

## Appendix E

### Rubric for the Individualized Induction Plan Descriptions of Practice (DOP) of the CPSELs

#### CPSEL 1: DEVELOPMENT AND IMPLEMENTATION OF A SHARED VISION

Education Leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

ELEMENTS-INDICATORS	DIRECTED TOWARD STANDARD 1	APPROACHES STANDARD 2	MEETS STANDARD 3	EXEMPLIFIES STANDARD 4
<b>Element 1A: Student-Centered Vision</b> Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and STANDARDS for all students.	Lacking advancement of support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner; lacks the cultivation of multiple learning opportunities and support systems that build on student assets and address student needs; addresses achievement and opportunity disparities between student groups, with attention to those with special needs, cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds; Does not emphasize the expectation that all students will meet content and performance standards.	Somewhat advances support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner; somewhat cultivates multiple learning opportunities and support systems that build on student assets and address student needs; somewhat addresses achievement and opportunity disparities between student groups, with attention to those with special needs, cultural, racial, and linguistic differences and disadvantaged socio-economic backgrounds; somewhat emphasizes the expectation that all students will meet content and performance standards.	Advances support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner; cultivates multiple learning opportunities and support systems that build on student assets and address student needs; addresses achievement and opportunity disparities between student groups, with attention to those with special needs, cultural, racial, and linguistic differences, and disadvantaged socio-economic backgrounds; emphasizes the expectation that all students will meet content and performance standards.	Exemplifies advancing support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner; exemplifies cultivating multiple learning opportunities and support systems that build on student assets and address student needs; addresses achievement and opportunity disparities between student groups, with attention to those with special needs, cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds; exemplifies that the expectation is that all students will meet content and performance standards.
<b>Element 1B: Developing Shared Vision</b> Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.	Lacks the embracing of diverse perspectives or, does not craft consensus about the vision and goals; lacks communicating the vision toward the staff and school community's understanding of it or its use for decision-making; lacks building shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community; lacks aligning the vision and goals with local, state, and federal education laws and regulations.	Somewhat approaches the embracing of diverse perspectives and/or crafting consensus about the vision and goals; Somewhat communicates the vision toward the staff and school community's understanding of it or its use for decision-making; somewhat builds shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community; Somewhat aligns the vision and goals with local, state, and federal education laws and regulations.	Embraces diverse perspectives while crafting consensus about the vision and goals; communicates the vision to the staff and school community while understanding it and uses it for decision-making; builds shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community aligns the vision and goals with local, state, and federal education laws and regulations.	Exemplifies the embracing of diverse perspectives while crafting consensus about the vision and goals; exemplifies communicating the vision so the staff and school community while understanding it and uses it for decision-making; exemplifies building shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community; exemplifies aligning the vision and goals with local, state, and federal education laws and regulations.
<b>Element 1C: Vision Planning and Implementation</b> Leaders guide and monitor decisions, actions, and STANDARDS using the shared vision and goals.	Lacks inclusion of all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress; Lacks the use of evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision; Lacks evidence to marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.	Somewhat includes all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress; somewhat uses evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision; somewhat marshals, equitably allocates, and efficiently uses human, fiscal, and technological resources aligned with the vision of learning for all students.	Includes all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress; Uses evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision; Marshals, equitably allocates, and efficiently uses human, fiscal, and technological resources aligned with the vision of learning for all students.	Exemplifies the inclusion of all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress; Exemplifies the use of evidence (including, but not limited to student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision; exemplifies the marshalling of resources, equitable allocation, and efficient use of human, fiscal, and technological resources aligned with the vision of learning for all students.

