomplete, inconsistent, or lacking in fidelity. May fail to complete required evaluations in a timely or effective manner. Rarely provides opportunities, coaching, or support for team members to engage in setting or achieving goals, for either their professional growth or toward their career aspirations.	Inconsistently uses or models established LAUSD protocols for supervising team members that are somewhat clear, transparent, thorough, or followed with fidelity. Completes required evaluations in a timely though perfunctory manner. Occasionally provides opportunities, coaching, or support for team members to engage in setting and achieving goals, for either their professional growth or toward their career aspirations.	Consistently uses and models established LAUSD protocols for supervising team members that are clear, transparent, thorough, and followed with fidelity. Completes required evaluations in a timely and thorough manner. Regularly provides opportunities, coaching, and support for team members to engage in setting and achieving goals, both for their professional growth and toward their career aspirations.	Strategically and collaboratively uses and models established LAUSD protocols and best practices for supervising team members that are clear, transparent, thorough, and followed with fidelity. Completes required evaluations in a timely and thorough manner and provides feedback to staff members not engaged in formal evaluation. Strategically and collaboratively provides opportunities, coaching, and support for team members to set and achieve goals for their professional growth, toward career aspirations, and in support of service to schools.	<ul style="list-style-type: none"> • Completion of <i>MyPGS</i> evaluation processes • Team members' goals (Initial Growth Plans) are met



Standard 5. INTERNAL AND EXTERNAL COLLABORATION B) Systems Collaboration					Evidence Guide for Standard 5, Internal and External Collaboration
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Collaborates with other LAUSD divisions, regions, and/or programs	Does not work collaboratively nor communicate with other district offices, divisions, and/or programs to support schools, regions, and/or specific stakeholder groups.	Occasionally works collaboratively and communicates with other district offices, divisions, and/or programs in support of schools, regions, and/or specific stakeholder groups.	Regularly works collaboratively and communicates effectively with other district offices, divisions, and/or programs in support of schools, regions, and/or specific stakeholder groups.	Systematically, proactively, and effectively collaborates and communicates with other district offices, divisions, and/or programs in support of schools, regions, and/or specific stakeholder groups.	<ul style="list-style-type: none"> Meeting notes that show internal collaboration Calendars that show collaboration Shared documents 360° pre- and post-survey to collect information for internal and external staff Staff attendance data Documentation of requirements and tasks when working with other LAUSD divisions or programs. Evidence of kick-off meetings to gather requirements Evidence of progress monitoring toward task completion Completion meetings to seek feedback and identify lessons learned.
2. Uses systems thinking to promote cohesion, coherence, and alignment across divisions, programs, or regions	Does not attempt to align their work to that of other divisions, programs, and/or regions; does not attempt a systems approach or work to reduce overlap or redundant processes at the site or region level.	Attempts to align their work to that of other divisions, programs, and/or regions, occasionally taking a systems approach to reduce overlap or redundant processes at the site or region level.	Promotes cohesion, coherence, alignment, and systems thinking across divisions, programs, and/or regions to minimize overlap and redundant processes at the site or region level.	Systematically, proactively, and effectively promotes cohesion, coherence, alignment, and systems thinking across divisions, programs, and/or regions to minimize overlap and redundant processes at the site or region level.	<ul style="list-style-type: none"> Feedback from sites regarding redundancy or streamlined processes Surveys Evaluations District calendar
3. Coordinates and facilitates services to stakeholders across systems	Rarely recommends, coordinates or facilitates services to stakeholders across district divisions, programs, or internal systems.	Occasionally recommends or facilitates coordination of services to stakeholders across district divisions, programs, or internal systems.	Regularly recommends and facilitates coordination of services to stakeholders across district divisions, programs, or internal systems.	Systematically and proactively recommends and facilitates coordination of services to stakeholders across district divisions, programs, and/or internal systems.	<ul style="list-style-type: none"> Feedback from sites regarding redundancy or streamlined processes Meeting notes Shared systems Shared documents and presentations



