Endless Sky Academy's Conflict of Interest Policy:

Specifically addresses the following four provisions of NMSA 22-8B-5.2 regarding family members, governing when conflicts of interest are present, and chartering authority members:

A. A person shall not serve as a member of a governing body of a charter school if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly.

Individual liability for knowing violation.

B. No member of a governing body or employee shall participate in selecting, awarding, or administering a contract with the charter school if a conflict of interest exists.

C. Chartering authority member may not serve on charter's governing body.

D. Definitions of immediate family member.

Part A is addressed in Article Two (2), Section 2.18, of Endless Sky Academy's Bylaws, which states:

"Endless Sky Academy desires to limit third party agreements to those that are negotiated at arms' length with terms fair and reasonable to the School. A potential conflict of interest exists if a contract or a transaction is proposed between the School and any of the following: a Trustee, a member of the Trustee's immediate family (spouse, parents, children, brothers, sisters, brother-in-law, sister-in-law, daughter-in-law, son-in-law) or an entity in which a Trustee or member of its immediate family holds an ownership interest or governance position. If a contract or transaction is proposed in which a Trustee (or family member or related entity as described above) has a personal or material financial interest, the Trustee shall promptly disclose the material facts of such matter and potential conflict in writing to the Secretary for distribution to all Trustees. When any conflict of interest becomes relevant to any subject requiring action by the Board or any of its duly constituted committees, the Trustee having the conflict shall not vote on the subject."

Part B of NMSA 22-8B-5.2 Statute is addressed in Endless Sky Academy's Conflict of Interest Policy, Article

Three (3), sections one (1) and two (2), centering on a duty to disclose and determining whether a Conflict of Interest exists. These sections state the following:

1. Duty to Disclose: In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Endless Sky Academy's Board of Trustees and members of various Board committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists: After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Trustees or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or committee members shall decide if a conflict of interest exists.

NMSA 22-8B-5.2, Part C, is very clear that "Any employee, agent, or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation of charter school renewal process of a charter school is ineligible to serve on the governing body of the charter school chartered

by the governing authority." Endless Sky Academy will abide by this regulation. Endless Sky Academy's Board of Trustees will also ensure that no member of its governing body or employee of the school participates in the selection of any such contract with Endless Sky Academy if a potential conflict of interest exists.

Part D of NMSA 22-8B-5.2 specifically defines immediate family members, which are specified as a "spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, or any other relative who is financially supported." This is delineated in Article One (1) of the Endless Sky Academy's Conflict of Interest Policy, which states, "A potential conflict of interest exists if a contract or a transaction is proposed between the School and any of the following: a Trustee, a member of the Trustee's immediate family (spouse, parents, children, brothers, sisters, brother-in-law, sister-in-law, daughter-in-law, son in-law) or an entity in which a Trustee or member of its immediate family holds an ownership interest or governance position." Endless Sky Academy's Conflict of Interest Policy and the Conflict of Interest Disclosure Form are located in Appendix U. All Board Trustees, School Directors, and Board Committee members not serving the school in the capacity of a governing board member, will have to sign a statement yearly that reads as follows: "I have read the Endless Sky Academy's Conflict of Interest Policy in its entirety below and agree to comply fully with its terms and conditions at all times during my service as a member of the Endless Sky Academy's

Board of Trustees. If at any time following the submission of this form, I become aware of any actual or potential conflicts of interest, or if the information provided below becomes inaccurate or incomplete, I will promptly notify the Endless Sky Academy's Board of Trustees Chairperson in writing."

Disclosure Form:

This Disclosure Form will be signed at the first Board of Trustees Meeting of the new fiscal year, which begins on July 1 and will be thoroughly reviewed and discussed prior to signing the document. The Chairperson will oversee the Conflict of Interest Disclosure Process and will follow the Procedures for Addressing the Conflict of Interest, as outlined in the Endless Sky Academy Conflict of Interest Policy. This process is outlined as follows:

1. The individual with a potential conflict or real conflict may make a presentation at a Board of Trustees or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

2. The chairperson of the Board of Trustees or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

a. After exercising due diligence, the Board of Trustees or committee shall determine whether Endless Sky Academy can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

b. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Trustees or committee shall determine by a majority vote of the disinterested Trustees, whether the transaction or arrangement is in Endless Sky Academy's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement. Any violations and failures to disclose actual or possible conflicts of interest can result in disciplinary and corrective action, including dismissal from the Board. At all times, our Board of Trustees and school representatives, will be mindful that we must always uphold the principles of this Conflict of Interest Policy, conscious that holding a public office is also a public trust.

Amanda Bader
7456 Longview Dr. NW
Albuquerque, NM 87120

May 20, 2018

Dear Public Education Commission:

I am writing to express my full support for the charter school application submitted by Paul Lockhart. I have worked with Mr. Lockhart for the past four years. During that time, I have seen how he understands data and how to best apply it to increase student achievement.

As a secondary teacher, I see students all the time who still struggle with fundamental skills. I wholeheartedly believe that focusing on closing those skill gaps at a young age is imperative for student achievement later in school and in life. A data-driven model makes perfect sense for addressing skill gaps for those young students.

I highly recommend the approval of this application. If you have any further questions or concerns, please do not hesitate to contact me.

Sincerely,

Amanda Bader

Amanda Bader

May 24, 2018

Good morning,

My name is Beverly Bennett, and I am a native New Mexican, and my family has been here for more generations that I can count. I love New Mexico and want to see it be a place where people come for a variety of opportunities, rather than leave to pursue better ones in other states. My own education is the combination of Head Start of Santa Fe, Albuquerque Public Schools K-8 and St. Pius X High School, and I am proud of it all. I have grown a family and built a career with the education I received here in New Mexico. Both of my children attend APS schools.

Education is important, in my opinion it is everything. If children grow up unable to read, they are locked into their circumstance. We are supremely blessed in this country to be granted a free compulsory education and have every responsibility to make the most of it as students and as educators. Technology has brought changes to our society, good or bad, and has also changed the needs of our students. The traditional model of public education serves many students well, and they go on to become productive citizens.

Other students need Mr. Lockhart.

Students passing through the halls of his school would be treated holistically allowing them opportunities to succeed and become proud, productive members of society. I have spoken to Mr. Lockhart at length about his idea and I am inspired by how his students will be met where they are in their experience. Each student's individual needs identified and served. Is it ambitious, yes! Is it attainable, yes! Is it worthwhile, absolutely!

I have known Paul Lockhart for more than 30 years. He is ethical and hardworking. His dedication to educating the next generation is complete.

Thank you for your consideration,

Beverly Bennett--

edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

EdTec, Inc. National Office
1410-A 62nd Street
Emeryville, CA 94608

May 22, 2018

Public Education Commission
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Members of the Public Education Commission:

On behalf of EdTec, I am writing to express our strong support for the approval and opening of the proposed Endless Sky Academy.

EdTec (www.edtec.com) is a social venture founded in 2001 to develop, support, and advance high quality charter schools. Through our back-office service practice and consulting services in finance, operations, facilities, and student information, we have helped support over 400 charter schools, charter management organizations, and charter school support organizations across eleven states including New Mexico. EdTec is a highly respected, deeply experienced firm within the national charter schools community.

Strong financial and operational systems, in addition to a strong educational program, are fundamental to a high quality charter school. At EdTec, we believe that students deserve to attend charter schools that are not only educationally sound, but financially and operationally sound as well. At times, however, these three objectives may seem diametrically opposed. So, we see EdTec as a critical thought partner for our client schools to find and facilitate the right balance across these three objectives.

In our work on this application with Paul Lockhart, lead founder, as well as the rest of the Founding Board of Endless Sky, we have observed a group of individuals who understand this balance quite well. The Founding Board that I have met, has almost 80 years of education experience between them. We have had the opportunity to work together on a strategic budget and financial plan that is prudent and realistic, and at the same time recognizes the very important and resource intensive work of providing the families of Bernalillo with a very high quality elementary educational option. Our extensive work in the charter school community gives us the unique perspective on who is likely to be successful. Our experience with the Endless School team thus far assures us they will be a successful charter schools and should be approved.

EdTec has proposed to continue working with Endless Sky if approved by providing startup and operating year financial services and consulting through June 2020. And, it is our hope that the relationship with EdTec will continue beyond this timeframe.

We strongly support the approval and opening of Endless Sky Academy. We are confident that the individuals involved, along with the plans developed and proposed partnerships, will provide the future students and families of Endless Sky Academy with a high quality elementary education option.

Sincerely,
Katie Rarick
Katie Rarick
New Mexico Client Management & Development
Katie.Rarick@edtec.com, 505-718-9423

May 23, 2018

To Whom It May Concern:

I am gladly writing this letter of support for Endless Sky Academy Charter School in Bernalillo, NM. As an educator in New Mexico as well as a parent of an elementary school age child, I see the overwhelming need for what Endless Sky will offer the city of Bernalillo, Rio Rancho, and all the surrounding community.

In the public school system we see so many students falling behind due to various circumstances and this will in the long run impact our community, state and world. Endless Sky is offering intensive, data driven intervention to ensure that all students will have their needs met. The founder of Endless Sky has long and varied experiences with using data to drive instruction and intervention and he is offering to bring that experience to dedicated educators and to our community's children who are so in need of a new opportunity to learn and succeed. I truly believe that Endless Sky will be the answer to so many children and parents who have struggled in traditional public schools and who are looking for something different and outstanding for their foundational education. I have the greatest hope that these students will have the opportunity to experience the success of an education that is directed specifically to their personal needs, gaps, goals, and achievements.

Sincerely,

Elizabeth Lyle

May 20, 2018

Dear Charter School Selection Committee:

Because of my extensive experience as both a middle and high school principal in New Mexico and in Maryland, Paul Lockhart has asked me to write a letter in support of his application to open Endless Sky Academy, a K to Grade 5 charter school, in Bernalillo, NM. More importantly, it is from my perspective as a charter school principal that I can offer the strongest advice and recommendation to Paul as he seeks to build a school that will serve the very diverse community of Bernalillo.

Beginning in 2005, I served for three years as the principal of the Public Academy of Performing Arts in Albuquerque. This particular charter school specifically attracted middle and high school students who were interested in studying music, art, drama, and dance, and one of the main attractions of the school was its excellent teaching staff, something that I would recommend strongly to Mr Lockhart. Some of the top art, drama, and dance instructors in Albuquerque worked with these students; the ratio of students to teachers was small which enabled the staff to give small and large group instruction; and the school had high academic standards for both performance and academics. I am confident that Paul Lockhart can build all of these key elements into his school.

In researching specific educational data about schools within the Bernalillo School District, it is clearly evident that these schools are under performing in most academic areas. Specifically, recent PARCC scores indicate that the majority of the students at all levels, i.e., elementary, middle and high school, are scoring below proficient in reading and math and other core subject areas. It would appear that these students do more poorly as they move through the Bernalillo Schools, a strong statement about the lack of rigor and high expectations in the earliest years of schooling. School success must be build from the earliest grades, and with his excellent background in using data to improve student achievement, Paul Lockhart and his team will be able to provide just such a boost to the youngest learners in Bernalillo.

The importance of providing a solid, well developed educational program for beginning students in kindergarten, first and second grades cannot be emphasized enough. Paul Lockhart's vision of creating a charter school in Bernalillo, NM, to help students in grades K-5 meet with success and to build a strong foundation for them to flourish is an excellent one.