## CPSEL 2: INSTRUCTIONAL LEADERSHIP

Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

ELEMENTS-INDICATORS	DIRECTED TOWARD STANDARD 1	APPROACHES STANDARD 2	MEETS STANDARD 3	EXEMPLIFIES STANDARD 4
<b>Element 2A: Professional Learning Culture</b> Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.	Lacks establishing coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth; lacks the promotion of professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students; lacks capitalizing on the diverse experience and abilities of staff to plan, implement, and assess professional learning; lack evidence to strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.	Somewhat establishes coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth; somewhat promotes professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students; somewhat capitalizes on the diverse experience and abilities of staff to plan, implement, and assess professional learning; strengthens staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.	Establishes coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth; promotes professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students; capitalizes on the diverse experience and abilities of staff to plan, implement, and assess professional learning; strengthens staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.	Exemplifies establishing coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth; exemplifies the promotion of professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students; exemplifies capitalizing on the diverse experience and abilities of staff to plan, implement, and assess professional learning; exemplifies evidence to strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.
<b>Element 2B: Curriculum and Instruction</b> Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and STANDARDS.	Lacks the development of a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations; lacks the promotion and monitoring of the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs; lacks the provision of access to a variety of resources that are needed for the effective instruction and differentiated support of all students; lacks evidence to guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.	Somewhat develops a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations; somewhat promotes and monitors the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs; somewhat provides access to a variety of resources that are needed for the effective instruction and differentiated support of all students; somewhat guides and monitors the alignment of curriculum, instruction, assessment, and professional practice.	Develops a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations; promotes and monitors the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs; provides access to a variety of resources that are needed for the effective instruction and differentiated support of all students; guides and monitors the alignment of curriculum, instruction, assessment, and professional practice.	Exemplifies the development of a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations; exemplifies the promotion and monitoring of the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs; exemplifies the provision of access to a variety of resources that are needed for the effective instruction and differentiated support of all students; exemplifies evidence to guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.
<b>Element 2C: Assessment and Accountability</b> Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program STANDARDS and student learning.	Lacks defining clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student STANDARDS; lacks guiding staff and the community in regular disaggregation and analysis of local and state student assessment results and program data; lacks the use of information from a variety of sources to guide program and professional learning planning, implementation and revisions; lacks the use of professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning; lacks application of a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.	Somewhat defines clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student STANDARDS; somewhat guides staff and the community in regular disaggregation and analysis of local and state student assessment results and program data; somewhat uses information from a variety of sources to guide program and professional learning planning, implementation and revisions; somewhat uses professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning; somewhat applies a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.	Defines clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student STANDARDS; guides staff and the community in regular disaggregation and analysis of local and state student assessment results and program data; uses information from a variety of sources to guide program and professional learning planning, implementation and revisions; uses professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning; applies a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.	Exemplifies defining clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student STANDARDS; exemplifies guiding staff and the community in regular disaggregation and analysis of local and state student assessment results and program data; exemplifies the use of information from a variety of sources to guide program and professional learning planning, implementation and revisions; exemplifies the use of professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning; exemplifies application of a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

## CPSEL 3: MANAGEMENT AND LEARNING ENVIRONMENT

Education leaders manage the organization to cultivate a safe and productive learning and working environment.

ELEMENTS-INDICATORS	DIRECTED TOWARD STANDARD 1	APPROACHES STANDARD 2	MEETS STANDARD 3	EXEMPLIFIES STANDARD 4
<b>Element 3A: Operations and Facilities</b> Leaders provide and oversee a functional, safe, and clean learning environment.	Lacks systematic reviews of the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students; lacks evidence of collaboration with the district to monitor and maintain student services (e.g., food, transportation) that contributes to student learning, health and welfare; lacks evidence of managing the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students; lacks evidence working with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.	Somewhat systematically reviews the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students; somewhat collaborates with the district to monitor and maintain student services (e.g., food, transportation) that contributes to student learning, health and welfare; somewhat manages the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students; somewhat works with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.	Systematically reviews the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students; collaborates with the district to monitor and maintain student services (e.g., food, transportation) that contributes to student learning, health and welfare; manages the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students; works with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.	Exemplifies systematic reviews of the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students; exemplifies evidence of collaboration with the district to monitor and maintain student services (e.g., food, transportation) that contributes to student learning, health and welfare; exemplifies management of the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students; exemplifies working with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.
<b>Element 3B: Plans and Procedures</b> Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.	Lacks developing schedules and assigning placements that are student-centered and maximize instructional time and staff collaboration; lacks managing legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality; lacks setting clear working agreements that support sharing problems, practices and results within a safe and supportive environment; lacks engaging stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.	Somewhat develops schedules and assigns placements that are student-centered and maximize instructional time and staff collaboration; somewhat manages legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality; somewhat sets clear working agreements that support sharing problems, practices and results within a safe and supportive environment; somewhat engages stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.	Develops schedules and assign placements that are student-centered and maximize instructional time and staff collaboration; manages legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality; sets clear working agreements that support sharing problems, practices and results within a safe and supportive environment; engages stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.	Exemplifies developing schedules and assigning placements that are student-centered and maximize instructional time and staff collaboration; exemplifies managing legal and contractual agreements and storage of confidential records (both paper and electronic) to insure student security and confidentiality; exemplifies setting clear working agreements that support sharing problems, practices and results within a safe and supportive environment; exemplifies engaging stakeholders in using problem solving and decision-making processes and distributed leadership to develop, monitor, evaluate and revise plans and programs.
<b>Element 3C: Climate</b> Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.	Lacks strengthening school climate through participation, engagement, connection, and a sense of belonging among all students and staff; lacks implementing a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement; lacks consistently monitoring, reviewing and responding to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.	Somewhat strengthens school climate through participation, engagement, connection, and a sense of belonging among all students and staff; somewhat implements a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement; somewhat consistently monitors, reviews and responds to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.	Strengthens school climate through participation, engagement, connection, and a sense of belonging among all students and staff; implements a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement; consistently monitors, reviews and responds to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.	Exemplifies strengthening school climate through participation, engagement, connection, and a sense of belonging among all students and staff; exemplifies implementing a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement; exemplifies consistently monitoring, reviewing and responding to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

