Instructional Leadership

1. Achievement Focus and Results Orientation

Element	Requires Action	Progressing	Accomplished (PNP Entry)	Exemplary (Principal Selection)
a. Holds self and others accountable for high academic achievement of all students.	Sets low achievement expectations for students or does not focus on achievement for every student. May make excuses or rationalize low student performance.	Articulates personal accountability for high academic achievement for most students, and communicates the same standard to teachers and staff. Focuses on attaining learning gains for most students.	Demonstrates personal accountability for high academic achievement for all students, and strives to hold teachers, students, and families to high standards. Takes deliberate action to attain learning gains for every student.	ACCOMPLISHED PLUS… Demonstrates an unwavering focus on student outcomes and works with principal to lead teachers and staff to achieve dramatic learning gains for every student.
b. Communicates a clear, compelling vision of high academic achievement and inspires others to fulfill the vision by gaining buy-in and commitment.	Adopts a vision that lacks focus on student achievement and/or makes limited attempts to implement the vision.	Communicates a vision of high academic achievement to stakeholders but may be unsuccessful in gaining buy-in, understanding, or commitment.	Clearly and effectively communicates a vision of high academic achievement for all students and connects own contributions to achieving the vision. Helps stakeholders understand and buy-in to the shared vision.	ACCOMPLISHED PLUS… Links actions, decisions, roles and responsibilities to the school vision. Inspires and works with teachers and staff to secure buy-in and connect their own contributions to high academic achievement.
c. Sets challenging goals. Demonstrates persistence and overcomes obstacles to achieve goals.	Does not support teachers and staff in setting goals or teachers' goals may be vague, lack rigor, or not align with challenges or needs. May give up in the face of adversity.	Is sometimes successful at helping teachers and staff set challenging student outcome goals. Persists and overcomes anticipated obstacles, but may have difficulty managing unexpected adversity.	Helps teachers and staff set, monitor, and achieve challenging goals based on student outcomes. Anticipates, adapts, and persists in the face of obstacles and responds in a positive, solutions-oriented manner. Demonstrates resourcefulness and innovative approaches to overcome obstacles and increase student achievement.	ACCOMPLISHED PLUS… Models how to overcome obstacles and be resourceful and innovative to increase student achievement. Identifies opportunities to create school goal-setting processes and tracking mechanisms to support goal attainment.
d. Exhibits a commitment to equity and creates a collective sense of urgency to close achievement gaps and prepare all students for college and career success.	May avoid conversations about student achievement gaps in their school. Is unable to generate a sense of urgency in others to close achievement gaps.	Has some comfort engaging others in conversations about equity gaps, but may not initiate conversations or confront others' preconceptions about race, culture, class, or other differences among students. Communicates the importance of closing achievement gaps, with mixed results in generating a sense of urgency among stakeholders.	Effectively engages in and models courageous conversations about equity gaps. Works collaboratively with principal to support teachers in creating a shared sense of urgency to close achievement gaps and prepare all students for college and careers.	ACCOMPLISHED PLUS… Works with principal to ensure that strategies implemented among teachers, staff and community successfully eradicate inequities in schools. Models how to engage in courageous conversations about equity gaps, effectively close achievement gaps, and preparing all students for college and careers.