Paul Lockhart has a strong background as a teacher, administrator, and data analyst and is someone who will be able to jump start the vision and bring it to fruition. I know that he will bring high energy, a passion for success, and the ability to attract a strong faculty to this endeavor, and I hope that you will give his application full consideration and grant approval for the opening of Endless Sky Academy.

Sincerely,

Katy Harvey

Katy Harvey

Kimberly Ann Johns
152 Lisbon Avenue SE
Rio Rancho, NM 87124
(505) 288-0757

May 21st 2018

To Whom It May Concern:

It is with great pleasure to write in support of the Endless Sky Academy Charter School. Their goal is to prepare students at every grade level, in higher education, and as a productive member of the workforce in the 21st Century. The charter will highlight students' unique talents to be a leader within the school community.

Parents and families need choices when it comes to the education of their children. Many families are looking for something different than your typical public school. With the requirements of Common Core and many districts using a canned curriculum approach, children are being passed through the system. The Endless Sky Academy will provide every student with access to rigorous and in-depth learning of the Common Core Stand Standards. Each child's learning will be based on individual evaluation of academic need through comprehensive response to intervention and enrichment programs. This charter school will focus directly on the child, their needs and their learning.

Not only will this school allow for individual education of children, it will welcome families and parents on campus. Family involvement will be highly encourages through consistent, purposeful communication and an active role with the school. Instead of families finding out about their child's progress at parent teacher conferences, they will be welcomed to be active participants in their child's learning process.

I am excited about the possibility of this new charter school for our youngest students, grades K to 5th. There is a true need for this academy in the community. If I can be of further assistance, please feel free to contact me at (505) 288-0757or email at kimmyjohnsnm@gmail.com.

Sincerely,

Kimberly Johns, Principal

ABQ Charter Academy
REDEFINING THE HIGH SCHOOL EXPERIENCE

405 Dr. Martin Luther King Jr. Ave. NE
Albuquerque, NM 87102
P: 505-242-6640
F: 505-242-6872

May 22, 2018

Dear Public Education Commission:

It is my pleasure to write this letter on behalf of Paul Lockhart. Paul and his team submitted an application for an innovation charter school in the geographic area of Bernalillo Public Schools. The school he envisions will make a strong impact on young minds at the time in their development when they are most vulnerable. As a teacher, an administrator and a parent himself, Paul has witnessed children move through this phase of discovery. He has assembled a strong team with the capabilities to shape the development of children who need structured support to achieve their full potential.

I had the honor of working with Paul in Rio Rancho Public Schools for several years. We were both administrators at different middle schools at the time. We met at least monthly as an administrative PLC and talked frequently via phone and email to bounce ideas or help problem solve issues. One of the things that most impressed me about Paul was his understanding of data. While some administrators tend to get lost in the data, Paul has a skill for sifting through all the available information and seeing the patterns. This is evidenced by his most recent role at the Rio Rancho District Office in the Accountability Office. Having had both school level and district level experience, Paul is well prepared to open a charter school.

Should you require additional information, please do not hesitate to contact me. Thank you for your consideration.

Sincerely,

Amy Roble

Principal

ABQ Charter Academy

Cooperative Educational Services

April 27, 2018

4216 Balloon Rd. NE
Albuquerque, NM 87109

Dear Public Education Commission:

This letter is written on behalf of Paul Lockhart and the application his team is putting together to develop a Charter School for our students in the community of Bernalillo, New Mexico. I have had the pleasure of working with Mr. Lockhart within the Rio Rancho Public School District, from June 2015 until October of 2018.

When I think about the thought of Mr. Lockhart starting up a charter school I immediately know that teachers will be well versed in analyzing data through a lens of knowing a child's individual needs. I also know that research based best instructional strategies will be something teachers will work on constantly through Professional Learning Committees that are aligned to what the data demonstrates are student's needs.

I highly recommend the PEC approve this charter school application.

Sincerely,

Gary Tripp

Gary Tripp
Director of Human Resources
Cooperative Educational Services

4216 BALLOON PARK RD. NE ALBUQUERQUE, NM 87109
T (505) 934-7608 U GARY@CES.ORG

Hipolito J. Aguilar
411 Calle del Norte
Bernalillo, New Mexico 87004
(505) 681-4771
Hj.aguilar@gmail.com

May 15, 2018

Ms. Patricia Gipson
Chair
NM Public Education Commission
300 Don Gaspar
Santa Fe, NM 87501

Dear Madame Chair,

It is with great enthusiasm that I submit this letter of support for the application of Endless Skies Academy for authorization as a state chartered charter school.

As a lifelong resident of Bernalillo I have a keen personal interest in ensuring that our schools are providing the best possible education for our students. Sadly, the current situation in the Bernalillo Public Schools is not achieving this goal and has not done so for a number of years. Currently, the four schools located in the town of Bernalillo have earned two "Bs", a "C" and an "F" with Bernalillo High School currently identified as an MRI school requiring more rigorous intervention. In addition, school district is losing significant numbers of students to neighboring districts. The reason for this is simple; the district is not providing educational opportunities for students that meet their individual needs and is not making any effort to do so.

As a nontraditional student for most of my life, having grown up in Bernalillo, a poor and ethnically diverse community, and as a special educator, I understand the unique needs each of our students bring to school every day. Having spoken to Mr. Paul Lockhart and Ms. Joyce Bridges about their vision for the Endless Skies Academy I am encouraged that finally opportunities will be provided for students to succeed. The focus of the school to provide individualized instruction based on each student's individual needs is exciting and I expect will lead to significant improvement in student achievement. I look forward observing the work of the charter school leadership and teachers to ensure the needs of each student is met and to focus on closing the achievement gap among our most vulnerable populations. I am further encouraged that in addition to addressing the classroom needs of students the school will ensure each child is supported by the Bernalillo community that surrounds them daily; helping deal with social/emotional issues, ensuring children are fed daily and keeping children focused on the fact that a good education is the key to improving their lives.

The time has come to quit kicking the can down the road and make certain our children are given the opportunity to succeed in their community now! The work of this charter school can be the force that makes this possible. I urge the Commission to act favorably on this application for the good of the children of Bernalillo.

Please do not hesitate to contact me if you have questions of if I can be of assistance,

Best regards,

Hipolito J. Aguilar

TIFFANY AVERY

TIFFANYMAVERY@MSN.COM

(505) 400-9343

2750 CORTE DE LA VILLA SE
RIO RANCHO, NM 87124

PUBLIC EDUCATION COMMISSION
4216 BALLOON RD NE
ALBUQUERQUE, NM 87109

May 24, 2018

Dear Public Education Commission,

I'm writing to offer my support for my friend Paul Lockhart's proposed charter school – Endless Sky Academy – In Bernalillo, New Mexico. Paul has worked for one of New Mexico's most celebrated school districts – Rio Rancho Public Schools – for 15 years and if you know Paul, you know he is very knowledgeable about public education, and what it takes to find success in New Mexico's public education system.

The Sandoval County community can greatly benefit from a charter school centered on intervention-based learning for many reasons, some of which I've outlined below.

- **Sandoval County residents understand the importance of a good education:** According to the 2016 US Census Bureau, Sandoval County residents have a higher level of educational attainment than the Albuquerque Metro, New Mexico, and the United States averages.
- **There are many rural areas within Sandoval County.** A charter school located in Bernalillo will provide an excellent, central location for many who do not have access to school systems that meet their individual needs.
- **An educational pipeline is the key to growth.** In order to attract and retain jobs and investment in the state, we must provide the best education possible and develop our future workforce.

I am thrilled that Paul is taking steps to help boost New Mexico's public education system and hope you will consider his charter school application.

Respectfully,

Tiffany Avery

May 24, 2018

Dear Charter School Selection Committee:

Paul Lockhart has asked me to write this letter in support of his application to charter Endless Sky Academy within the Bernalillo School District. As a former Superintendent of Schools in three states as well as a School Improvement Specialist for a major school improvement organization, I have been involved with both public and charter schools in a number of states. From this unique perspective, I am both pleased and honored to recommend the granting of a charter to Mr. Lockhart and his team.

As the Superintendent of Schools in Los Lunas during the time that the School of Dreams was being chartered within that district, I reviewed the SoD charter application as a representative of the Los Lunas Board of Education, making a number of suggestions about that charter application to the board. In addition, I served as a consultant for the Northern Ohio Consortium for Higher Education (NOCHE) as they advised the ten school Breakthrough Schools Charter Network in Cleveland about school improvement and the expansion of that network. As a result I have seen charter schools that break the mold for student achievement and others which struggle to succeed. From this perspective I have learned that among the key elements for charter school success are strong leadership and a clear mission. I believe that Paul Lockhart and his team will bring both of these qualities to this important work.

Having reviewed test scores and academic achievement date for the Bernalillo Public Schools, it is clear that this district is not serving all of its children well. Over the past decade the data for Bernalillo is at best "flat,' and what is most concerning to me is that students in Bernalillo seem to become less proficient in both reading and mathematics as they move through the district, leading to high failure rates in both middle school and high school and a graduation rate that lags significantly behind national norms. From my perspective as someone who has advised many schools and districts about improvement, this failure is clearly rooted in the earliest years of schooling, and improvement of the K to 5 experience will beget later success in Bernalillo's secondary schools, offering these students much greater options for higher education and meaningful employment.

Further, a major achievement gap exists in Bernalillo between more economically advantaged students and their more disadvantaged and minority counterparts. This achievement gap has not been closed significantly over time, and there is most certainly a need for another approach to schooling to address the gaps that exist in this district. I believe that Endless Sky Academy with its clear emphasis on data-driven instruction supported by high quality teaching and learning will help to address the education inequality that plagues this school district.

