Tools & Resources

Leadership

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Strong Leaders, Strong Achievement
Model Policy for Producing the Leaders to Drive Student Success

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"*Leadership is the guidance and direction of instructional improvement.*" – Richard F. Elmore[1]

A good deal of research in the area of leadership has helped to generate broad agreement on what constitutes a comprehensive leadership program or policy. Positive measures such as the Educational Leadership Policy Standards (Interstate School Leaders Licensure Consortium, or ISLLC)[2] have helped inform the development and improvement of many leadership programs and policies. The risk, however, is that in implementing a "comprehensive" set of standards or requirements, those elements noted by research as most critical to improving achievement can simply become another box on a check-off list. The purpose of this brief is to help reduce that risk by focusing on those factors most closely linked to student success.

Two overarching principles
should drive any planning for improving educational leadership:

1. Don't separate leadership from teaching quality.
2. Ensure the primary role is instructional leadership.

Other important principles:

1. Preservice programs need to be dramatically changed (a universal issue) to attract greater numbers of potentially great people into the profession.
2. Professional development should focus on grooming principals to be instructional leaders.
3. Policies should ensure that mentoring and coaching happen on the job.
4. Continuous evaluation is key.

This brief will 1) present elements of research that support these principles, 2) provide supporting details for the elements most likely to drive gains in student achievement and 3) suggest how supporting policy might look. For each area (preparation, preservice and licensure; professional development; program and principal evaluation; and strengthening the role of school boards), we first list key recommendations from the research. Second, we provide specific recommendations for policy.

1. Preparation, preservice and licensure

"We *asked experts in school leadership to help us find exemplary programs in the United States that we might have overlooked. They were generous with their counsel, but their suggestions did not bear fruit*."

— Arthur Levine, Educating School Leaders

What the research says:

This includes research on effective preparation program design, multiple pathways, certification, policy reform and finances.

On Effective Program Design: Collectively, educational administration programs are the weakest of all the programs at the nation's education schools. This is distressing not only because of the magnitude of the jobs principals and superintendents must perform, but also because of the large number of school leaders who will need to be hired in the next decade.[3]

Research on principal preparation and professional development programs suggests that specific program elements are essential for success in the development of effective school leaders. Key features of effective programs can be categorized into three major components: content, methods and structure.[4]

Content
- Program content needs to reflect current research on school leadership, management and instructional leadership (research-based).
- The content should provide for logical and sequential coursework, along with other learning activities linking theory with practice, that adhere to the principles of adult learning theory (curricular coherence).

Methods
Program content should be delivered through:
- Field-based internships
- Problem-based learning activities and assessments
- Grouping administrative candidates along with experienced school leaders into cohort groups, whose members can share information and experiences and receive support over time
- Coaching delivered by mentors.

Structure
- Program collaboration between university programs and school districts is critical for meeting the current, real-life needs of districts and reflecting conditions in which principals will eventually be placed.

On Multiple Pathways to High Quality Leadership Development: As the focus on principal preparation and development has intensified, innovations in both leadership development programs and program structures have proliferated. Programmatic approaches to leadership development vary, with some reformers emphasizing leadership and management skills over academic proficiency and others supporting the cultivation of teachers who understand instruction deeply and demonstrate leadership potential.[5]

On Licensure and Certification: Today, more than 90% of all administrator credential programs require an internship experience of some kind. Ideally, strong internships provide candidates with an intense, extended opportunity to grapple with the day-to-day demands of school administrators under the watchful eye of an expert mentor.[6]

Principals must master 21 distinct leadership responsibilities and enact 66 associated practices to improve student achievement. These fall into four types of knowledge:
- Experiential knowledge, or knowing why something's important
- Declarative knowledge, or knowing what to do about it
- Procedural knowledge, or knowing how to do it
- Contextual knowledge, or knowing when to do it.[7]

On Policy Reform and Finances: Effective policy reform needs to be aligned with essential program components and the systems that ensure they are implemented and sustained. Policies need to align budget and state processes with priorities such as program improvements, developing a pool of potential leaders and promoting more rigorous licensing and credentialing.[8]

ECS Model Policy

No principal shall be licensed who has <u>not</u>:

1. Completed a preparation program that assesses competencies or otherwise demonstrated competency in four domains: 1) setting direction and sustaining the vision, 2) building relationships, 3) leading and managing instruction, and 4) further developing the organization. (Demonstrated competence includes the ability to recognize when supervision or communication is incomplete or off target and does not lead to strategies for teachers to improve student performance.)