Instructional Leadership

2. **Instructional Expertise**

Element	Requires Action	Progressing	Accomplished	Exemplary
a. **Conducts high-quality classroom observations, identifies effective teaching practices, and understands pedagogy that results in improved student learning.**	Rarely conducts classroom observations or observations are not strategically focused. They are scheduled for compliance purposes. Does not accurately assess teacher performance.	Occasionally conducts classroom observations. Completes some walkthroughs but may provide limited feedback. Accurately assesses teacher performance.	Regularly conducts strategically focused classroom observations and walkthroughs that are based on the needs of teachers. Observation schedule allows for ongoing feedback and growth for teachers. Understands pedagogy and accurately assesses teacher performance.	ACCOMPLISHED PLUS… Prioritizes time to conduct classroom observations and walkthroughs that are strategically planned to provide a system of support to every teacher. Exhibits an in-depth knowledge of pedagogy and strategies to improve instructional practices.
b. **Uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction.**	Rarely supports staff's use of data to guide grouping or re-teaching strategies. Inconsistently holds teachers accountable for analyzing student work and data. Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions.	Attempts to develop staff's ability to analyze data to identify content that students did not learn and guide grouping and re-teaching strategies. Inconsistently holds teachers accountable for analyzing student work and data. Sometimes works with teachers to differentiate instruction and provide academic interventions for high-need students.	Supports and develops staff's ability to analyze quantitative and qualitative data to identify content that students did not learn and guide grouping and re-teaching strategies. Works with teachers and holds them accountable for analyzing student work and data to determine appropriate differentiations and interventions.	ACCOMPLISHED PLUS… Builds the capacity of staff to effectively and consistently use multiple sources of data to identify content that students did not learn and guide grouping and re-teaching. Works with staff to make frequent updates to the intervention plan for students or sub groups not making progress.
c. **Ensures students master state standards by aligning curriculum, instructional strategies, and assessments.**	Allows staff use of a curriculum that is not aligned to college readiness standards and supports staff use of misaligned lesson and units that are disconnected from year-end goals.	Develops and supports the implementation of standards-based curriculum. Attempts to align to Florida Standards to meet student learning needs and encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans.	Engages the leadership team and other key staff in developing, adapting and implementing curriculum aligned to Florida Standards. Leads analysis of standards, curricula, and aligned assessments to develop standards-based lesson and unit plans linked to year-end goals.	ACCOMPLISHED PLUS… Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Florida Standards to effectively address all students' learning needs. Analyzes standards, curricula and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals.

Human Capital Management

3. Managing and Developing People

Element	Requires Action	Progressing	Accomplished	Exemplary
a. Provides clear expectations for staff performance and communicates success and needed improvements regularly.	Does not identify or clearly communicate performance expectations to teachers and staff.	Establishes basic performance expectations for teachers and staff, but does not consistently link expectations to student outcomes. Communicates expectations to teachers and staff but may apply rules inconsistently. Does some monitoring to track progress.	Establishes and clearly explains performance expectations for teachers and staff that are linked directly to student outcomes. Consistently holds staff accountable for meeting these standards. Defines interim measures to track progress to goals.	ACCOMPLISHED PLUS… Helps teachers and staff internalize performance expectations. Works with individuals to set specific development goals linked to each person's strengths and growth areas and ensures that they are on track to meet them.
b. Uses multiple methods to evaluate teacher and staff effectiveness and provides timely, targeted, and actionable feedback.	Uses minimal evidence or relies on perception to assess teacher and staff effectiveness. Provides feedback to teachers and staff that may not be timely, frequent, or actionable.	Uses limited data sources or evidence to assess teacher and staff effectiveness. Provides specific and timely feedback to teachers and staff, but feedback may not include action steps or may not result in improved practice.	Uses multiple data sources to assess teacher and staff effectiveness. Regularly incorporates specific data and examples to provide timely, targeted, and actionable feedback, resulting in improved practice for some teachers.	ACCOMPLISHED PLUS… Engages in regular dialogue with teachers and staff about their development. Consistently provides manageable feedback that supports learning and results in improved practice.
c. Uses student and observation data and disaggregates school data to plan and target job-embedded professional development and support for teachers.	Rarely differentiates professional development or supports for teachers based on teacher-specific data trends, strengths or growth areas. May be disengaged from new teacher induction efforts.	Considers teacher-specific data trends, strengths, or growth areas to determine professional development. Supports teachers but may not effectively differentiate coaching and supports. Informs new teacher induction.	Disaggregates data to identify teacher-specific trends, strengths, and growth areas. Uses data to provide differentiated, job-embedded professional development and supports for each teacher. Actively engages in induction for new teachers.	ACCOMPLISHED PLUS… Supports others in analyzing data. Analyzes disaggregated data to identify performance trends among teachers and strategically plans development activities to leverage high-performing teachers in the development of others.
d. Effectively identifies high and low performers, retains high performers, and develops or exits low performers.	Does not effectively distinguish between high- and low-performing teachers. May fail to recognize high-performers or support those who struggle. Avoids conflict, difficult conversations, or work required to exit persistently low-performing teachers. May	Recognizes high-performing teachers. Attempts to support struggling teachers but is inconsistent with implementation of assistance plans. Tries, but does not effectively exit persistently low-performing teachers.	Recognizes and works to retain high-performing teachers. Proactively supports struggling teachers. Consistently and thoroughly implements assistance and PD plans. Advocates for the exit of persistently low-performing teachers.	ACCOMPLISHED PLUS… Gives high-performing teachers increasing responsibility and challenges. Effectively develops or exits all persistently low-performing teachers.