<p><b>Element 3D: Fiscal and Human Resources</b>  Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.</p>	<p>Lacks providing clear rationale for decisions and distribution of resources equitably to advance shared vision and goals focused on the needs of all students; lacks working with the district and school community to focus on both short and long-term fiscal management;  Lacks actively directing staff hiring and placement to match staff capacity with student academic and support goals; lacks engaging staff in professional learning and formative assessments with specific feedback for continuous growth; lacks conducting personnel evaluations to improve teaching and learning, in keeping with district and state policies; lacks establishing and monitoring expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.</p>	<p>Somewhat provides clear rationale for decisions and distributes resources equitably to advance shared vision and goals focused on the needs of all students; somewhat works with the district and school community to focus on both short and long-term fiscal management; somewhat actively directs staff hiring and placement to match staff capacity with student academic and support goals; somewhat engages staff in professional learning and formative assessments with specific feedback for continuous growth; somewhat conducts personnel evaluations to improve teaching and learning, in keeping with district and state policies; somewhat establishes and monitors expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.</p>	<p>Provides clear rationale for decisions and distributes resources equitably to advance shared vision and goals focused on the needs of all students; works with the district and school community to focus on both short and long-term fiscal management; actively directs staff hiring and placement to match staff capacity with student academic and support goals; engages staff in professional learning and formative assessments with specific feedback for continuous growth; conducts personnel evaluations to improve teaching and learning, in keeping with district and state policies; establishes and monitors expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.</p>	<p>Exemplifies providing clear rationale for decisions and distribution of resources equitably to advance shared vision and goals focused on the needs of all students; exemplifies working with the district and school community to focus on both short and long-term fiscal management; exemplifies actively directing staff hiring and placement to match staff capacity with student academic and support goals; exemplifies engaging staff in professional learning and formative assessments with specific feedback for continuous growth; exemplifies conducting personnel evaluations to improve teaching and learning, in keeping with district and state policies; exemplifies establishing and monitoring expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.</p>
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## CPSEL 4: FAMILY AND COMMUNITY ENGAGEMENT