Standard 5. INTERNAL AND EXTERNAL COLLABORATION C) External Collaboration					Evidence Guide for Standard 5, Internal and External Collaboration
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Collaborates with and coordinates services between external partners and community organizations on behalf of students and families	Rarely communicates or collaborates with agencies outside LAUSD; does not attempt to provide coordinated services to target students, families, or the schools which these students attend.	Occasionally communicates and collaborates with agencies outside LAUSD to provide coordinated services to target students, families, or the schools which these students attend.	Regularly and effectively communicates and collaborates with agencies outside LAUSD to provide coordinated services to target students, families, and the schools which these students attend.	Systematically, proactively, and effectively communicates and collaborates with agencies outside LAUSD to provide coordinated wraparound services to target students, families, and the schools which these students attend.	<ul style="list-style-type: none"> Meeting notes that show external collaboration Evidence of collaboration with external agencies (e.g., completion of goals, accomplishment of a program's mission)
2. Works with external entities and licensing agencies on behalf of teachers, staff, administrators, and/or schools	Rarely communicates or collaborates with outside agencies on behalf of teachers, staff, administrators, and/or schools; as a result, credential, degree, licensing, and/or employment requirements are regularly unmet or miscommunicated to staff.	Inconsistently communicates or collaborates with outside agencies on behalf of teachers, staff, administrators, and/or schools; as a result, credential, degree, licensing, and/or employment requirements may be unmet or miscommunicated to staff.	Regularly communicates and effectively collaborates with outside agencies on behalf of teachers, staff, administrators, and/or schools to ensure that credential, degree, licensing, and/or employment requirements are understood and fulfilled.	Systematically, proactively, and effectively communicates and collaborates with outside agencies on behalf of teachers, staff, administrators, and/or schools to ensure that credential, degree, licensing, and/or employment requirements are understood and fulfilled in a timely and comprehensive manner.	<ul style="list-style-type: none"> Correspondence with: <ul style="list-style-type: none"> Teacher credentialing programs CA Department of Education CA Commission on Teacher Credentialing University teacher prep and administrator prep programs State and county committees



Standard 6. ACCOUNTABILITY, BUDGET, AND COMPLIANCE					Evidence Guide for Standard 6, Accountability, Budget, and Compliance
A) Alignment of District and Outside Resources and Services ¹²					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Supports the alignment of budget with school, program, or region needs and goals	Allocates human and fiscal resources to initiatives that do not support the district's vision or goals; or misappropriates funds or reports inaccurate information on how funds were appropriated.	Allocates human and fiscal resources to be in general alignment with the district's vision, student data, and learning goals, and within the program's annual budget.	Uses staff and community input, along with peer-reviewed research, to allocate human and fiscal resources in alignment with the district's vision, student data, and learning goals, and within the district's and program's annual budget.	Strategically uses the findings from peer-reviewed research and collaborates with staff and community to strategically leverage existing school, community, and district resources, and proactively accesses additional human and fiscal resources that align with the district's vision, priorities, student data and staff capacity to meet district and program goals.	<ul style="list-style-type: none"> Budget planning sheets and justifications, including personnel Minutes from staff or team meetings demonstrating discussion of budget priorities Final budget is aligned with identified priorities and student needs Administers paperwork for travel, conference attendance, etc. Wish lists and plans for resources/budget Rosters for intervention, accommodations Needs assessment surveys Control sheets with notes
2. Reviews and communicates district policies and/or relevant state and federal guidelines	Does not review, or erratically reviews and communicates program requirements, district policies, and/or state and federal guidelines to staff and administrators, and compromises or fails to comply with required guidelines.	Sporadically reviews and communicates program requirements, district policies, and/or state and federal guidelines to some staff and administrators, and may compromise necessary compliance and accountability.	Regularly reviews and communicates program requirements, district policies, and/or state and federal guidelines to all staff and administrators to ensure compliance and accountability.	Establishes systemic and collaborative reviews and communication of program requirements, district policies, and/or state and federal guidelines to all staff and administrators to proactively address areas of need and ensure compliance and accountability.	<ul style="list-style-type: none"> Email communication Evidence of site compliance Review meeting minutes
3. Determines the accuracy of data related to personnel, programs, certifications, and/or student records	Fails or neglects to review records relative to programs, personnel, certification, licensing, students or other as required to identify degrees of accuracy, compliance, and status. Communication relative to any areas of inaccuracy or noncompliance does not occur.	Periodically reviews records relative to programs, personnel, certification, licensing, students or other as required to identify degrees of accuracy, compliance, and status. Communication relative to any areas of inaccuracy or noncompliance may be late or untimely.	Regularly reviews records relative to programs, personnel, certification, licensing, students or other as required to ensure accuracy, compliance, and status. Communicates any areas of inaccuracy or noncompliance immediately as required.	Establishes systemic processes for ongoing review of records relative to programs, personnel, certification, licensing, students or other as required to ensure accuracy, compliance, and status. Communicates any areas of inaccuracy or noncompliance immediately as required and assists stakeholders as appropriate to address and correct errors.	<ul style="list-style-type: none"> Reduction in data errors Evidence of certification accuracy Mock audits/reviews

¹² To the extent that staffing, budget, and resource acquisition are within the School Support Administrator's control