Element	Requires Action	Progressing	Accomplished	Exemplary
	transfer low-performers elsewhere.			
e. **Distributes and develops staff leadership and builds teacher teams able to advance teaching and learning.**	Rarely provides leadership opportunities and allows ineffective or misaligned staff to serve on the leadership team. Rarely supports the development of the leadership team.	Provides leadership opportunities to teachers who express interest and attempts to support their development in leading other adults. Defines the role of the leadership team and selects some members based on skill. Attempts to support the development of the leadership team.	Identifies effective teachers and provides them with leadership opportunities. Supports the development of teachers and teacher leaders. Develops leadership team members to lead other teacher teams and support the improvement of instructional practice.	ACCOMPLISHED PLUS… Actively provides meaningful leadership opportunities to effective teachers. Mentors and supports teacher leaders and leadership team members in leading other adults. Establishes and builds the capacity of an effective leadership team with a steadfast focus on student learning.
f. **Exhibits effective recruitment, interview, and selection skills that lead to quality hiring decisions.**	Does not proactively identify or recruit high-potential candidates. Inaccurately assesses candidate competencies. May allow personal relationships to influence staffing recommendations.	May consider teacher vacancies, but may begin recruiting late in the year. Accurately assesses candidate competencies but may not consider school-specific needs in recommendations.	Proactively anticipates potential teacher turnover and shares staffing needs with the principal. Supports the coordination of the teacher interview process. Recruits and screens candidates. Effectively assesses candidate competencies to recommend candidates that match school needs.	ACCOMPLISHED PLUS… Builds networks to identify and recruit high-potential candidates. Grooms future school teachers from intern and substitute pools. Provides insightful feedback from selection process to inform school fit and early professional development.
g. **Effectively assigns teachers to classes and provides quality onboarding experiences for new teachers.**	Rarely assesses qualifications when placing teachers. Allows teachers to remain in specific grades and content areas regardless of their impact. Does not take ownership of new teachers.	Recommends placement of teachers in grades and content areas based on qualifications. Supports new teachers through a school-level induction process.	Effectively recommends placement of teachers in grade level and content areas based on their qualifications and demonstrated effectiveness. Supports ongoing process to onboard and support the development of new teachers.	ACCOMPLISHED PLUS… Informs strategic placement of teachers in grade level and content areas based on their skills, strengths, and qualifications. Assigns highly effective teachers to students most in need. Capitalizes on the strengths of existing staff by teaming them with new teachers.