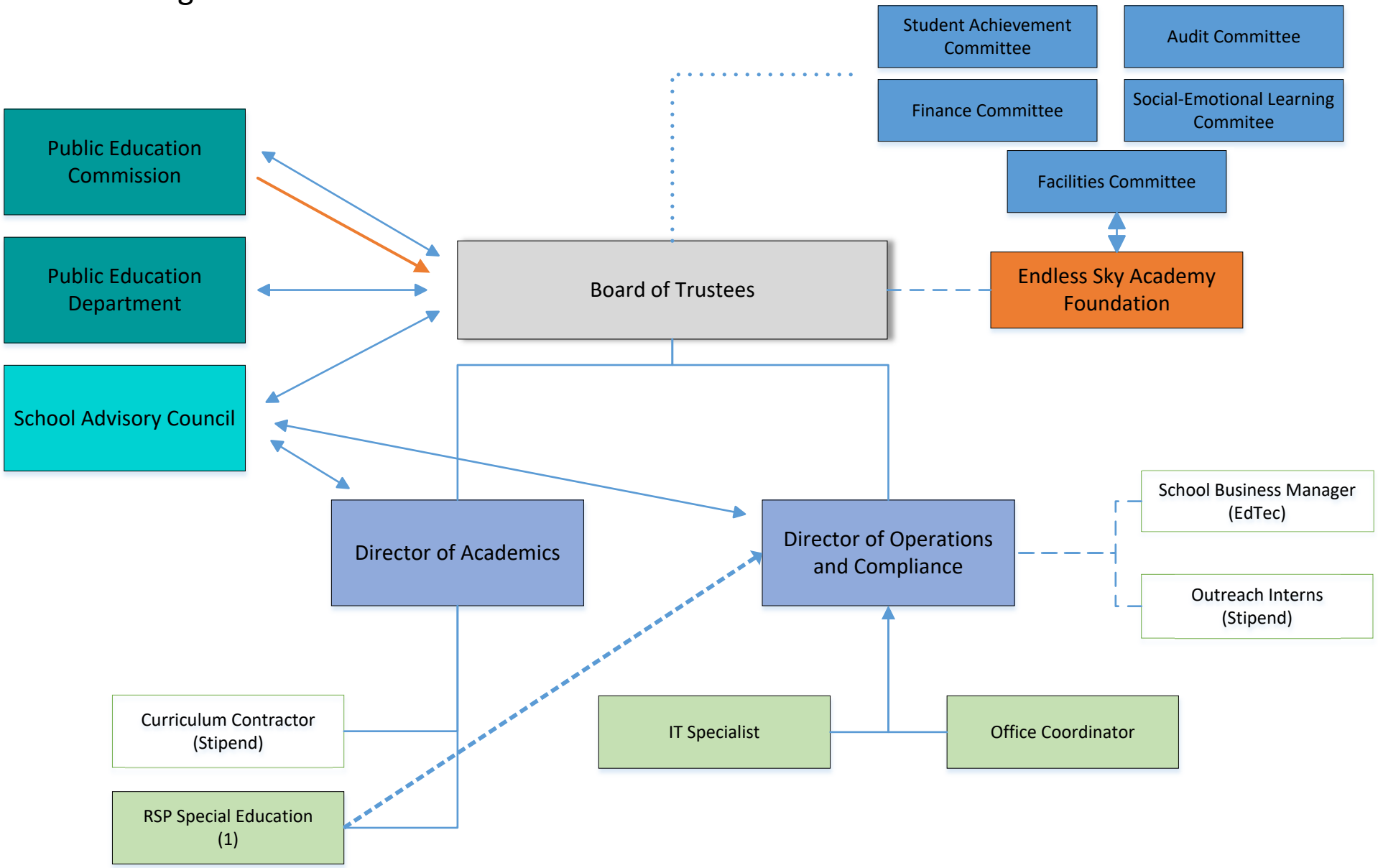
It is with enthusiasm that I support Mr. Lockhart and his team as they seek to address these challenges. Students in Bernalillo both need and deserve the opportunity to reach their full potential, and Endless Sky Academy will provide them with an option to choose an elementary school experience that will better prepare them for later school success.

