New Leaders is a national non-profit organization committed to developing transformational school leaders and advancing the policies and practices that allow great leaders to succeed. Over the past decade, we have trained over 800 school leaders who have made a difference in the lives of over 250,000 students. Based on our experience training leaders and carefully studying the things they do to get better results for students, we have expanded our work to share lessons learned and offer states and districts with tools and strategies to get more excellent leaders into schools and help all principals get better.

In addition to this principal evaluation model, we are developing additional open-source tools for use by states and districts. Visit our website at www.newleaders.org for all of the resources currently available and enter your contact information at the bottom of the page to keep updated.

We gratefully acknowledge the support of America Achieves in developing this model. America Achieves helps communities and states leverage policy, practice, and leadership to build high-quality educational systems and prepare each young person for success in careers, college, and citizenship.

We also gratefully acknowledge the leaders of states and school systems with whom we have partnered on building better principal evaluation systems and whose work informs ours. They include districts in Los Angeles, New Orleans and Newark as well as the states of Connecticut, Indiana, Illinois, Louisiana, Minnesota, and Tennessee.
Engages families and communities as partners to enhance student achievement and success

School culture and diversity are woven into the fabric of the school, creating a welcoming environment for all.

- The school communicates its vision and values clearly and consistently across the school.
- The school provides clear and consistent messaging that embraces diversity and equity.
- The school creates a welcoming environment for all family members and community members.
- The school provides opportunities for families and communities to engage in learning and development.
- The school supports the development and well-being of all students.
- The school provides a safe and supportive learning environment for all students.
- The school provides opportunities for families and communities to engage in learning and development.
- The school supports the development and well-being of all students.

Examples of Evidence

- School communication materials, including newsletters, website content, and social media posts, consistently emphasize the school's commitment to diversity and equity.
- School staff, including administrators and teachers, engage in regular professional development focused on diversity and equity.
- School policies and procedures are inclusive and equitable.
- School events and programs are open to all students and families.
- School leaders actively seek input from families and communities and act on that input.
- School staff work with families and communities to address issues of equity and diversity.

Exemplary

- The school has a strong and consistent commitment to diversity and equity, reflected in all aspects of school life.
- The school actively engaged with families and communities to ensure that all students feel welcome and included.
- The school provided opportunities for families and communities to engage in learning and development.
- The school supported the development and well-being of all students.
- The school provided a safe and supportive learning environment for all students.
- The school provided opportunities for families and communities to engage in learning and development.
- The school supported the development and well-being of all students.

Unsatisfactory

- The school has a weak commitment to diversity and equity, reflected in its policies and practices.
- The school did not actively engage with families and communities to ensure that all students feel welcome and included.
- The school did not provide opportunities for families and communities to engage in learning and development.
- The school did not support the development and well-being of all students.
- The school did not provide a safe and supportive learning environment for all students.
- The school did not provide opportunities for families and communities to engage in learning and development.
- The school did not support the development and well-being of all students.
Learning & Teaching

improvement
continuous
data to drive
student level
Tracks
Monitors multiple forms of student level data to inform instructional and intervention decisions
learning needs
meet student
strategies to
instructional
effective
Implements high-quality, effective classroom instructional strategies that drive increases in student achievement

Exemplary Proficient Basic Unsatisfactory
• Student outcome trends, prioritize needs; creates systems for consistent monitoring and evaluation of student’s progress and instruction; implements rigorous and effective classroom instructional strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and implements standards-based, evidence-based instructional strategies and rigorous curricula and assessments tied to state and college-readiness standards, curricula, and aligned to Common Core and other key state or national standards. Teachers and staff integrate the use of instructional materials that demonstrate differentiation and targeting for student needs and support the implementation of standards-based teacher designed tests, classroom tests, and assessments to align to Common Core and other key state or national standards.

Implements rigorous curricula and assessments tied to college and career-readiness standards and aligned to state standards to effectively develop, adapt, and implement rigorous curriculum and assessments to develop and improve unit and lesson plans; adjusts some unit and lesson plans based on student outcomes; leads analyses of standards, alignment to Common Core and other key state or national standards, and other data to improve instruction, curriculum, and assessments; implements rigorous and effective classroom instructional strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and implements standards-based, evidence-based instructional strategies and rigorous curricula and assessments tied to state and college-readiness standards, curricula, and aligned to Common Core and other key state or national standards. Teachers and staff integrate the use of instructional materials that demonstrate differentiation and targeting for student needs and support the implementation of standards-based teacher designed tests, classroom tests, and assessments to align to Common Core and other key state or national standards.