Organizational/System Leadership

4. **Culture and Relationship Building**

Element	Requires Action	Progressing	Accomplished	Exemplary
a. **Establishes collaborative relationships with internal and external stakeholders to achieve objectives.**	Does not listen to or recognize stakeholder concerns that impact collaboration. May alienate or disengage stakeholders when working to achieve objectives. Sends inconsistent messages about the school's values and behavioral expectations and inconsistently applies positive and negative consequences.	Listens to others in an attempt to understand their perspective. Empathizes with others' point of view. Builds collaborative, respectful relationships but may not engage some stakeholders. Communicates the school's values to staff and students and implements a code of conduct for students attempting to fairly apply positive and negative consequences.	Actively listens to others and seeks to understand their perspectives and needs. Treats others with dignity and respect. Builds and maintains strong, collaborative relationships with internal and external stakeholders to achieve objectives. Translates the school's values into specific expectations for adults and students and ensures staff explicitly teaches expectations to students. Implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented.	ACCOMPLISHED PLUS... Supports a climate in which stakeholders treat one another with dignity and respect. Builds coalitions with stakeholders at all levels to achieve collaborative goals. Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students. Tracks discipline data to ensure equitable application of positive and negative consequences and that consequences support students in changing behaviors.
b. **Creates a positive and safe environment for teachers, students, families, and the community.**	Provides inadequate support for students' social and emotional development needs and fails to ensure that the school environment is safe.	Provides some support for student's social and emotional development and supports meaningful connections between students and adults. Manages a school environment that is safe.	Works with the leadership team to support students' social and emotional development and respects and values each student in the school. Fosters strong connections among students and adults. Ensures that the school environment is safe and secure.	ACCOMPLISHED PLUS... Builds the capacity of staff to support and enhance students' social and emotional development and ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults. Continuously assesses systems to ensure the school environment is safe and secure.
c. **Resolves conflict in a direct but constructive manner, seeking "win-win" solutions.**	Does not resolve conflict or does so in an indirect, abrasive, or destructive manner. Avoids difficult conversations.	Anticipates challenges but does not manage conflict to effective resolution or vice versa. Is willing to have difficult conversations but is not always successful. Sometimes operates in a negative and reactive	Anticipates and effectively manages conflict through consistent dialogue with stakeholders. Proactively resolves disagreements and identifies "win-win" solutions. Exhibits willingness, courage, and	ACCOMPLISHED PLUS... Models for teachers to directly resolve conflict whenever possible. Helps stakeholders understand shared goals and other perspectives. Engages stakeholders in problem

Element	Requires Action	Progressing	Accomplished	Exemplary
		mode when dealing with conflict.	skill to have effective difficult conversations. Encourages teachers to directly resolve conflict wherever possible.	resolution. Develops others to have effective difficult conversations.
d. **Embraces diverse viewpoints and solicits stakeholder input in decision-making.**	Does not consider diverse perspectives or may have difficulty leveraging differing points of view to improve decision-making. May be dictatorial or overly conciliatory.	Considers other perspectives. May seek stakeholder input but moves ahead with own decisions or becomes paralyzed by trying to reach consensus or to appease others.	Seeks and considers diverse perspectives. Actively solicits stakeholder input in order to make informed decisions that are in the best interest of students.	ACCOMPLISHED PLUS… Strives to create a culture that respects diverse viewpoints in which teachers and staff routinely seek stakeholder input to make informed decisions. Is willing to make unpopular decisions in the best interest of students.
e. **Communicates effectively with all stakeholders.**	Does not proactively communicate with stakeholders. Does not articulate a clear point of view or attempt to tailor messages. May communicate conflicting messages to stakeholders. May lack professionalism.	Communicates with some stakeholders. Communication may not be clear, concise, or tailored to various stakeholders. Maintains a professional demeanor but may lack poise or confidence under pressure.	Communicates regularly and effectively with all stakeholders. Articulates a clear point of view in a coherent, concise, and compelling manner. Tailors message for each audience, context, and mode of communication. Exhibits poise and professionalism, even when under pressure.	ACCOMPLISHED PLUS… Creates proactive communication channels for all stakeholders and guides teachers and staff to do the same. Supports others in tailoring communications and maintaining poise and professionalism, even when under pressure.
f. **Motivates, inspires, and moves other adults to feel ownership and take action.**	May disempower others or cause others to disengage. Lacks leadership or strategies to move adults to action.	Attempts to engage others and build ownership for outcomes, but is only sometimes successful. Sets an optimistic tone with stakeholders but may not successfully move other adults to take action to achieve goals.	Engages others and builds ownership for outcomes. Motivates, and inspires other adults to take action to achieve ambitious goals.	ACCOMPLISHED PLUS… Shares leadership appropriately. Develops teacher capacity to motivate, inspire, and move other adults to take action to achieve ambitious goals.
g. **Regularly reflects, accurately assesses own strengths and growth areas, seeks feedback, and professional development to improve.**	Does not reflect. Inaccurately assesses own strengths or growth areas. Demonstrates limited awareness of impact on or perception by others. May become defensive when receiving feedback. Only takes limited action to grow.	Sometimes reflects and identifies some strengths and growth areas. Demonstrates some awareness of impact on and perception by others. Sometimes solicits performance feedback. Pursues development opportunities, but may not prioritize opportunities aligned with growth areas.	Regularly reflects on and assesses own strengths and substantive growth areas. Demonstrates awareness of impact on and perception by others. Regularly solicits and incorporates feedback. Pursues development opportunities to improve in growth areas.	ACCOMPLISHED PLUS… Proactively solicits "360-degree" feedback from others and uses information to prioritize own development goals. Adapts communications and actions to improve impact on and perception by others. Demonstrates continual improvement.