Sincerely,

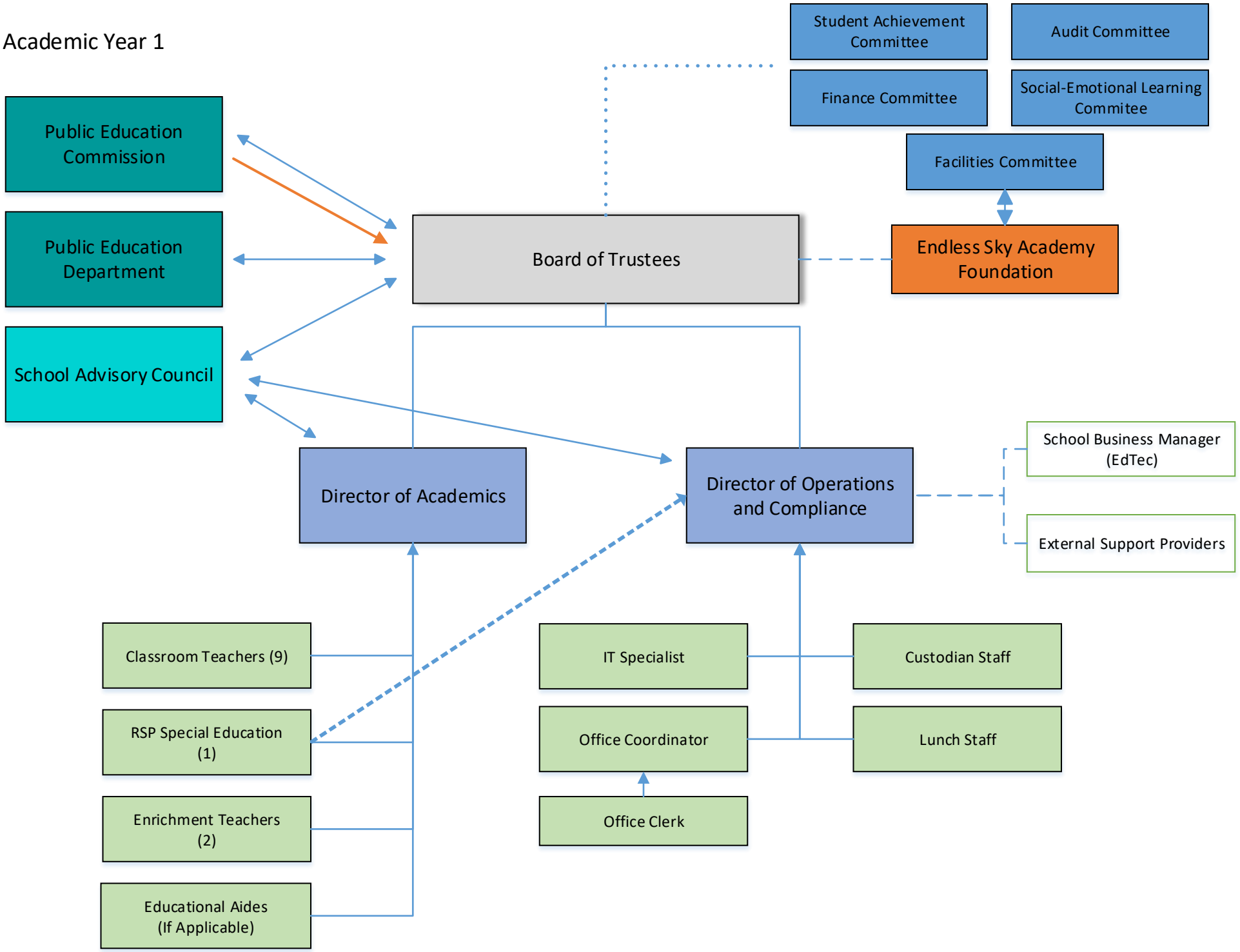
Walter G. Gibson

Walter G. Gibson

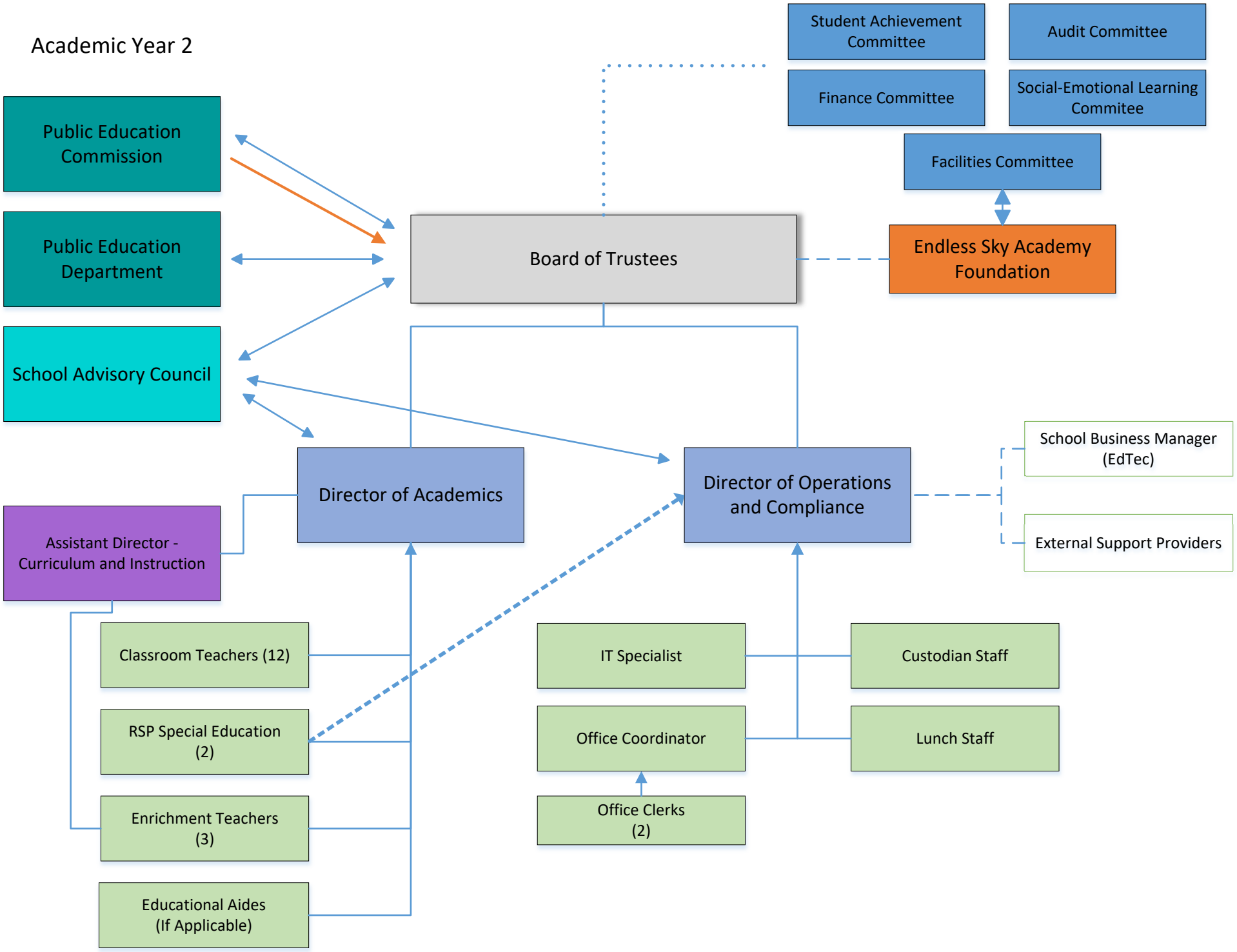
Initial Planning Period: YEAR 0

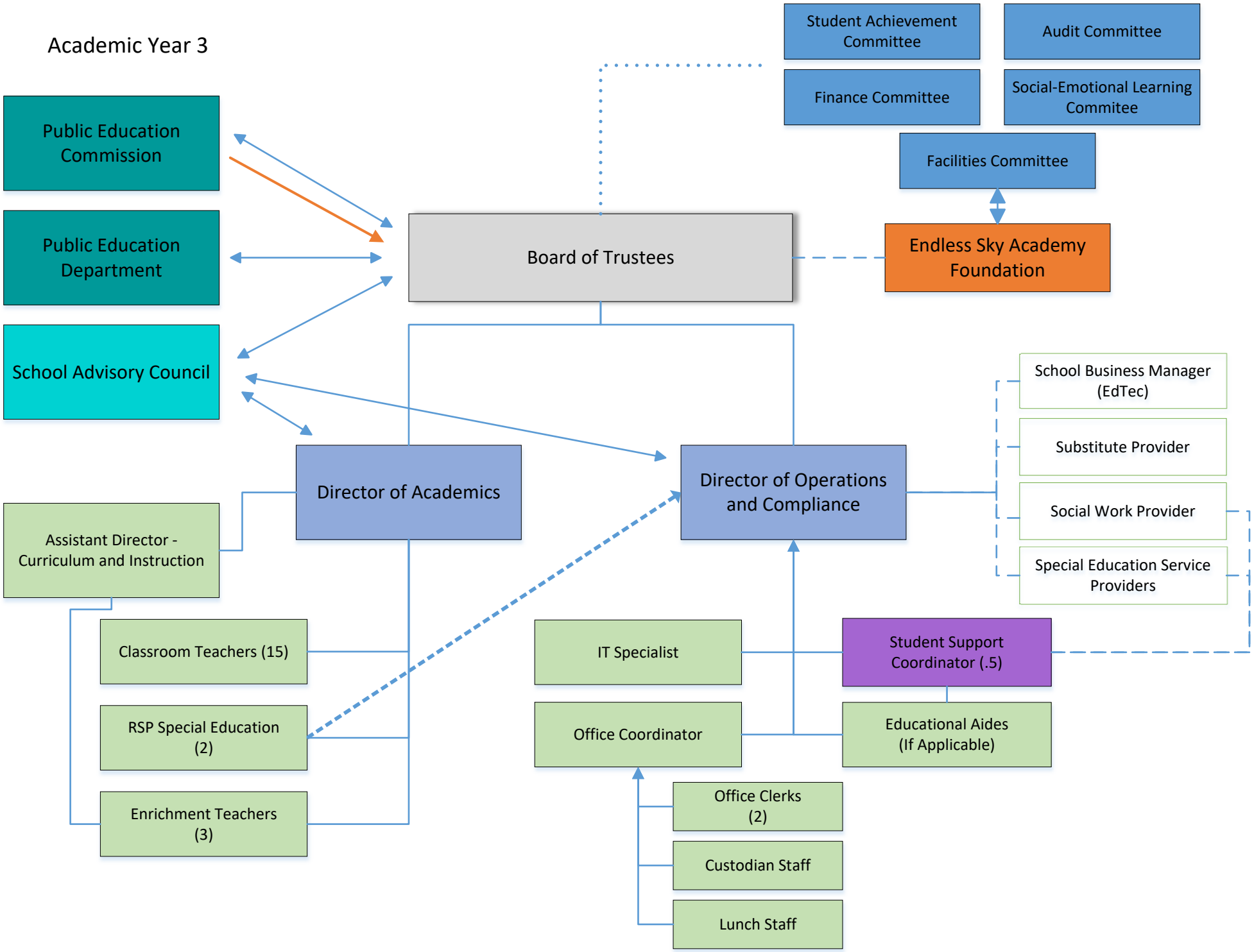


Academic Year 1

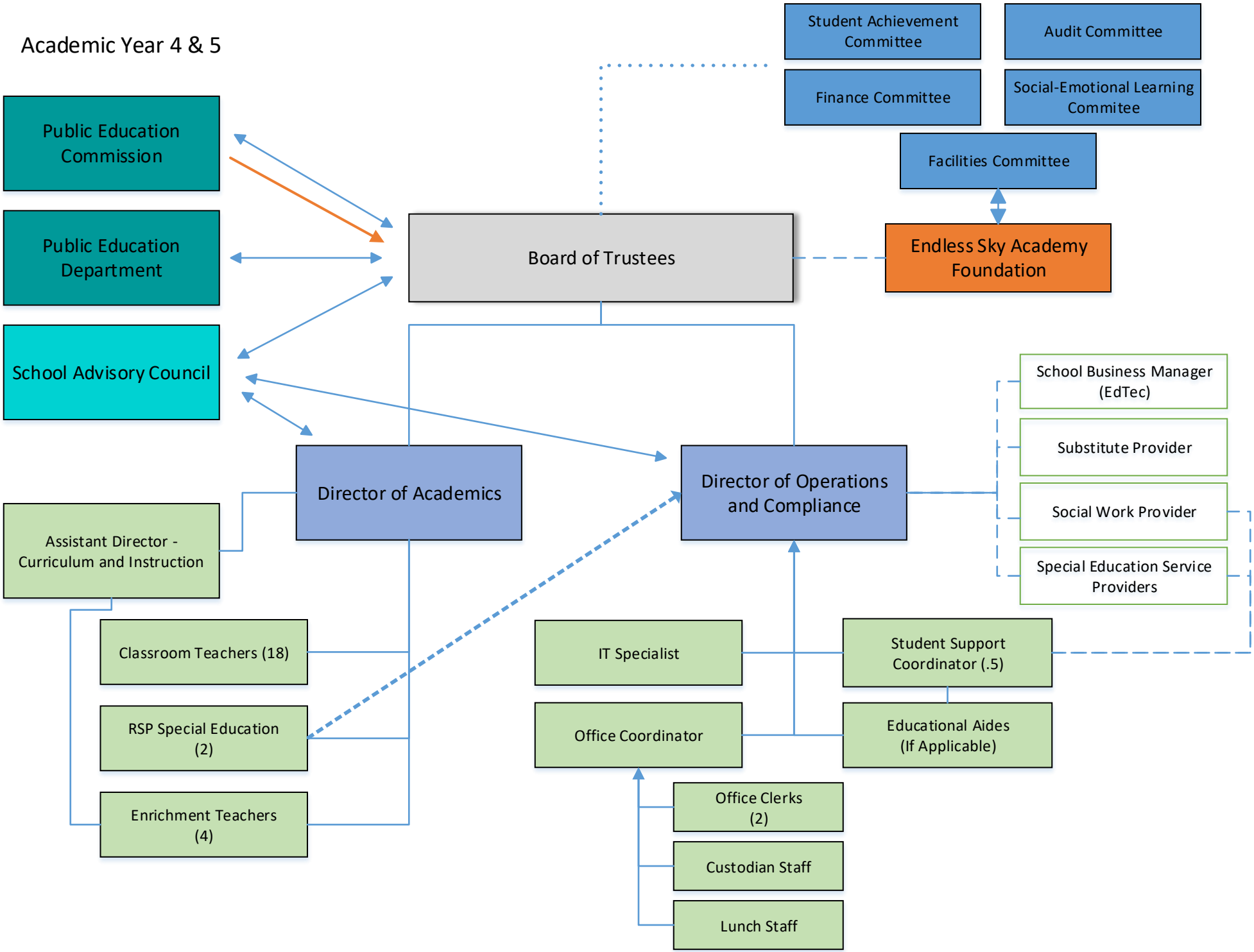


Academic Year 2




Academic Year 3
Student Achievement Committee
Audit Committee
Finance Committee
Social-Emotional Learning Commitee
Facilities Committee
Public Education Commission
Public Education Department
School Advisory Council
Board of Trustees
Endless Sky Academy Foundation
School Business Manager (EdTec)
Substitute Provider
Social Work Provider
Special Education Service Providers
Director of Academics
Director of Operations and Compliance
Assistant Director - Curriculum and Instruction
Classroom Teachers (15)
RSP Special Education (2)
Enrichment Teachers (3)
IT Specialist
Student Support Coordinator (.5)
Office Coordinator
Educational Aides (If Applicable)
Office Clerks (2)
Custodian Staff
Lunch Staff

Academic Year 4 & 5



Dana M. Petro

3817 Cholla Drive NE, Rio Rancho, NM 87144 505-977-8523 danampetro@yahoo.com

OVERVIEW

- Elementary Assistant Principal
- 2015 Aspiring Principal's Academy cohort member
- District Elementary Instructional Coach
- Site Test Coordinator
- *Leader in Me* lighthouse team member and Love and Logic trainer
- Ten years elementary teaching and curriculum development experience
- Led multiple inclusion, team-teaching, progressive classroom environments
- District-level engagement and local leadership roles since 2009
- Rio Rancho Rotary Club, Teacher of the Year, 2012

WORK EXPERIENCE

Cielo Azul Elementary School, Rio Rancho Public Schools, Rio Rancho, NM
June 2015-present

Assistant Principal

- Serve as a member of the administrative team to develop and implement the total school program
- Assist in the development and establishing of the school goals and objectives and the planning of the school's instructional program
- Provide direction to staff in implementing goals and objectives and interact and meet with staff to assist in their development
- Assist in the evaluation of the school program and of staff and assist to initiate needed improvements
- Assist in the preparation and management of budgets and schedules and in the coordination and implementation of the co-curricular program
- Define and disseminate information about school disciplinary policies and procedures to parents, students, staff and community
- Communicate and carry out established policies, delegate and accept responsibility for completion of tasks and communicate program goals, objectives and policies to the community
- Promote and maintains open communications, positive student attitudes, respect, dignity, worth of staff and students

Rio Rancho Public Schools, Rio Rancho, NM
August 2014-June 2015

Instructional Coach – Elementary grades K-5

- Provide whole faculty and small group professional development for two elementary schools
- Facilitate district-wide professional development

- Developed K-5 data studies that included using several assessment measures three times a year; guide teachers how to use the results to inform instruction.
- Demonstrate lessons while teachers observe or co-teach lessons in the classroom
- Coach teachers in the classroom which includes observing teachers, formulating feedback and reflecting with teachers
- Conference with teachers regarding lesson planning, grouping for instruction, intervention strategies and other topics
- Facilitated the administration and distribution of PARCC for one elementary school
- Trained staff on the DIBELS administration and progress monitoring
- Thinking Maps trainer including recent Response to Text initiative

Vista Grande Elementary School, Rio Rancho, NM
August 2008 to 2014

Fourth Grade General Education Teacher and Grade-level Representative

- Taught fourth grade general education and inclusion classroom for 7 years
- Grade level representative from 2009-2014
- Led fourth grade team during weekly PLC collaboration that included CCSS lesson planning, student data analysis and achievement, and teacher reflection.
- Named CNM Highly Recommended Master Teacher 2014
- Vista Grande Literacy goal team leader, 2011

District Curriculum Leadership and Participation

- RRPS Elementary CCSS Building Common Assessments team member
- RRPS Elementary CCSS Transition Team Member
- RRPS Math Quarterly Assessment Team Member

Anthony Traina Elementary School, Tracy, CA
August 2006 to May 2008

Third Grade General Education Teacher

- Team taught with two teachers who job shared.
- Led after school gifted program

EDUCATION

- New Mexico Educational Leadership certified
- Master degree in Curriculum and Instruction with an emphasis in Reading, New Mexico Highlands University, 2012
- Bachelors in Broadcast Programming and Production, University of South Florida, 1988

Paul Lockhart

7205 Skagway NE
Rio Rancho, NM 87144
Email: *pa_lockhart@yahoo.com*
Phone Home: *505-362-7187*
Phone Business: *505-896-0667 x51215*

EMPLOYMENT HISTORY

Director of Research Assessment Data Accountability 2012-present
Rio Rancho Public Schools-District Office
Employer Address
500 Laser, NE
Rio Rancho, NM 87124
Supervisor
Happy Miller--505-896-0667x51147

Assistant Principal 2009-2012
Rio Rancho Public Schools-Mountain View Middle School
Employer Address
4101 Montreal Loop, NE
Rio Rancho, NM 87144
Supervisor
Julie Arnold--505-867-0711x304

Teacher-7th Grade Math 2003-2009
Rio Rancho Public Schools-Mountain View Middle School
Employer Address
4101 Montreal Loop, NE
Rio Rancho, NM 87144
Supervisor
Julie Arnold--505-867-0711x304

EDUCATION

Name and Location of School
University of New Mexico, Albuquerque, NM
Degree
M.A. Educational Leadership--2006

Name and Location of School
University of New Mexico, Albuquerque, NM
Degree
B.B.A Marketing--1993

Name and Location of School
University of New Mexico, Albuquerque, NM
Degree
NM Licensure—2003

