

# The Thoughtful Classroom Principal Effectiveness Framework

**CORNER STONE 1**

**1|Organization, Rules, and Procedures**  
How does a school leader organize the school and establish procedures that clarify expectations and enhance learning?

- 1.1 Ensures that the school curriculum and processes align with local, state, and national standards and policies
- 1.2 Establishes clear systems and procedures for the daily operation of the school
- 1.3 Organizes the school for safety, equal access, and to support the needs and learning of all students
- 1.4 Operates within budgetary guidelines and maximizes the use of available resources to improve teaching and learning
- 1.5 Establishes clear leadership structures, roles, and responsibilities within the organization and effectively supervises and manages school personnel
- 1.6 Ensures the proper use of technology and school equipment
- 1.7 Recruits and retains quality teachers and school personnel

**5|Establishing Goals for Improvement**  
How does a school leader identify and establish meaningful school improvement goals?

- 5.1 Analyzes varied sources of data and student performance trends to inform goal setting
- 5.2 Engages all stakeholders in the goal-setting process
- 5.3 Establishes a manageable set of goals, with a clear focus on how these goals will improve teaching and learning
- 5.4 Aligns goals with the mission of the school and district as well as to state and federal policies
- 5.5 Ensures that outcomes and expectations are measurable for teachers, students, and school leaders
- 5.6 Assesses organizational effectiveness to identify and address potential stumbling blocks toward achieving goals

**I**  
SCHOOL IMPROVEMENT PROCESS

**CORNER STONE 2**

**2|Positive Relationships**  
How does a school leader build meaningful relationships with and among staff, students, and the community to promote learning?

- 2.1 Earns the trust of the staff through fairness, a positive attitude, and the idea that “we’re all in this together”
- 2.2 Involves the staff in decisions that affect the operations of the school and seeks input on how to enhance its effectiveness in serving students
- 2.3 Provides parents and stakeholders with regular opportunities to voice their ideas
- 2.4 Promotes a vision of teaching and learning that insists on respect, understanding of differences, and equitable learning opportunities for all students
- 2.5 Works to resolve conflicting perspectives by building shared understanding and a clear commitment to students and their learning
- 2.6 Works with staff to develop effective PLCs and provides time, support, and resources that staff and school leaders need to learn and grow as professionals
- 2.7 Uses various methods of communication (e.g., email, school website, meetings, communications in multiple languages) to inform and engage members of the school community

**7|Building Capacity and Professional Development**  
How does a school leader help the staff develop the knowledge and skills they need to implement the plan?

- 7.1 Develops effective strategies for training, coaching, and supporting teachers as they implement research-based techniques in their classrooms
- 7.2 Establishes PLCs that empower teachers to learn together, observe each other in the classroom, and refine their practices as partners in professional development
- 7.3 Empowers teacher-leaders to play an active role in supporting teachers’ growth
- 7.4 Uses a research-based teacher observation/evaluation framework to observe classrooms
- 7.5 Makes a clear commitment to visiting classrooms on a regular basis and provides constructive feedback to teachers on their practice
- 7.6 Encourages all teachers to develop professional growth plans and discusses the plans regularly with teachers

**III**  
SCHOOL IMPROVEMENT PROCESS

**6|Developing a Plan of Action**  
How does a school leader develop a plan of action for system-wide implementation?

- 6.1 Establishes clear benchmarks for assessing progress toward school improvement goals
- 6.2 Works with the staff to create a realistic plan for achieving each benchmark
- 6.3 Includes time for analyzing progress and refining plans based on multiple sources of data
- 6.4 Anticipates and secures necessary resources (e.g., staff time, funding, materials, professional development, learning technology) to execute plans and achieve goals
- 6.5 Insists on an “open school,” in which classroom observation and regular conversations about progress and learning are the norms
- 6.6 Conveys enthusiasm for and communicates regularly about goals, progress, and the shared vision of the school

**II**  
SCHOOL IMPROVEMENT PROCESS

**9|Refining Practice and Sustaining Change**  
How does a school leader learn from the process so that the work can be refined and sustained?