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

ELEMENTS-INDICATORS	DIRECTED TOWARD STANDARD 1	APPROACHES STANDARD 2	MEETS STANDARD 3	EXEMPLIFIES STANDARD 4
<b>Element 4A: Parent and Family Engagement</b> Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.	Lacks establishing a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students; lacks following guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements; lacks input from and communicates regularly with all parents and families in ways that are accessible and understandable; lacks evidence engaging families with staff to establish academic programs and supports that address individual and collective student assets and needs; lacks facilitation of a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.	Somewhat establishes a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students; somewhat follows guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements; somewhat receives input from and communicates regularly with all parents and families in ways that are accessible and understandable; somewhat engages families with staff to establish academic programs and supports that address individual and collective student assets and needs; somewhat facilitates a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.	Establishes a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students; follows guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements; receives input from and communicates regularly with all parents and families in ways that are accessible and understandable; engages families with staff to establish academic programs and supports that address individual and collective student assets and needs; facilitates a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.	Exemplifies establishing a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students; exemplifies following guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements; exemplifies input from and communicates regularly with all parents and families in ways that are accessible and understandable; exemplifies engaging families with staff to establish academic programs and supports that address individual and collective student assets and needs; exemplifies facilitation of a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.
<b>Element 4B: Community Partnerships</b> Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.	Lacks incorporating information about family and community expectations and needs into decision-making and activities; lacks shared leadership responsibility of establishing community, business, institutional and civic partnerships that invest in and support the vision and goals; lacks treating all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being; lacks participation in local activities that engage community members and staff in communicating school successes to the broader community.	Somewhat incorporates information about family and community expectations and needs into decision-making and activities; somewhat shares leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals; somewhat treats all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being; somewhat participates in local activities that engage community members and staff in communicating school successes to the broader community.	Incorporates information about family and community expectations and needs into decision-making and activities; shares leadership responsibility by establishing community, business, institutional and civic partnerships that invest in and support the vision and goals; treats all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being; participates in local activities that engage community members and staff in communicating school successes to the broader community.	Exemplifies incorporating information about family and community expectations and needs into decision-making and activities; exemplifies shared leadership responsibility of establishing community, business, institutional and civic partnerships that invest in and support the vision and goals; exemplifies treating all stakeholder groups with fairness and respect and work to bring consensus on key issues that affect student learning and well-being; exemplifies participation in local activities that engage community members and staff in communicating school successes to the broader community.
<b>Element 4C: Community Resources and Services</b> Leaders leverage and integrate community resources and services to meet the varied needs of all students.	Lacks seeking out and collaborating with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school; lacks building mutually beneficial relationships with external organizations to coordinate the use of school and community facilities; lacks working with community emergency and welfare agencies to develop positive relationships; lacks the securing of community support to sustain existing resources and add new resources that address emerging student needs.	Somewhat seeks out and collaborates with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school; somewhat builds mutually beneficial relationships with external organizations to coordinate the use of school and community facilities; somewhat works with community emergency and welfare agencies to develop positive relationships; somewhat secures community support to sustain existing resources and add new resources that address emerging student needs.	Seeks out and collaborates with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school; builds mutually beneficial relationships with external organizations to coordinate the use of school and community facilities; works with community emergency and welfare agencies to develop positive relationships; secures community support to sustain existing resources and add new resources that address emerging student needs.	Exemplifies seeking out and collaborating with community programs and services that assist students who need academic, mental, linguistic, cultural, social-emotional, physical, or other support to succeed in school; exemplifies building mutually beneficial relationships with external organizations to coordinate the use of school and community facilities; exemplifies working with community emergency and welfare agencies to develop positive relationships; exemplifies the securing of community support to sustain existing resources and add new resources that address emerging student needs.