HIGH SCHOOL EDUCATION

St. Pius X High School--1987
Albuquerque, NM

LICENSURE INFORMATION

Type of NM Licensure
Level Three-A Instructional Leader 7-12 Secondary License
Level Three-B Pre K-12 Administrative License
NM PED or License File Number 292938
Expiration Date June 30, 2017
Level of Licensure III
Subject Endorsements Social Studies, Business Education, Mathematics

Endless Sky Academy

LEVEL I BEGINNING TEACHER & CERTIFIED STAFF SALARY SCHEDULE
LEVEL II PROFESSIONAL AND LEVEL III MASTER TEACHER SALARY SCHEDULE
SCHOOL SOCIAL WORKER, TRANSITION SPECIALIST, SLP AND SLI SALARY SCHEDULE

SCHOOL YEAR: 2019-2020 Hours per Day: 8 Days per year: 198

# Yrs	BA			BA+15			BA+45 or MA				MA+15				MA+45 or Higher			
Exp	Level Ia	Level I	Level II	Level Ia	Level I	Level II	Level Ia	Level I	Level II	Level III	Level Ia	Level 1	Level II	Level III	Level Ia	Level 1	Level II	Level III
0	36,500	36,500	***	36,700	36,700	***	36,900	36,900	***	***	37,100	37,100	***	***	37,300	37,300	***	***
1	36,865	36,865	***	37,065	37,065	***	37,265	37,265	***	***	37,465	37,465	***	***	37,665	37,665	***	***
2	37,234	37,234	***	37,434	37,434	***	37,634	37,634	***	***	37,834	37,834	***	***	38,034	38,034	***	***
3	37,606	37,606	44,500	37,806	37,806	44,800	38,006	38,006	45,100	***	38,206	38,206	45,400	***	38,406	38,406	45,700	***
4	37,982	37,982	44,945	38,182	38,182	45,245	38,382	38,382	45,545	***	38,582	38,582	45,845	***	38,782	38,782	46,145	***
5	38,362	38,362	45,394	38,562	38,562	45,694	38,762	38,762	45,994	***	38,962	38,962	46,294	***	39,162	39,162	46,594	***
6	38,745	38,745	45,848	38,945	38,945	46,148	39,145	39,145	46,448	54,500	39,345	39,345	46,748	54,900	39,545	39,545	47,048	55,300
7	39,133	39,133	46,307	39,333	39,333	46,607	39,533	39,533	46,907	55,045	39,733	39,733	47,207	55,445	39,933	39,933	47,507	55,845
8	39,524	39,524	46,770	39,724	39,724	47,070	39,924	39,924	47,370	55,595	40,124	40,124	47,670	55,995	40,324	40,324	47,970	56,395
9	39,920	39,920	47,238	40,120	40,120	47,538	40,320	40,320	47,838	56,151	40,520	40,520	48,138	56,551	40,720	40,720	48,438	56,951
10	40,319	40,319	47,710	40,519	40,519	48,010	40,719	40,719	48,310	56,713	40,919	40,919	48,610	57,113	41,119	41,119	48,910	57,513
11	40,722	40,722	48,187	40,922	40,922	48,487	41,122	41,122	48,787	57,280	41,322	41,322	49,087	57,680	41,522	41,522	49,387	58,080
12	41,129	41,129	48,669	41,329	41,329	48,969	41,529	41,529	49,269	57,853	41,729	41,729	49,569	58,253	41,929	41,929	49,869	58,653
13	41,540	41,540	49,156	41,740	41,740	49,456	41,940	41,940	49,756	58,431	42,140	42,140	50,056	58,831	42,340	42,340	50,356	59,231
14	41,956	41,956	49,647	42,156	42,156	49,947	42,356	42,356	50,247	59,016	42,556	42,556	50,547	59,416	42,756	42,756	50,847	59,816
15			50,144			50,444			50,744	59,606			51,044	60,006			51,344	60,406
16			50,645			50,945			51,245	60,202			51,545	60,602			51,845	61,002
17			51,152			51,452			51,752	60,804			52,052	61,204			52,352	61,604
18			51,663			51,963			52,263	61,412			52,563	61,812			52,863	62,212
19			52,180			52,480			52,780	62,026			53,080	62,426			53,380	62,826
20			52,702			53,002			53,302	62,646			53,602	63,046			53,902	63,446
21			53,229			53,529			53,829	63,273			54,129	63,673			54,429	64,073
22			53,761			54,061			54,361	63,906			54,661	64,306			54,961	64,706
23			54,298			54,598			54,898	64,545			55,198	64,945			55,498	65,345
24			54,841			55,141			55,441	65,190			55,741	65,590			56,041	65,990
25			55,390			55,690			55,990	65,842			56,290	66,242			56,590	66,642
26			55,944			56,244			56,544	66,500			56,844	66,900			57,144	67,300
27			56,503			56,803			57,103	67,165			57,403	67,565			57,703	67,965
28			57,068			57,368			57,668	67,837			57,968	68,237			58,268	68,637
29			57,639			57,939			58,239	68,515			58,539	68,915			58,839	69,315
30			58,215			58,515			58,815	69,201			59,115	69,601			59,415	70,001
31			58,797			59,097			59,397	69,893			59,697	70,293			59,997	70,693
32			59,385			59,685			59,985	70,591			60,285	70,991			60,585	71,391
33			59,979			60,279			60,579	71,297			60,879	71,697			61,179	72,097
34			60,579			60,879			61,179	72,010			61,479	72,410			61,779	72,810
35			61,185			61,485			61,785	72,730			62,085	73,130			62,385	73,530

THIS SALARY SCHEDULE IS FOR THE 2019-2020 SCHOOL YEAR ONLY.

IT IS NOT TO BE USED TO PREDICT FUTURE SALARY INCREASES FOR YEARS OF EXPERIENCE OR FOR LEVEL CHANGES

Note:
Level 1A = incoming teachers possessing only an internship license
As permitted by State Statutes, Board Policies, and resources, training and experience will be recognized during school year

Out of district allowable experience is determined on a case-by-case basis

# Yrs	Level 1A					Level 1					Level 2					Level 3				
Exp	BA	BA15	BA45 MA	MA15	MA45 Phd	BA	BA15	BA45 MA	MA15	MA45 Phd	BA	BA15	BA45 MA	MA15	MA45 Phd	BA	BA15	BA45 MA	MA15	MA45 Phd
0	36,500	36,700	36,900	37,100	37,300	36,500	36,700	36,900	37,100	37,300	***	***	***	***	***	***	***	***	***	***
1	36,865	37,065	37,265	37,465	37,665	36,865	37,065	37,265	37,465	37,665	***	***	***	***	***	***	***	***	***	***
2	37,234	37,434	37,634	37,834	38,034	37,234	37,434	37,634	37,834	38,034	***	***	***	***	***	***	***	***	***	***
3	37,606	37,806	38,006	38,206	38,406	37,606	37,806	38,006	38,206	38,406	44,500	44,800	45,100	45,400	45,700	***	***	***	***	***
4	37,982	38,182	38,382	38,582	38,782	37,982	38,182	38,382	38,582	38,782	44,945	45,245	45,545	45,845	46,145	***	***	***	***	***
5	38,362	38,562	38,762	38,962	39,162	38,362	38,562	38,762	38,962	39,162	45,394	45,694	45,994	46,294	46,594	***	***	***	***	***
6	38,745	38,945	39,145	39,345	39,545	38,745	38,945	39,145	39,345	39,545	45,848	46,148	46,448	46,748	47,048	***	***	54,500	54,900	55,300
7	39,133	39,333	39,533	39,733	39,933	39,133	39,333	39,533	39,733	39,933	46,307	46,607	46,907	47,207	47,507	***	***	55,045	55,445	55,845
8	39,524	39,724	39,924	40,124	40,324	39,524	39,724	39,924	40,124	40,324	46,770	47,070	47,370	47,670	47,970	***	***	55,595	55,995	56,395
9	39,920	40,120	40,320	40,520	40,720	39,920	40,120	40,320	40,520	40,720	47,238	47,538	47,838	48,138	48,438	***	***	56,151	56,551	56,951
10	40,319	40,519	40,719	40,919	41,119	40,319	40,519	40,719	40,919	41,119	47,710	48,010	48,310	48,610	48,910	***	***	56,713	57,113	57,513
11	40,722	40,922	41,122	41,322	41,522	40,722	40,922	41,122	41,322	41,522	48,187	48,487	48,787	49,087	49,387	***	***	57,280	57,680	58,080
12	41,129	41,329	41,529	41,729	41,929	41,129	41,329	41,529	41,729	41,929	48,669	48,969	49,269	49,569	49,869	***	***	57,853	58,253	58,653
13	41,540	41,740	41,940	42,140	42,340	41,540	41,740	41,940	42,140	42,340	49,156	49,456	49,756	50,056	50,356	***	***	58,431	58,831	59,231
14	41,956	42,156	42,356	42,556	42,756	41,956	42,156	42,356	42,556	42,756	49,647	49,947	50,247	50,547	50,847	***	***	59,016	59,416	59,816
15	-	-	-	-	-	-	-	-	-	-	50,144	50,444	50,744	51,044	51,344	***	***	59,606	60,006	60,406
16	-	-	-	-	-	-	-	-	-	-	50,645	50,945	51,245	51,545	51,845	***	***	60,202	60,602	61,002
17	-	-	-	-	-	-	-	-	-	-	51,152	51,452	51,752	52,052	52,352	***	***	60,804	61,204	61,604
18	-	-	-	-	-	-	-	-	-	-	51,663	51,963	52,263	52,563	52,863	***	***	61,412	61,812	62,212
19	-	-	-	-	-	-	-	-	-	-	52,180	52,480	52,780	53,080	53,380	***	***	62,026	62,426	62,826
20	-	-	-	-	-	-	-	-	-	-	52,702	53,002	53,302	53,602	53,902	***	***	62,646	63,046	63,446
21	-	-	-	-	-	-	-	-	-	-	53,229	53,529	53,829	54,129	54,429	***	***	63,273	63,673	64,073
22	-	-	-	-	-	-	-	-	-	-	53,761	54,061	54,361	54,661	54,961	***	***	63,906	64,306	64,706
23	-	-	-	-	-	-	-	-	-	-	54,298	54,598	54,898	55,198	55,498	***	***	64,545	64,945	65,345
24	-	-	-	-	-	-	-	-	-	-	54,841	55,141	55,441	55,741	56,041	***	***	65,190	65,590	65,990
25	-	-	-	-	-	-	-	-	-	-	55,390	55,690	55,990	56,290	56,590	***	***	65,842	66,242	66,642
26	-	-	-	-	-	-	-	-	-	-	55,944	56,244	56,544	56,844	57,144	***	***	66,500	66,900	67,300
27	-	-	-	-	-	-	-	-	-	-	56,503	56,803	57,103	57,403	57,703	***	***	67,165	67,565	67,965
28	-	-	-	-	-	-	-	-	-	-	57,068	57,368	57,668	57,968	58,268	***	***	67,837	68,237	68,637
29	-	-	-	-	-	-	-	-	-	-	57,639	57,939	58,239	58,539	58,839	***	***	68,515	68,915	69,315
30	-	-	-	-	-	-	-	-	-	-	58,215	58,515	58,815	59,115	59,415	***	***	69,201	69,601	70,001
31	-	-	-	-	-	-	-	-	-	-	58,797	59,097	59,397	59,697	59,997	***	***	69,893	70,293	70,693
32	-	-	-	-	-	-	-	-	-	-	59,385	59,685	59,985	60,285	60,585	***	***	70,591	70,991	71,391
33	-	-	-	-	-	-	-	-	-	-	59,979	60,279	60,579	60,879	61,179	***	***	71,297	71,697	72,097
34	-	-	-	-	-	-	-	-	-	-	60,579	60,879	61,179	61,479	61,779	***	***	72,010	72,410	72,810
35	-	-	-	-	-	-	-	-	-	-	61,185	61,485	61,785	62,085	62,385	***	***	72,730	73,130	73,530