2. Completed a preparation program that:

    a. Incorporates hands-on training in schools of less than 30% of program

    b. Delivers 75% of instruction by faculty who have served in the position of principal or a similar position and who maintain a level of ''recency" experiences such as annual on-site mentoring or evaluation of new principals.

    c. Provides training in adult supervision and continuous feedback — including knowing what to look for and what to do with the findings.

3. Demonstrated knowledge of significant school-level practices, including:

    a. Alignment and coherence of curriculum, instruction and assessment

    b. Monitoring progress and evaluating the effectiveness of school practices and their impact on student learning

    c. Optimizing schools by inspiring and leading new and challenging innovations.

    d. Instructional time.

4. Demonstrated mastery of the 21 distinct research-based leadership responsibilities and the 66 associated practices to improve student achievement (McREL's Balanced Leadership[TM]). Such mastery is demonstrated when a principal knows: Why it's important that he/she should take action, what action to take, how to take that action and when to do it.

Please see Appendix A for examples of related state policy.

2. Professional Development

"Learning for leaders should be about means of changing the culture of schools — day after day ... Learning is not workshops and courses and strategic retreats."

<div align="right">– — Michael Fullan, Education Week, April 9, 2008</div>

What the research says:

Regarding the methods: Professional learning is most effectively sustained when it is job embedded.[9]

Regarding the content: In recent years, consensus on the importance of three aspects of the principal's job have emerged:

1. Developing a deep understanding of how to support teachers

2. Managing the curriculum in ways that promote student learning

3. Developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students.[10]

Getting the right people to become school leaders is very important, but so is providing these people with the right set of skills to be effective leaders. Essentially, all successful school leaders "draw on the same repertoire of basic leadership practices." The best-performing school systems implement a coherent and aligned development model (frequently based on an apprenticeship model) which helps aspiring and existing school leaders to develop these practices.[11]

Regarding the structure: Once the school system has identified and developed the right people with the right skills, it needs to structure the roles, expectations and incentives to ensure its principals focus on instruction leadership, not on school administration.[12]

The systems that seek to use principals as drivers of reform expect them to be excellent instructors who spend most of their time coaching teachers. In the words of one highly successful principal, "Being a teacher is about helping children to learn. Being a principal is about helping adults to learn. That's why it's tough … I walk the halls, walk the halls and walk the halls … I only look at my inbox after everybody else leaves."[13]

ECS Model Policy

Professional development for active principals <u>shall not fail to</u>:

1. Focus on grooming principals to be instructional leaders

2. Validate and evaluate — through multiple means — the implementation of practices and strategies

3. Focus on results

4. Provide regular, non-evaluative, on-the-job coaching support to first-, second- and third-year principals

5. Focus on significant responsibilities of:

   a. Involvement in curriculum, instruction and assessment

   b. Knowledge of curriculum, instruction and assessment

   c. Monitoring and evaluating the effectiveness of school practices and their impact on student learning

   d. Optimizing schools by inspiring and leading new and challenging innovations.

6. Focus on significant school-level practices, including:

   a. Alignment and coherence of curriculum, instruction and assessment

  b. Monitoring progress

  c. Maximizing instructional time.

Please see Appendix B for examples of related state policy.

3. Program and principal evaluation

"*The problem for policymakers as they consider how to build a system that ensures high-quality leadership in every school is finding the policy and regulatory leverage points that states can use to drive leadership behavior more precisely.*"

Leveraging Leadership Development through Principal Evaluation
NASBE *Policy Update*, February 2008

What the research says:

There is growing consensus on the attributes of effective school principals. Successful school leaders influence student achievement through two important pathways: 1) the support and development of effective teachers and 2) the implementation of effective organizational processes.[14]

This consensus should drive not only improvements to processes by which principals are evaluated, but how preparation programs are evaluated.

ECS Model Policy

Evaluation of leadership programs <u>shall not fail to measure</u> whether:

1. Curriculum is aligned with identified competencies and graduates successfully demonstrate mastery of those competencies.