Supports staff in effectively develop, adapt, and implement standards-based, evidence-based instructional strategies and rigorous curricula and assessments tied to college and career-readiness standards and aligned to state standards to meet student learning needs. [continued on next page]
Exemplary Proficient Basic Unsatisfactory Examples of Evidence

Supports data-driven instruction and builds the capacity of staff to effectively and consistently use multiple sources of qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching; holds teachers accountable for analyzing student work and learning data; builds the capacity of staff to create structured data meetings.

Supports and develops staff ability to analyze qualitative and quantitative data to identify content that students did not learn and guide grouping and re-teaching strategies; holds teachers accountable for analyzing student work and learning data; implements structured data meetings.

Attempts to develop staff 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 learning data.

Rarely supports staff's use of data to guide grouping or re-teaching strategies; inconsistently holds teachers accountable for analyzing student work or learning data.

Secondary student performance is closely tracked to ensure that they remain “on track” to graduate in four years.

Data is used and reviewed in every teacher team meeting to improve instruction, to determine differentiation, and to drive re-teaching.

Staff monitor student progress through frequent checks for understanding.

Students receive rapid, data-driven interventions matched to current needs.

Intervention assignments and schedules are frequently updated to reflect student needs and progress.

Uses disaggregated data to inform academic interventions.

Engages all staff in analyzing disaggregated student-specific data to determine appropriate differentiations and interventions based on individual students’ learning needs that will close achievement gaps; works with staff to use data to make frequent updates to the intervention plan for students or subgroups not making progress.

Focuses staff on analyzing disaggregated student-specific data to determine appropriate differentiations and interventions; uses data to make updates to the intervention plan for students or subgroups not making progress.

Provides limited differentiation in instruction and implements academic interventions for high need students; implements limited adjustments to interventions.

Rarely attempts to ensure that instruction is differentiated based on student need or that students receive appropriate interventions.
Exemplary Proficient Basic Unsatisfactory

Examples of Evidence

Recruits, hires, assigns, and retains effective staff

Recruits and selects effective teachers

Identifies multiple pipelines within and beyond the district for high quality recruits; engages all staff in developing and implementing clear, specific selection criteria and hiring processes; proactively identifies vacancies to inform selection; fills vacancies early to ensure the school has a diverse expertise and skill set; builds the capacity of staff to lead and participate in selection, hiring, and induction processes

Identifies recruits within and beyond the district for high quality recruits; develops clear selection criteria and hiring processes; identifies and fills vacancies early to ensure the school has diverse expertise and skill set; involves teacher leaders and the leadership team in selection, hiring and induction processes

Utilizes district resources to identify high quality recruits; drafts a basic criteria for selecting and hiring staff; includes some members of the leadership team in selection and hiring processes

Ineffectively utilizes district resources to identify recruits; implements selection criteria that differ by applicant; rarely involves others in the hiring or selection process

Selection process is managed by the leadership team and includes input from other key stakeholders

School has intensive recruitment, selection (demo lesson, formal interview, interview with a panel of stakeholders), induction and mentoring processes for any new staff

Selection and assignment processes match staff to specific positions based on skill

Each staff position has clear performance expectations aligned with school mission and school-wide expectations for instruction and culture

Retention of teachers and recommendations for leadership are partly determined on the basis of demonstrated effectiveness as measured by student learning

High percentage of teachers rated effective stay in the school

Instructs, trains, and supervises new teachers

Collects high quality observational data

Builds and develops the capacity of the leadership team to conduct frequent, formal and informal observations to collect evidence of teacher practice; tailors teacher observations to the needs of each teacher and to school-wide initiatives

Conducts frequent formal and informal observations to collect evidence of teacher practice; tailors teacher observations based on teacher need

Designs a classroom observation approach to gather evidence of teacher practice with limited implementation; attempts to differentiate observations based on teacher need

Observes teachers when they request a formal observation; rarely gathers evidence of teacher practice

Leadership team members conduct frequent observations and provide feedback to staff on instructional practices with follow up to ensure improvement

Evidence of teacher practice is gathered through classroom observations and in informal interactions with students, staff, and families

(continued on next page)
Talent Management

Develops a leadership team.