Endless Sky Academy

2019-2020

School Year Calendar

19-Jul

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

19-Aug

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						9

19-Sep

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
						19

19-Oct

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						21

19-Nov

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						17

19-Dec

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						13

20-Jan

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						16

20-Feb

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
						18

20-Mar

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						14

20-Apr

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						19

20-May

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

20-Jun

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						4

20-Jul

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

20-Aug

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- Staff Professional Development
- First Day of School
- Holiday - No Classes
- Parent Teacher Conf
- Last Day of School

Total Instructional days 181

PD days 14

PTC Days 3

Wed 38

2017-2018 School Schedule – A/B Day (M, T, R, F)	Period 1 7:45-9:09 (K-1)	Period 2 9:10-10:34 (K-1)	Period 3 10:30-11:54 (K-1)	Lunch 11:55-12:20	Period 4 12:25-1:49 (K-1)	Period 5 1:50-3:15 (K-1)
Kinder/ 1st Science/ Social Studies	Kinder Science/ Social St KGr2	Kinder Science/ Social St KGr1	1st Science/ Social St 1stGr1	3rd Lunch	PREP	1st Science/ Social St 1stGr2
Music Teacher **Elementary Music**	PREP	Reading Intervention	Reading Intervention	3rd Lunch	A: 1stGr1 B: 1stGr2	A: KGr1 B: KGr2
Kinder/ 1st Grade ELA	1st Grade Writing 1stGr1	1st Grade Writing 1stGr2	Kinder Writing KGr2	3rd Lunch	Kinder Writing KGr1	PREP
Art Teacher **Elementary Art**	PREP	Math Intervention	Math Intervention	3rd Lunch	A: 1stGr2 B: 1stGr1	A: KGr2 B: KGr1
Kinder/ 1st Grade Reading	Kinder Reading KGr1	1st Grade Reading 1stGr1	1st Grade Reading 1stGr2	3rd Lunch	Kinder Reading KGr2	PREP
Kinder/ 1st Grade Math	1st Grade Math 1stGr2	Kinder Math KGr2	Kinder Math KGr1	3rd Lunch	PREP	1st Grade Math 1stGr1

Discuss Daily Objective first five minutes of class, review last five minutes of class

Lunch duty Admin and EAs

2017-2018 School Schedule – Wedneaday	Period 1 7:45-8:46 (K-1)	Period 2 8:46-9:47 (K-1)	Period 3 9:47-10:48 (K-1)	Lunch 10:48-11:13	Period 4 11:13-12:14 (K-1)	Period 5 12:14-1:15 (K-1)
SS/Sci Team **Kinder/ 1st Science/ Social Studies**	Kinder Science/ Social St KGr2	Kinder Science/ Social St KGr1	1st Science/ Social St 1stGr1	3rd Lunch	PREP	1st Science/ Social St 1stGr2
Music Teacher **Elementary Music**	PREP	Reading Intervention	Reading Intervention	3rd Lunch	Study Skills 1st Gr1	Study Skills Kinder 1
ELA Team **Kinder/ 1st Grade ELA**	1st Grade Writing 1stGr1	1st Grade Writing 1stGr2	Kinder Writing KGr2	3rd Lunch	Kinder Writing KGr1	PREP
ART Teacher **Elementary PE**	PREP	Math Intervention	Math Intervention	3rd Lunch	Study Skills 1st Gr2	Study Skills Kinder 2
Reading Team **Kinder/ 1st Grade Reading**	Kinder Reading KGr1	1st Grade Reading 1stGr1	1st Grade Reading 1stGr2	3rd Lunch	Kinder Reading KGr2	PREP
Math Team **Kinder/ 1st Grade Math**	1st Grade Math 1stGr2	Kinder Math KGr2	Kinder Math KGr1	3rd Lunch	PREP	1st Grade Math 1stGr1

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Develops a shared vision for high achievement and college readiness for all students					
Develops shared vision	Engages stakeholders in the collaborative development of a vision for high student achievement, college readiness and effective adult practice	Engages stakeholders in developing a vision for high student achievement and college readiness	Develops a school vision for high student achievement and provides some opportunities for staff and students to provide input on the school vision	Adopts a vision that lacks a focus on student achievement or college readiness	• Written values and beliefs reflect high expectations for all students • School vision is clearly articulated and understood by all staff • School vision includes a focus on student academic achievement and health social/emotional development • There is visible alignment between school goals, the instructional program, and the vision
Implements a shared vision	Inspires all adults and students in the school and community to adopt and enact the vision; builds the capacity of staff to implement effective instructional strategies to achieve the vision; ensures all decisions are aligned to and support the vision	Supports adults and students in the school and community in taking ownership of the vision; works with the leadership team to implement effective instructional strategies to achieve the vision; makes decisions aligned to and in support of the vision	Broadly communicates the vision to adults and students in the school community; identifies instructional strategies that may align to the vision; may consider the vision when making decisions	Makes limited attempts to implement the vision; makes decisions without considering alignment with the vision	
Holds adults and students accountable for demonstrating values and behaviors that align with the school's vision					
Implements a code of conduct aligned with school values	Builds the capacity of staff and students to translate the school's values into specific expectations for adults and students; consistently models and teaches the school's values and ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct is consistently and fairly implemented; tracks discipline data to ensure equitable application of positive and negative consequences	Translates the school's values into specific expectations for adults and students; ensures staff explicitly teach expectations to students; implements systems to ensure the code of conduct and positive and negative consequences are consistently and fairly implemented	Communicates the school's values to staff and students; implements a code of conduct for students; attempts to fairly apply positive and negative consequences	Sends inconsistent messages about the school's values and behavioral expectations; inconsistently applies positive and negative consequences; tolerates discipline violations and allows positive student and staff behavior to go unrecognized	• School-wide code of conduct aligned with district and school priorities is in place and consistently implemented across all classrooms • A system of positive and negative consequences is consistent with the school values • Values and behaviors are referenced in daily school structures • All students are known well by multiple adults • Students hold one another accountable for student conduct • Core components of social, emotional, and behavioral supports are in place to support student learning • School building is clean and safe – all basic facilities are in working order • Routines and procedures are discussed, and implemented
Maintains a supportive, secure and respectful learning environment	Builds the capacity of staff to support and enhance students' social and emotional development; ensures that each student is valued through systems that foster and facilitate strong connections with other students and adults; continually assesses systems and procedures to ensure the school environment is safe and secure	Works with the leadership team to support students' social and emotional development; respects and values each student in the school and fosters strong connections among students and adults by ensuring that every student has at least one trusting and supportive adult connection; ensures the school environment is safe and secure	Provides some supports for students' social and emotional development; supports meaningful connections between students and adults; manages a school environment that is safe	Provides minimal or inadequate support for students' social and emotional development needs; fails to ensure that the school environment is safe	
Implements routines and smooth transitions	Builds the capacity of staff to implement school-wide routines to maximize instructional time, ensure seamless transitions, and maintain focus on achieving the school's vision	Implements routines to maximize instructional time, support smooth transitions and maintain focus on achieving the school's vision	Develops some routines that connect to student achievement or aspiration and make transitions efficient	Allows distractions to interfere with instructional time and timely transitions	

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Develops cultural competence and a commitment to equity in adults and students					
Models equity	Publicly models beliefs in the potential of every student to achieve at high levels; creates regular opportunities for staff and student exposure that demonstrate student potential and that emphasize the staff's ability to help students reach their potential	Builds expectation for students, staff, and parents that success is possible for all students and challenges low expectations; confronts adults who display low assumptions about student potential	Asserts belief that all students can achieve at high levels with staff and school community; attempts to learn about and to share successes in in an effort to challenge low expectations	Rarely demonstrates confidence in the potential of every student to achieve at high levels; avoids confronting staff who have low expectations for some or all students	• School is building the capacity of adults to support diverse student needs and diverse groups of students through professional development • Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences • Staff participate in and lead learning experiences where they explore their personal assumptions and their approach to diversity • Community conversations about culture and diversity occur regularly
Engages in courageous conversations about diversity	Builds the school's collective capacity to engage in courageous conversations about diversity and culture as well as how they may impact student learning; leads staff through a process to understand how their personal experiences shape their interpretation of the world and leads them through a process to identify students' strengths and assets; corrects intolerant statements directed at individuals or groups	Initiates courageous conversations about diversity and culture as well as about how they may impact student learning; provides formal and informal professional development to staff to improve their understanding of how their personal experiences inform their assumptions about students and the school community; corrects intolerant statements directed at individuals or groups	Reactively responds to courageous conversations about diversity and culture, but rarely initiates conversations; provides whole group undifferentiated professional development about working in and supporting a diverse community; attempts to address intolerant statements that intimidate individuals or groups	Avoids courageous conversations about diversity and demonstrates limited awareness of the impact of diversity on student learning; rarely addresses or corrects intolerant statements directed at individuals or groups and does not create an environment that supports all students; rarely addresses policies or practices that systematically exclude groups from participating in the school environment	
Engages families and communities as partners to enhance student achievement and success					
Welcomes families and community members in to the school	Creates a school-wide culture in which all families and community members are welcomed into the school; shares the school vision for high student achievement with all visitors	Builds the capacity of staff to welcome all family and community members into the school and to share the school's vision for high student achievement with all visitors	Sets expectations for staff on the process/tone for welcoming families and community members into the school	Rarely or inconsistently welcomes families or community members into the school	• Families say they feel included and invested in the school • Families are given strategies and tools to support student learning outside the school day • Families have multiple ways to communicate with staff • Consistent communication between families and school are present • Communications from families and stakeholders are responded to in a timely manner, with appropriate tone, and with a tailored message
Openly communicates about student learning	Builds the capacity of staff to implement multiple structures to meaningfully communicate with and engage families and the community in achieving school-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that there is consistent messaging across the school	Shares explicit information about student learning expectations with families and the community and identifies specific ways they can participate in and support their children's learning; supports staff members in sharing nuanced key messages and ensures that there is consistent messaging across the school	Communicates key information about student learning to families and the community and identifies some ways they can support children's learning; shares key messages for all staff members to share to establish consistent messaging	Rarely makes time to communicate with families or the community about student learning	