Standard 6. ACCOUNTABILITY, BUDGET, AND COMPLIANCE					Evidence Guide for Standard 6, Accountability, Budget, and Compliance
B) Program Effectiveness					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
1. Uses data to evaluate program effectiveness	Does not identify data relevant to program effectiveness. Rarely analyzes data to determine program effectiveness or next steps. Does not share conclusions with relevant stakeholders or district leaders; or conclusions are based on opinions or anecdotes, rather than on systematic data analysis.	May identify relevant data sources that inform program effectiveness. Occasionally analyzes data to determine program effectiveness or next steps. Occasionally shares data analysis and conclusions with relevant stakeholders or district leaders.	Identifies relevant data sources to determine program effectiveness. Regularly analyzes multiple sources of data to determine program effectiveness and specific next steps. Regularly shares data analysis and conclusions with relevant stakeholders and district leaders.	Proactively identifies relevant data sources that demonstrate program effectiveness. Systematically analyzes multiple sources of qualitative and quantitative data to determine program effectiveness and specific next steps. Proactively shares data analysis and conclusions with relevant stakeholders and district leaders.	<ul style="list-style-type: none"> Notes from data chats or data presentations Qualitative and quantitative data analysis to show progress and outcomes
2. Analyzes data to monitor progress toward goals	Does not identify data sources relevant to progress monitoring of program goals. Rarely analyzes data to determine schools' or regions' progress in achieving district-established goals. Does not advise relevant stakeholders or district leaders regarding strategies toward goal attainment; or advice is based on opinions or anecdotes, rather than on systematic data analysis.	May identify relevant data sources that inform progress toward program goals. Occasionally analyzes data to determine schools' or regions' progress in achieving district-established goals. ¹³ Occasionally advises relevant stakeholders or district leaders regarding strategies toward goal attainment.	Identifies relevant data sources that demonstrate progress toward completion of program goals. Regularly analyzes multiple sources of data to determine schools' or regions' progress in achieving district-established goals. Regularly advises relevant stakeholders and district leaders regarding strategies toward goal attainment.	Proactively identifies relevant data sources that demonstrate the extent to which program goals have been met. Systematically analyzes multiple sources of qualitative and quantitative data to determine schools' or regions' progress in achieving district-established goals. Proactively advises relevant stakeholders and district leaders regarding effective strategies toward goal attainment.	<ul style="list-style-type: none"> Notes from data chats or data presentations Qualitative and quantitative data analysis to show progress and outcomes
3. Monitors school compliance with district, state, and federal policies	Neglects responsibility to conduct, or as directed performs reactionary reviews of some forms of data (as applicable to program and role responsibilities) to inspect compliance with program, district policies, and state and federal regulations.	Supervises infrequent, untimely reviews of multiple forms of data (as applicable to program and role responsibilities) including site visits or remote check-ins, to review compliance with program, district policies, and state and federal regulations.	Conducts regular, ongoing, and timely reviews of multiple forms of data (as applicable to program and role responsibilities) including site visits or remote check-ins, to monitor and ensure compliance with program, district policies, and state and federal regulations.	Establishes systemic, collaborative, and ongoing reviews of multiple forms of data (as applicable to program and role responsibilities) including site visits and/or remote check-ins, that anticipate areas of need; monitors and ensures compliance with program, district policies, and state and federal regulations.	<ul style="list-style-type: none"> Notes from site visits Behavior data Target group data Title I, Title II, Title III data compliance

¹³ LAUSD's goals, such as 100% graduation; 100% attendance; Proficiency for All; Parent, Community, and Student Engagement; and School Safety are outlined in the Strategic Plan. More information can be found at <https://achieve.lausd.net/Page/477>.



Standard 6. ACCOUNTABILITY, BUDGET, AND COMPLIANCE					Evidence Guide for Standard 6, Accountability, Budget, and Compliance
B) Program Effectiveness					
ELEMENTS	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	EXAMPLES OF EVIDENCE
4. Monitors the quality of services provided by collecting and analyzing program or school data	Neglects responsibility to gather program and related school/student data and insufficiently analyzes or evaluates the data in whole or part to monitor the quality of services. Does not accurately interpret data or assess the quality of services.	Inconsistently gathers program and related school/student data; inconsistently analyzes or evaluates the data as a whole to monitor the quality of services, but may identify some areas of need. Communicates areas of need and may suggest program adjustments to stakeholders for consideration.	Frequently and regularly gathers a variety of program and related school/student data; analyzes and evaluates the data as a whole to monitor the quality of services and determine areas of need. Communicates areas of need and program revisions or adjustments to stakeholders.	Establishes systemic processes to gather a variety of program and related school/student data; facilitates collaborative reviews, analysis, and evaluation of the data as a whole with stakeholders to monitor the quality of services, determine areas of need, and develop responses or program adjustments as necessary.	<ul style="list-style-type: none"> • Reports that provide data on program success and quality of service.

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