Provides training, develops, and supports a high-performing instructional leadership team.

Conducts and completes rigorous evaluations of instructional staff for continuous improvement and accountability for results.

Implements and monitors a consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence-based and fair.

Oversees an evaluation system that differentiates professional opportunities and coaching; provides feedback that is incorporated into teacher practice.

Develops and implements a system for professional learning opportunities and coaching; facilitates undifferentiated, group-based professional learning sessions to meet the needs of all teachers.

Provides leadership opportunities to and attempts to support the development of teacher leaders within the school and leadership team; rarely provides support to ineffective teachers.

Establishes an effective leadership team and selects some members to lead teacher teams; rarely provides support to ineffective staff to serve on the leadership team.

Defines the role of the leadership team and leadership team members to lead teacher teams; rarely provides support to ineffective staff.

Sets; works with leadership team to identify and assign teacher teams to oversee complex projects, while building the capacity of the team.

Sets; works with leadership team to identify and assign teacher teams.

Teams are proactively assumed responsibility and efficacy of the school wide philosophy, core values, and beliefs that are emphasized at the beginning of the year and targets are established at the beginning of the year.

Leadership team focuses on frequent conversations and meetings that include teacher, school-, and district-level data.

Counterfactual for any evaluation.

Evidence of teaching practice is incorporated into feedback to teachers based on evidence collected from either observational or student learning data.

Counterfactual for any evaluation.

An evaluation finding that supports evidence of student outcomes and teacher practice.

Counterfactual for any evaluation.

A rigorous evaluation process that incorporates some evidence of student outcomes and teacher practice.

Counterfactual for any evaluation.

An evaluation finding that supports evidence of student outcomes and teacher practice.

Counterfactual for any evaluation.

Teachers are taught how to use feedback in each classroom.

Counterfactual for any evaluation.

Instructional feedback builds effective teaching practices.

Counterfactual for any evaluation.

Leadership team consistently and frequently communicates a clear leadership vision and expectations for results.

Counterfactual for any evaluation.

Leadership team focuses on frequent discussions of student learning to identify and address instructional needs.

Counterfactual for any evaluation.

Leadership team is comprised of multiple staff members who serve as instructional leaders in the school.

Counterfactual for any evaluation.

Multiple staff members serve as instructional leaders in the school.

Counterfactual for any evaluation.

Staff is aware of evaluation components, timeline and processes.

Counterfactual for any evaluation.

Teachers and student learning targets are established at the beginning of the year and completed for every teacher.

Counterfactual for any evaluation.

Surefire instructional leaders in the school are selected to serve on the leadership team.

Counterfactual for any evaluation.

Provides initial coaching and feedback.

Counterfactual for any evaluation.

Provides evidence of teacher practice.

Counterfactual for any evaluation.

Provides actionable feedback based on evidence collected from either observational or student learning data.

Counterfactual for any evaluation.

Establishes an effective leadership team and selects highly-effective team members to lead teacher teams; rarely provides support to ineffective teachers.

Counterfactual for any evaluation.

Leadership team focuses on developing a diverse and highly skilled instructional team.

Counterfactual for any evaluation.

Leadership team consistently provides feedback to teacher practice.

Counterfactual for any evaluation.

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Counterfactual for any evaluation.

Leadership team consistently provides feedback to teacher practice.
Strategic Planning & Systems

Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan
decisions
to inform
sources
from multiple
analyzes data
calendar
a year-long
Implements
Organizes school time to support all student learning and staff development priorities

Exemplary
Proficient
Basic
Unsatisfactory
Examples of Evidence

(continued on next page)
Example of Evidence

Strategic Planning & Systems

- Allocates resources to support all student learning and staff development priorities
- Imposes a consistent school-day schedule
- Systematically implements a daily schedule that prioritizes student access to rigorous course content, teacher team meetings, and teacher-peer observations within and across grade levels; ensures the daily schedule includes time for interventions

Organizes school time to support all student learning and staff development priorities

- Systematically implements a daily schedule that prioritizes student access to rigorous course content, teacher team meetings, and teacher-peer observations within and across grade levels; ensures the daily schedule includes time for interventions
- Allocates resources to the school's calendar of professional development, interim assessments and re-teaching
- Allocates resources to the school's calendar of professional development, interim assessments and re-teaching