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Implements rigorous curricula and assessments tied to both state and college-readiness standards					
Implements curricula aligned to state or national college-readiness standards	Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to Common Core and state standards to effectively address all students learning needs	Engages the leadership team and other key staff in developing, adapting, and implementing curriculum aligned to Common Core and state standards to meet student learning needs	Develops and supports the implementation of standards-based curriculum; attempts to align to Common Core and state standards to meet student learning needs	Supports staff use of a curriculum that is not aligned to college readiness standards	• Systems ensure that lesson and unit plans align to the scope and sequence and prepare students to be on a college readiness track • Instructional decisions throughout the year, including student grouping/ differentiation and targeting for interventions, are based on periodic assessments, classroom tests, and teacher designed tests • Lesson plans, unit plans, and curricular materials demonstrate curriculum coordination and alignment to Common Core content standards • Rigorous course content is accessible to all students
Supports the development and implementation of standards-based lesson and unit plans	Builds the capacity of staff to analyze standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; implements ongoing systems to review and improve unit and lesson plans based on student outcomes	Leads analyses of standards, curricula, and aligned assessments to develop and implement standards-based lesson and unit plans linked to year-end goals; oversees revisions to unit and lesson plans based on student outcomes	Encourages teachers to analyze standards, curricula, and aligned assessments to develop and implement their own lesson and unit plans; adjusts some unit and lesson plans based on student outcomes	Supports staff use of misaligned lesson and units that are disconnected from year-end goals; rarely adjusts lesson or unit plans based on student outcomes	
Implements high-quality, effective classroom instructional strategies that drive increases in student achievement					
Implements effective instructional strategies to meet student learning needs	Builds the capacity of staff to effectively implement a variety of rigorous strategies and pedagogical methods that meet student needs and drive student learning; adapts instruction and assessments to ensure that all students master content	Supports staff in effectively implementing a variety of rigorous strategies and pedagogical methods that are meet to student needs and drive student learning; adapts instruction and assessments to ensure that all students master content	Provides staff limited support in the use of instructional strategies that support student learning; identifies adaptations to instructional practices and assessments with limited implementation	Rarely ensures instructional strategies support student learning; rarely adapts instructional practices	• Throughout the school, classroom activities engage students in cognitively challenging work that is aligned to the standards • Instructional staff (teachers, coaches, and administrators) have a broad repertoire of pedagogical approaches that they effectively incorporate into lesson plans
Monitors multiple forms of student level data to inform instructional and intervention decisions					
Tracks student level data to drive continuous improvement	Uses multiple sources of quantitative and qualitative data to assess and monitor instruction; creates systems for consistent monitoring and frequent collection of data and uses data appropriately to identify student outcome trends, prioritize needs, and drive continuous improvement	Uses multiple sources of data to monitor instruction, identify student outcome trends, and prioritize needs; creates system for consistent data monitoring and uses data to inform continuous improvement	Uses limited forms of data and does not ensure consistent collection of data for analysis; draws conclusions about instruction with limited data	Inconsistently uses data to evaluate instruction; rarely uses data appropriately to identify trends or prioritize needs	• Instructional decisions throughout the year are based on student outcome data • Student performance data is readily available and can be organized by cohort, grade, subject, sub-group, etc. • Elementary students who are not yet proficient (basic) are identified and supported to ensure they make progress

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	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Supports data-driven instruction	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 sub groups 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 sub groups 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 differs 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
Strategically assigns teachers	Strategically places teachers in grade levels 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	Places teachers in grade level and content areas based on their qualifications and demonstrated effectiveness	Places teachers in grade level and content areas based on qualifications	Rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact	
Retains effective teachers	Reviews all available data including evaluation outcomes to identify and recognize effective and high potential teachers; consistently retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Reviews available data including evaluation outcomes to identify and recognize effective teachers; retains effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Designs a retention strategy informed by teacher evaluations; attempts to retain effective teachers by providing them growth or leadership opportunities aligned with the teacher's interest	Does not make an effort to retain or recognize effective teachers	
Increases teacher effectiveness through professional learning structures					
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)

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Provides actionable feedback	Provides continuous individualized actionable feedback based on evidence collected from observations and student learning data; monitors teachers to ensure feedback is incorporated into teacher practice ; develops inter-rater reliability with the leadership team by co-observing	Provides, frequent individualized actionable feedback based on evidence collected from observations and student learning data; ensures feedback is incorporated into teacher practice	Provides high level feedback using either observational or student learning data; attempts to ensure feedback is incorporated into teacher practice	Provides limited, confusing feedback to teachers based on limited data	• Instructional feedback builds effective teacher practice and observable changes in teacher practice • Teachers are taught how to use a variety of instructional strategies • Teacher-driven professional development focuses on student learning challenges and progress toward goals and includes teacher team meetings and peer visitations
Coaches and implements learning structures	Develops and implements a system for professional learning opportunities and coaching; tailors supports to teachers' learning styles and growth needs; monitors struggling teachers through targeted improvement plans	Provides professional learning opportunities and coaching; differentiates professional learning sessions to meet teachers' learning styles and growth needs; supports struggling teachers through targeted improvement plans	Facilitates undifferentiated, group-based professional learning and implements some targeted supports for struggling teachers	Does not lead or provide regular or appropriate learning opportunities for teachers	
Completes rigorous evaluations of instructional staff for continuous improvement and accountability for results					
Conducts rigorous evaluations	Implements and monitors a rigorous, consistent evaluation system aligned to district requirements; ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and teacher practice	Implements a consistent evaluation system aligned to district requirements; incorporates evidence of student outcomes and teacher practice in final evaluation ratings	Oversees an evaluation system aligned to district requirements; incorporates some evidence of student outcomes and teacher practice to determine final evaluation ratings	Completes required staff evaluation documentation based on limited evidence; rarely incorporates student outcomes or evidence of teaching practice	• Rigorous evaluation process is completed for every teacher • Evaluation process, measures and targets are established at the beginning of the year • Staff is aware of evaluation components, timeline and processes
Trains, develops, and supports a high-performing instructional leadership team					
Provides leadership opportunities	Actively provides meaningful leadership opportunities to effective teachers; mentors and supports teacher leaders and leadership team members in leading other adults; communicates a clear leadership trajectory to those teachers with the most leadership potential	Identifies effective teachers and provides them with leadership opportunities; supports the development of teacher leaders and leadership team members	Provides leadership opportunities to teachers who express interest; attempts to support their development in leading other adults	Rarely provides leadership opportunities	• Multiple staff members serve as instructional leaders in the school • Staff members proactively assume leadership roles • Leadership team is comprised of fully aligned and highly skilled staff • Leadership team focuses on frequent discussions of student learning to target key instructional needs • Leadership team consistently models and enforces school-wide philosophy, core values, and responsibility and efficacy
Develops a highly-effective leadership team	Establishes an effective leadership team with a relentless focus on student learning; selects highly-effective teachers and ensures the team has a variety of skill sets; builds the capacity of the team to oversee complex projects, lead teacher teams and conduct teacher observations	Establishes a leadership team made up of highly-effective teachers with a range of skill sets; works with leadership team members to lead teacher teams and conduct teacher observations	Defines the role of the leadership team and selects some members based on skill; develops a plan to and attempts to support the leadership team	Allows ineffective or misaligned staff to serve on the leadership team; rarely provides support to the leadership team	

Strategic Planning & Systems

NewLeaders

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Identifies school-wide priorities, sets ambitious student learning goals and implements an aligned strategic plan					
Gathers and analyzes data from multiple sources to inform decisions	Builds the capacity of staff to collaboratively and continuously analyze summative and interim student learning outcomes, predictive indicators, and school practices to diagnose the current state of the school and to inform decision-making processes	Engages school leaders in a comprehensive diagnosis of the school's strengths and growth areas by analyzing student outcomes and school practices to diagnose the current state of the school and to inform decision-making processes	Confers with a subset of the leadership team to review summative student achievement results and selected school practices but omits key data that would support an accurate diagnosis of the school	Completes a cursory review of the school's weaknesses using annual student achievement results	• Protocols and processes to diagnose the current state of the school (including review of data, school practices, and instructional practices) are clear and transparent to all staff • Each grade and sub-group have specific student outcome targets, clear milestones, and benchmarks to track student outcomes and school practice implementation • Strategic plan priorities are public – stakeholders share a common understanding of short and long term milestones and goals • Teacher leaders and members of the leadership team focus weekly discussions on student learning outcomes • Leadership team creates short- and medium- term action plans to address on-going areas of concern and celebrates areas of success
Sets school-wide priorities and classroom-based student learning goals	Engages all staff in setting school priorities and goals based on student learning data and school vision; builds the capacity of staff to establish grade level targets using disaggregated data	Sets school priorities and goals based on student learning data and school vision; engages staff in developing grade level targets using disaggregated data	Sets school priorities and goals based on limited achievement data and informs teachers of the targets for their classrooms	Identifies school priorities and goals that are unrelated to student learning data and sets baseline student learning targets	
Develops and implements strategic plans	Engages all staff in developing and implementing a detailed strategic plan that describes weekly and monthly milestones and strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets	Develops and implements a strategic plan that identifies weekly and monthly milestones and describes strategies for implementing rigorous classroom content and effective instructional practices to support students in achieving the learning targets	Drafts a strategic plan that identifies monthly milestones and some strategies for effective instruction to support students in working toward learning targets	Rarely shares school priorities or baseline student learning goals with staff; rarely formalizes strategies or plans to reach school priorities or goals	
Monitors progress toward goals	Supports staff ownership of and accountability for monitoring progress toward student learning goals; builds the capacity of staff to use disaggregated formative and summative data and other leading indicators to monitor, track, and review progress, systematically adjusting strategies where needed	Develops and implements systems to track and analyze disaggregated formative and summative data and other leading indicators to monitor progress toward student learning goals; implements revised strategies as supported by the data	Periodically reviews data but shows limited ability to adjust strategies and practices in order to reach goals	Monitors annual student data but does not relate it to progress toward student learning or use it to inform adjustment to classroom strategies	
Organizes school time to support all student learning and staff development priorities					
Implements a year-long calendar	Institutionalizes a shared yearlong calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional learning sessions, and leadership team meetings; builds the capacity of staff to monitor the implementation of the school-year calendar	Creates a school calendar that is aligned to school goals and prioritizes data-driven instruction cycles, professional development, and leadership team meetings; builds the capacity of staff to implement the school-year calendar	Establishes a basic calendar of instructional time and some professional development activities with limited implementation	Drafts a school year calendar that changes frequently and without warning and that allots time for tasks that are not aligned with school goals	• Detailed daily/weekly schedule of classes, student interventions, teacher team meetings, and PD sessions are public and managed by leadership team members • Every moment of available time – in and out of the traditional school day – is focused on increasing student achievement (continued on next page)

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Organizes school time to support all student learning and staff development priorities					
Implements 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	Implements a daily schedule focused on student access to rigorous course content, teacher team meetings, and teacher-peer observations; includes time for interventions	Sets a daily schedule that allots time for student learning and periodic teacher team meetings	Drafts a daily schedule that changes frequently and minimizes opportunities for teacher team meetings	• School calendar of professional development, interim assessments and re-teaching is in place • Daily/weekly schedules create adequate time for all student interventions and adult development and are flexible enough to adjust to new priorities and needs
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 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					
Aligns and manages the school's resources	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