## CPSEL 5: ETHICS AND INTEGRITY

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

ELEMENTS-INDICATORS	DIRECTED TOWARD STANDARD 1	APPROACHES STANDARD 2	MEETS STANDARD 3	EXEMPLIFIES STANDARD 4
<b>Element 5A: Reflective Practice</b> Leaders act upon a personal code of ethics that requires continuous reflection and learning.	Lacks examining personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources; lacks reflection on areas for improvement and/or responsibility for change and growth; lacks engagement in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead; lacks continuous improvement in cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners; lacks evidence for sustaining personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.	Somewhat examines personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources; somewhat reflects on areas for improvement and takes responsibility for change and growth; somewhat engages in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead; somewhat continuously improves cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners; somewhat sustains personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.	Examines personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources; reflects on areas for improvement and takes responsibility for change and growth; engages in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead; continuously improves cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners; sustains personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.	Exemplifies examining personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources; exemplifies reflection on areas for improvement and/or responsibility for change and growth; exemplifies engagement in professional learning to be up-to-date with education research, literature, best practices and trends to strengthen their ability to lead; exemplifies continuous improvement in cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners; exemplifies evidence for sustaining personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.
<b>Element 5B: Ethical Decision-Making</b> Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.	Lacks considering and evaluating the potential moral and legal consequences of decisions; lacks the review of multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making; lacks identifying personal and institutional biases and removal of barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination; lacks a commitment to making difficult decisions in service of equitable STANDARDS for students, staff and the school community.	Somewhat considers and evaluates the potential moral and legal consequences of decisions; somewhat reviews multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making; somewhat identifies personal and institutional biases and removes barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination; somewhat commits to making difficult decisions in service of equitable STANDARDS for students, staff and the school community.	Considers and evaluates the potential moral and legal consequences of decisions; reviews multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making; identifies personal and institutional biases and removes barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination; commits to making difficult decisions in service of equitable STANDARDS for students, staff and the school community.	Exemplifies considering and evaluating the potential moral and legal consequences of decisions; exemplifies the review of multiple measures of data and research on effective teaching and learning, leadership, management practices, equity and other pertinent areas to inform decision-making; exemplifies identifying personal and institutional biases and removal of barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, or other sources of educational disadvantage or discrimination; exemplifies a commitment to making difficult decisions in service of equitable STANDARDS for students, staff and the school community.
<b>Element 5C: Ethical Action</b> Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.	Lacks communicating expectations and support for professional behavior that reflects ethics, integrity, justice, and equity; lacks the use of a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students; lacks encouragement and inspiration of others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior; lacks the protection of the rights and appropriate confidentiality of students, staff, and families; lacks promoting understanding and following the legal, social, and ethical use of technology among all members of the school community.	Somewhat communicates expectations and support for professional behavior that reflects ethics, integrity, justice, and equity; somewhat uses a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students; somewhat encourages and inspires others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior; somewhat protects the rights and appropriate confidentiality of students, staff, and families; somewhat promotes understanding and follow the legal, social, and ethical use of technology among all members of the school community.	Communicates expectations and support for professional behavior that reflects ethics, integrity, justice, and equity; uses a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students; encourages and inspires others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior; protects the rights and appropriate confidentiality of students, staff, and families; promotes understanding and follow the legal, social, and ethical use of technology among all members of the school community.	Exemplifies communicating expectations and support for professional behavior that reflects ethics, integrity, justice, and equity; exemplifies the use of a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students; exemplifies encouragement and inspiration of others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior; exemplifies the protection of the rights and appropriate confidentiality of students, staff, and families; exemplifies promoting understanding and following the legal, social, and ethical use of technology among all members of the school community.

## CPSEL 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

ELEMENTS-INDICATORS	DIRECTED TOWARD STANDARD 1	APPROACHES STANDARD 2	MEETS STANDARD 3	EXEMPLIFIES STANDARD 4
<b>Element 6A: Understanding and Communicating Policy</b> Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.	Lacks operating consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements; lacks understanding and explanation of the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy; lacks welcoming and facilitating conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support; lacks facilitation and discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and STANDARDS; lacks working with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.	Somewhat operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements; somewhat understands and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy; somewhat welcomes and facilitates conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support; somewhat facilitates discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and STANDARDS; somewhat works with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.	Operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements; understands and can explain the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy; welcomes and facilitates conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support; facilitates discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and STANDARDS; works with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.	Exemplifies operating consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements; exemplifies understanding and explanation of the roles of school leaders, boards of education, legislators and other key stakeholders in making education policy; exemplifies welcoming and facilitating conversations with the local community about how to improve learning and achievement for all students, including English Learners, and students needing additional support; exemplifies facilitation and discussions with the public about federal, state and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and STANDARDS; exemplifies working with local leaders to assess, analyze and anticipate emerging trends and initiatives and their impact on education.
<b>Element 6B: Professional Influence</b> Leaders use their understanding of social, cultural, economic, legal and political contexts to shape policies that lead to all students to graduate ready for college and career.	Lacks advocates for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals; lacks supporting public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education; lacks the promotion of public policies that ensure the equitable distribution of resources and support services for all students.	Somewhat advocates for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals; somewhat supports public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education; somewhat promotes public policies that ensure the equitable distribution of resources and support services for all students.	Advocates for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals; supports public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education; promotes public policies that ensure the equitable distribution of resources and support services for all students.	Exemplifies advocating for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so every student can meet education expectations and goals; exemplifies supporting public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education; exemplifies the promotion of public policies that ensure the equitable distribution of resources and support services for all students.
<b>Element 6C: Policy Engagement</b> Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.	Lacks working with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning; lacks actively developing relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education; lacks collaborating with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.	Somewhat works with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning; somewhat actively develops relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education; somewhat collaborates with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.	Works with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning; actively develops relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education; collaborates with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.	Exemplifies working with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning; exemplifies actively developing relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education; exemplifies collaborating with community leaders and stakeholders with specialized expertise to inform district and school planning, policies and programs that respond to cultural, economic, social and other emerging issues.