Effectively manages professional time

- Strategically plans own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality, effective staff collaboration, review of data, and other school-wide priorities; builds in time to reflect on their own practice to identify areas for growth
- Sets own daily schedule to address instructional leadership priorities that support the on-going development of teacher quality, review of data and other school-wide priorities; builds in time to reflect on their own practice
- Sets own daily schedule to address instructional leadership priorities but is inconsistent on how time is spent; is sometimes distracted by activities that could be delegated to others
- Rarely plans out own time in advance and neglects to protect time for instructional leadership priorities; is frequently distracted by activities that could be delegated to others or that are low priorities

Allocates resources to align with the strategic plan

- Creatively leverages and maximizes school and district resources, and is relentless in actively accessing additional resources that align to strategic priorities
- Allocates all resources in alignment with school priorities and seeks external resources to fill any existing gaps
- Distributes the school's resources based on priorities while learning about the possibilities for accessing alternate district resources to support school goals
- Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources

- Finances and other resources are aligned with strategic priorities
- Aligned external partners are identified and accessed to supplement available resources

- Allocates resources to initiatives that do not align with school goals and does not seek or leverage available district resources

- Provides access to external partners and resources is fragmented
- Access to resources is not transparent

Examples of Unsatisfactory Basic Exemplary
Communicates openly and clearly based on the situation, audience, and needs.

Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement.

To change and adapt planning and communication.

Develops and implements a school improvement plan and communicates it to all stakeholders. Effectively engages the support of stakeholders but makes limited connections to school goals that incorporate multiple tactics and strategies that move the work of the school forward.

Facilitates opportunities for students to grow and develop themselves on their own practice, self-reflect, and adapt their leadership. Continuously reflects on lessons learned from them and share them with the school community.

Examples of Evidence

- The school has developed a culture of accountability and transparency.
- The school’s progress is regularly shared with all stakeholders.
- The school leadership actively seeks feedback and involves all stakeholders in the decision-making process.

Basic

- The school has developed some communication plans, but they are not fully connected to school goals.
- The school leadership is actively seeking feedback but does not involve all stakeholders.

Proficient

- The school has developed comprehensive communication plans that are fully connected to school goals.
- The school leadership actively involves all stakeholders in the decision-making process.

Exemplary

- The school has developed comprehensive communication plans that are not only fully connected to school goals but also move the work of the school forward.
- The school leadership actively involves all stakeholders in the decision-making process.

Unsatisfactory

- The school has not developed any communication plans.
- The school leadership does not actively seek feedback or involve all stakeholders.

Communications apply and clearly based on the situation, audience, and needs.
<table>
<thead>
<tr>
<th>Examples of Evidence</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Exemplary Proficient Basic Unsatisfactory Examples of Evidence</td>
<td></td>
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<tr>
<td>Communicates with stakeholders</td>
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<tr>
<td>Implements effective two-way communication structures with district/system managers and all stakeholders; strategically focuses conversations on school goals and values; builds the capacity of staff to lead and participate in conversations and to tailor messages to the intended audience</td>
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<tr>
<td>Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals; works with the leadership team to lead conversations and tailor messages to the intended audience</td>
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<tr>
<td>Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills</td>
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<td>Rarely engages stakeholders in meaningful conversations about the school; rarely communicates the school's goals with stakeholders; rarely supports development of communication skills among staff</td>
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<td>Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members</td>
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<tr>
<td>Systems, processes, and structures set well, faculty, families, and community members used well</td>
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<tr>
<td>Leadership team participates in professional development to enhance communication skills supported staff in developing their communication skills; supports staff in developing their communication skills with the school's goals; supports the school's goals with meaningful conversations with stakeholders; creates systems to share information with stakeholders</td>
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<td>Engages stakeholders in conversations about school goals; works with stakeholders to develop effective communication skills; leads conversations and directs communication efforts to strategy and implementation</td>
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<td>Systems, processes, and structures in place to share the current state of the school and solicit feedback</td>
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New Leaders is working to address the national crisis in urban public education by selecting and preparing outstanding leaders and supporting the performance of the urban public schools they lead at scale. New Leaders has set clear goals and strategies to help schools led by New Leader Principals succeed while also supporting the success of our partner school systems and, over time, education practitioners and policymakers nationwide. Our strong focus on our mission and long-term goals is allowing New Leaders to make a powerful contribution toward our vision that one day every student will graduate from high school ready for college, career, and citizenship.

For more information, please visit www.newleaders.org.