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Demonstrates self-awareness, reflection, ongoing learning, and resiliency in the service of school-wide continuous improvement					
Demonstrates self-awareness, reflection, and on-going learning	Models and builds the capacity of staff to constantly seek feedback on their own practice, self-reflect, and adapt their leadership practice; takes advantage of multiple learning opportunities aligned with student needs; accepts personal responsibility for mistakes and uses them as learning opportunities	Proactively seeks feedback, self-reflects, and adapts own leadership practice; engages in learning opportunities aligned with student needs; accepts personal responsibility for mistakes	Demonstrates a non-defensive attitude in receiving feedback from staff members and makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with student needs; accepts partial responsibility for mistakes	Unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities or accepting responsibility for mistakes	• Message about goals or possibility does not change in moments of challenge or adversity • Shares personal failures and the lessons learned from them • Continuously reflects on performance, seeks feedback, and actively pursues opportunities to improve personal leadership and the school • Takes initiative and remains solutions-oriented at all times to move the work of the school forward • Staff is aware of and can share missteps, mistakes, tactics that were unsuccessful, and how they were used as learning opportunities
Demonstrates resiliency in the face of challenge	Builds the capacity of staff to relentlessly maintain the focus of all conversations and initiatives on improving student achievement and finding solutions despite adversity; actively identifies solutions and remains focused on solutions when faced with set-backs; capitalizes on challenges as opportunities to grow and develop themselves and their staff	Persistently maintains staff focus on improving student achievement despite adversity; identifies solutions when faced with set-backs; supports staff growth and development in the face of challenges	Maintains personal belief in the potential for improving student achievement, but may struggle when faced with adversity; attempts to remain solutions oriented; partners with a limited number of staff to respond to challenges as they arise	Reacts with visible frustration to challenges and setbacks; easily loses focus on improving student achievement; rarely demonstrates a solutions orientation	
Constructively manages change with the ultimate goal of improving student achievement					
Manages and adapts to change	Facilitates opportunities for staff to raise questions, doubts, and feelings about change and to adapt to change; builds the capacity of staff to embrace and support changes that are in the best interest of the students; proactively manages reactions to change and capitalizes on forward moving momentum	Positively supports staff as they raise questions, doubts, and feelings about change and as they adapt to change; embraces changes that are in the best interest of the students; anticipates reactions to change and initiates forward moving momentum	Provides minimal time for staff to process or adapt to change; supports changes that may be in the best interest of the students; understands that change could raise emotions and attempts to support staff	Passively manages school change while ignoring the role change may have on the school community and rarely provides support to staff during times of change	• Staff are supported through change processes • School improvement outlines multiple tactics and strategies that can be adapted to reach identified goals • School improvement plan and long-term school wide goals are not lowered or adjusted based on negative feedback or because of current or past challenges in making progress
Communicates openly and clearly based on the situation, audience, and needs					
Implements a communication plan	Builds the capacity of staff to develop and implement a communication plan connected to the school goals that leverages diverse perspectives, identifies key messages for all audiences, uses multiple communication mediums and timelines, and effectively engages the support of all stakeholders	Develops and implements a communication plan connected to the school goals that incorporates diverse perspectives, identifies key messages for all audiences, uses multiple communication mediums, and shares the school vision with all stakeholders to engage their support	Develops an initial communication plan that describes the school vision to some key stakeholders; listens to the diverse perspectives of stakeholders but makes limited connection to school goals	Provides limited information about school progress to all stakeholders; does not have conversations about school goals with stakeholders	• All staff are treated with respect and various viewpoints are dealt with quickly and efficiently • School staff development plan addresses difficult conversations to improve and enhance student learning • Principal reacts to difficult moments or feedback in calm and positive ways (continued on next page)

	Exemplary	Proficient	Basic	Unsatisfactory	Examples of Evidence
Communicates with stakeholders	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	Conducts and supports effective two-way communication with all stakeholders; strategically engages stakeholders in conversations about school goals and values; works with the leadership team to lead conversations and tailor messages to the intended audience	Creates systems to share information with stakeholders; hosts conversations with stakeholders about school goals; supports staff in developing their communication skills	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	• Differentiates communication style and has demonstrated a positive and appropriate rapport with students, staff, families, and community members • Systems, processes, and structures are in place to share the current state of the school and solicit feedback • Leadership team participates in professional development to learn and practice active listening skills

Principal's and Assistant Principal's Self-Assessment

Short Form

Performance Rubric

- **Exceeds expected performance levels; Completes responsibilities at high levels of proficiency.**
- **Meets expected performance levels; Completes most responsibilities at a moderate level of proficiency.**
- **Does not meet expected performance levels; often fails to complete responsibilities at expected levels of proficiency**

The administrator should provide a self rating in each of the highlighted areas listed below:

I. INSTRUCTIONAL LEADERSHIP – Demonstrates the ability to influence the instructional program in positive ways.

A. Visionary Leadership – Demonstrates the ability to develop, articulate, and use a vision of excellence. For example:

Presents evidence that the vision is a shared vision [SBE I];

Uses the vision to guide and define decisions [SBE I];

Maintains a steady flow of two-way communications to keep the vision alive and important [SBE I, V].

B. Curriculum Design and Development – Demonstrates the ability to ensure that the curriculum of the school is designed to promote high student achievement and sound personal growth. For example:

Leads the faculty and community in a thorough understanding of the relationship between the learning needs of students and the NC Standard Course of Study [SBE II];

Ensures that there is an appropriate and logical alignment between the curriculum of the school and the state's accountability program [SBE II];

Ensures that appropriate differentiation in curriculum and instruction is available to those students with exceptional needs [SBE II].

C. **Instruction Effectiveness**– Demonstrates the ability to facilitate instructional practices that will lead to high student performance and to a safe, orderly, and caring environment. For example:

Manages time to be an instructional leader as a priority [SBE V];

Provides targeted and challenging professional development activities designed to improve teachers' strengths in reaching all students [SBE II, IV];

Arranges for teachers to teach in settings and circumstances that draw on their strengths and highest abilities [SBE III, IV].

D. **Assessment and Evaluation** – Demonstrates a commitment to using information to promote sound instructional practices. For example:

Uses data collected from state and local testing and assessment programs to develop formative instructional strategies to improve the effectiveness of daily classroom instruction [SBE II, IV, V];

Monitors student achievement throughout the year, using both classroom and testing data to assess progress [SBE II; V];

Monitors classroom performance on a regular basis, offering pathways to improved student performance through improved teaching [SBE II, IV].

E. **Results Oriented–** Demonstrates the ability to have students achieve at expected levels of performance or beyond. For example:

Implements a system of performance indicators that guide the school staff in benchmarking performance against similar institutions on a local, state, and national scale (SBE II, V);

Produces student achievement results that are commensurate with basic principles of the state's accountability system [SBE II];

Communicates the results of his/her leadership to appropriate audiences and constituencies [SBE I, V].

F. **Locally Identified Instructional Leadership Standards.**

II. ORGANIZATIONAL LEADERSHIP – Demonstrates the ability to create and sustain an organizational culture that promotes high standards and expectations.

A. Climate – Communicates a commitment to high expectations for student and teacher performance. For example:

Provides and promotes a climate for learning that is safe and orderly [SBE III];

Creates an organizational climate that provides rewards and incentives for accomplishment [SBE IV, V];

Monitors student performance on a continuous basis [SBE II, III];

Communicates a commitment to the dignity and a contribution of all cultures [SBE III];

Uses professional meeting times in the school to reinforce commitments to high performance standards [SBE II].

B. Empowerment – Finds pathways and opportunities for teachers and others to make the best contributions they are capable of making for themselves and to the school. For example:

Involves stakeholders in decisions affecting schools [SBE IV];

Shares responsibility to maximize ownership and accountability.

C. Communications – Ensures commitment through practice the maxim that knowledge is power, to be shared and distributed to others. For example:

Keeps appropriate audiences and constituencies informed about the school and its functions [SBE V];

Stays well informed about professional issues and shares this information with appropriate groups [SBE IV].

D. Continuous improvement – Creates an environment where students, teachers, and parents understand and accept the "doctrine" of continuous improvement. For example:

Uses TQM/TQE or other similar data driven theories of management to benchmark the school's performance indicators against exemplary practices outside the school [SBE V];

Acts in an entrepreneurial manner to support continuous improvement.

E. Other Locally Identified Organizational Leadership Standards.

III. MORAL/ETHICAL LEADERSHIP – Principals, as well as those they serve, constantly face situations and circumstances that might require them to make a difficult decision. Moral/ethical leadership is about making appropriate choices for the right reasons. For example:

A. Commitment to others – Ensures that the purposes of schooling and the people in the school are working in harmony. For example:

Creates and sustains a nurturing and caring environment [SBE III];

Maintains a learning environment designed to help others be as successful as they choose to be [SBE II, V];

B. Professional Ethics – Models the qualities of fairness, equity, integrity, and honesty in professional dealings with others. For example:

Demonstrates an adherence to a personal and professional code of ethics.

Accepts responsibility for school outcomes.

C. Respect for Diversity – Accepts as valued all of the people and cultures represented in the school and by the community at large. For example:

Uses a wide range of opportunities to celebrate the diverse cultures, both those that is included among the school community and those outside the school [SBE II, III];

Ensures that established policies and procedures are in place and enforced equitably for all participants in the school [SBE V].

D. Responsibility – Accepts responsibility for his/her actions and decisions. Does not seek to blame others for the consequences of his/her actions. For example:

Opens the school to public scrutiny [SBE IV];

Devotes time and energy to the position.

E. Other Locally Identified Moral/Ethical Leadership Standards.

IV. MANAGERIAL LEADERSHIP – Effective schools require good management as well as good leadership. Effective management ensures that the operational processes in the school are effective and efficient. For example:

A. Law and Policy – Understands and enforces both law and policy consistently. For example:

Develops and distributes student and faculty handbooks that are consistent with the school's vision and goals, local school board policy, and state law and policy [SBE III, V];

Applies laws and procedures fairly, wisely, and considerately.

A. **Resource Management** – Understands the resources available to the school and uses them wisely. For example:

Uses fiscal resources efficiently and effectively to provide the materials and people needed to help the school be effective [SBE V];

Uses space effectively to support both the instructional program and the ancillary functions of the school as well [SBE V];

Has an effective staffing plan, where people contribute their best efforts to the school's success [SBE V];

Provides for effective supervision of school support services and classified staff [SBE V];

Uses time resources well to facilitate high student and teacher performance [SBE V].

B. **Personnel Management** – Understands how to select, induct, develop, evaluate, and retain personnel who assist the school in accomplishing its purposes and mission. For example:

Uses sound and effective principles for selecting new staff, both professional and classified [SBE IV];

Spends time ensuring that new hires are properly brought into the school's culture successfully [SBE IV];

Provides specific guidance for teachers trying to solve instructional problems [SBE IV];

Helps new teachers gain expertise and confidence in their teaching [SBE IV];

Works with experienced teachers to help them continue to grow and develop as accomplished professionals [SBE IV];

Uses performance as a means to help others improve continuously [SBE II, IV];

Properly differentiates the standards of performance evaluation for different ranges of experience and expertise [SBE IV];

Actively creates or develops programs that enable the school to support and retain the teachers who should be retained [SBE IV, V].

D. Information Management – Ensures that another's need to have information is their personal assurance that others will receive the information they need. For example**:**

Provides appropriate and timely feedback to all affected constituencies and clients [SBE IV];

Ensures that people who require information to perform effectively receive it in a timely manner [SBE V];

Uses appropriate technological tools to manage and manipulate instructional information [SBE II, V];

Submits accurate records and reports on time [SBE V].

E. Student Behavior Management – Ensures that the school manages student conduct to facilitate maintaining a safe and orderly school climate conducive to high student performance. For example:

Develops procedures for dealing with student misconduct that are prompt, fair, and reasonable [SBE III];

Develops and enforces a code of student conduct in a firm, fair, and consistent manner [SBE II, III];

Handles student discipline problems with a level of responsiveness appropriate to the severity of the problem [SBE III];

Develops and monitors a safe school plan, anticipating potential trouble spots and dealing with them in advance [SBE III].

F. Other Locally Identified Instructional Leadership Standards.