- 9.1 Communicates regularly with the staff and community to celebrate success and highlight areas for growth
- 9.2 Evaluates and revises processes and operations to increase the effectiveness of the system
- 9.3 Engages the staff in data analysis and reflection to refine practices and establish new goals for school improvement and professional growth
- 9.4 Supports continuous improvement by modeling lifelong learning as a school leader and by encouraging and inspiring the staff to enhance their skills
- 9.5 Provides teachers with clear and timely evaluations of their effectiveness based on multiple measures

**V**  
SCHOOL IMPROVEMENT PROCESS

**4|A Culture of Thinking and Learning**  
How does a school leader develop a culture that promotes inquiry and advances organizational and individual learning?

- 4.1 Works with the staff to ensure that the curriculum, instruction, and assessment are aligned and promote college and career readiness for all students
- 4.2 Uses multiple sources of data to monitor progress and make informed decisions about how to improve
- 4.3 Insists on a vision of teaching and learning that engages diverse forms of thinking and challenges all students
- 4.4 Commits to regular classroom observations—both formal and informal—to collect evidence on every teacher’s classroom effectiveness and to provide meaningful feedback to teachers
- 4.5 Uses technology as a tool for advancing the learning of students and staff
- 4.6 Facilitates a collaborative learning process in which teachers identify growth areas, implement instructional strategies, and assess the impact on student learning

**CORNER STONE 4**

**8|Implementing Change Across the System**  
How does a school leader implement change across the system and assess overall effectiveness?

- 8.1 Conducts regular reviews and collects evidence of progress toward school improvement goals
- 8.2 Engages the entire staff in monitoring implementation of the school improvement plan and its impact on student learning
- 8.3 Uses multiple sources of data (e.g., classroom observation, student feedback, student achievement data, teacher feedback) to assess achievement across the building and for individual students
- 8.4 Helps teachers develop intervention plans and alternate strategies for struggling students
- 8.5 Provides ongoing feedback to teachers on the quality of their instruction and how it can be improved to increase student achievement

**IV**  
SCHOOL IMPROVEMENT PROCESS

**3|Engagement and Enjoyment**  
How does a school leader motivate the staff and students to do their best work and inspire the love of learning?

- 3.1 Encourages teachers to develop personal plans for growth
- 3.2 Maintains passion and enthusiasm for the school and for its work of helping students succeed
- 3.3 Recognizes quality work and celebrates individual and group success
- 3.4 Engages staff, students, and the community in the continued development of a school-wide culture that inspires the love of learning
- 3.5 Encourages and works with other leaders to help them grow within the organization
- 3.6 Inspires staff members to take initiative and apply their personal talents to the achievement of organizational goals

**CORNER STONE 3**

**10|Professional Practice**  
How committed is the school leader to growing as a professional and to contributing to the larger school community?

<p><b>10A: Commitment to Professional Growth</b></p> <ul style="list-style-type: none"> <li>10.1 Stays up to date on current policy, trends, and research and works to craft meaningful responses to important developments in education</li> <li>10.2 Self-assesses leadership style and skills, and establishes goals for professional growth</li> <li>10.3 Seeks out professional development opportunities that align with professional goals and the goals and needs of the school</li> </ul>	<p><b>10B: Commitment to the School Community</b></p> <ul style="list-style-type: none"> <li>10.4 Maintains open communication with the entire school community</li> <li>10.5 Actively promotes and contributes to the development of a positive school culture</li> <li>10.6 Serves as an advocate for the community and seeks to build a school culture that meets the community’s needs and reflects its value</li> </ul>	<p><b>10C: Commitment to Professionalism</b></p> <ul style="list-style-type: none"> <li>10.7 Maintains a high level of professionalism and holds others accountable for lack of professionalism</li> <li>10.8 Operates with integrity, honesty, and fairness at all times</li> </ul>
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