Organizational/System Leadership

5. Problem-Solving and Strategic Change Management

Element	Requires Action	Progressing	Accomplished	Exemplary
a. Collects, analyzes, and uses multiple forms of data to make decisions.	Uses data inconsistently or has difficulty understanding or using data to inform decision-making.	Collects and analyzes different forms of data. May have difficulty identifying the most salient data to inform decision-making. Some decisions may not align with or support findings.	Collects, analyzes, and draws meaningful conclusions from multiple sources of quantitative and qualitative data (e.g., teacher, classroom, and student-level data) to help inform short- and long-term decision-making.	ACCOMPLISHED PLUS… Collaborates with school leaders in creating systems to collect and monitor data. Regularly shares data findings with stakeholders.
b. Identifies problems, analyzes root causes, and develops effective strategies to resolve issues.	Does not accurately identify problems or prioritize the most critical issues to increase student achievement. Strategies may not address critical issues.	Identifies problems and attempts to diagnose root causes with varying success. Occasionally prioritizes the most critical issues. Develops partially effective strategies or strategies that address only part of the issue.	Effectively identifies problems. Analyzes complex issues to diagnose root causes. Prioritizes critical issues and develops strategies to resolve those issues.	ACCOMPLISHED PLUS… Anticipates problems before they occur. Regularly leads teachers and staff in a process to understand root causes of issues and help develop effective strategies to resolve them.
c. Develops and implements effective action plans, anticipates risks to achieving goals, and adapts to changing circumstances.	Develops action plans that do not address identified issues. Has difficulty anticipating risks, and may become surprised or frustrated when things do not go according to plan. Rarely monitors implementation.	Develops action plans to address identified issues, but may focus solely on the big picture or get stuck in the details and lose sight of the goal. Sometimes anticipates and prepares for potential risks and challenges. Monitors progress.	Develops and implements action plans that address regular milestones, demonstrating the ability to balance the big picture with detailed steps to reach the end goal. May anticipate potential risks and challenges.	ACCOMPLISHED PLUS… Reflects on past practice and incorporates lessons learned in future action plans. May engage stakeholders to develop and implement action plans.
d. Proactively plans and creates systems to accomplish school-wide goals.	Does not proactively plan or create systems to achieve school-wide goals.	Demonstrates some planning and organization. Creates systems that support school-wide goals.	Consistently demonstrates organization. Proactively plans and creates systems to achieve school-wide goals and sustainable solutions. Implements year-long planning, consistent day-to-day schedules and effectively manages professional time.	ACCOMPLISHED PLUS… Models organizational skills and systems thinking and builds capacity of staff to engage in systems level thinking. Adapts systems to enable sustainable solutions over time.
e. Builds buy-in from diverse stakeholders and, overcomes resistance to advance school improvement.	Does not recognize the impact of change on others or attempt to manage resistance. Attempts to lead change by directing others and is unable to build stakeholder	Sometimes recognizes the impact of change on others and works to manage resistance. Communicates the need for change to diverse stakeholders. Creates some short-	Recognizes the impact of change on others, and proactively anticipates and manages resistance. Helps others understand the need for change, and builds buy-in from	ACCOMPLISHED PLUS… Collaborates with principal to expertly manage change. Converts resistance to support by engaging concerned stakeholders and/or

	buy-in.	term wins.	diverse stakeholders. Creates short-term wins to build momentum and sustainability for longer-term change.	leveraging supporters to influence others.