2. Field experiences are matched to competencies and coaches are evaluated.

3. Program completers and district employers are satisfied with completers' preparedness.

4. The program is being implemented as designed and the desired outcomes are being achieved.

Evaluation of principals <u>shall not fail to measure</u> whether:

1. Significant efforts and time are aligned to priorities.

2. Measurable goals are being met.

3. Significant responsibilities are acted upon, including:

  a. Involvement in curriculum, instruction and assessment

  b. Knowledge of curriculum, instruction and assessment

  c. Monitoring and evaluating the effectiveness of school practices and their impact on student learning

  d. Optimizing schools by inspiring and leading new and challenging innovations

4. Significant school-level practices are acted upon, including:

  a. Alignment and coherence of curriculum, instruction and assessment

  b. Monitoring progress

  c. Maximizing instructional time.

5. Strategic supports can be provided to reduce gaps in knowledge, skills and results.

Please see Appendices C and D for examples of related state policy.

4. Strengthening the role of school boards

"[F]ive principles lay the foundation for a model of distributed leadership focused on large-scale improvement:

1. *All leaders, regardless of role, should be working at the improvement of instructional practice and performance, rather than working to shield their institutions from outside interference.*
2. *All educators should take part in continuous learning, and be open to having their ideas and practices subjected to the scrutiny of their colleagues.*
3. *Leaders must be able to model the behaviors, the learning, and the instructional knowledge they seek from their teachers.*
4. *The roles and activities of leadership should flow from the differences in expertise among the individuals involved, not from the formal dictates of the institution.*
5. *Policymakers should discover and take into account the circumstances that make doing the work possible, and provide the resources necessary for improvement."*

— Richard F. Elmore, 2004

What the research says:

Many local boards of education need assistance in thoroughly understanding how their role can ensure these principles are reflected in locally established goals and policies.

Research on the effect of school boards on student achievement is sparse. However, the following bullets reflect pertinent summary points from one of the few existing studies, the Iowa Association of School Board's *Lighthouse Study*.

Boards in high-achieving districts are significantly different in their knowledge and beliefs than school boards in low-achieving districts.

In districts with high student achievement:

- School boards consistently expressed the belief that all students can learn and that the school could teach all students. This "no excuses" belief system resulted in high standards for students and an on-going dedication to improvement. In low-achieving districts, board members had limited expectations and often focused on factors they believed kept students from learning, such as poverty, lack of parental support or societal factors.

- Boards were far more knowledgeable about teaching and learning issues, including school improvement goals, curriculum, instruction, assessment and staff development. They were able to clearly describe the purposes and processes of school improvement efforts and identify the board's role in supporting those efforts. They could give specific examples of how district goals were being carried out by administrators and teachers.

- Boards used data and other information on student needs and results to make decisions. The high-achieving boards regularly monitored progress on improvement efforts and modified direction as a result.

- Boards created a supportive workplace for staff. Boards in high-achieving districts supported regular staff development to help teachers be more effective, supported shared leadership and decisionmaking among staff, and regularly expressed appreciation for staff members.[15]

ECS Model Policy

Support for school boards <u>shall not fail to include</u>:

1. Training on the significant responsibilities of school principals and district superintendents, including:

    a. Involvement in curriculum, instruction and assessment

    b. Knowledge of curriculum, instruction and assessment

    c. Monitoring and evaluating the effectiveness of school practices and their impact on student learning

    d. Optimizing schools by inspiring and leading new and challenging innovations.

2. Training on significant school-level practices, including:

    a. Alignment and coherence of curriculum, instruction and assessment

    b. Monitoring progress

    c. Instructional time.

3. Model policies to guide hiring practices that strengthen the selection of leaders who demonstrate the skill and knowledge in the responsibilities and practices listed here (guiding boards in their selection of the superintendent and guiding superintendents in their selection of principals)

4. Guidance on various means of freeing up leaders to concentrate more deeply on the responsibilities and practices listed here

5. Model approaches to defining consequences of not meeting performance standards

6. Model policies for ensuring that school leaders spend at least 35-40% of their time in classrooms.

Appendix A

Ohio policy provides that no new principal may advance to a professional principal license until he or she has demonstrated success in five areas. These five areas encompass the four competency domains proposed by ECS on page 3.
OHIO ADMIN. CODE § 3301-24-09 (2008).

3301-24-09 Performance-based licensure for administrators.
In order to complete the entry year program as described in rule 3301-24-04 of the Administrative Code, a beginning principal must be able to demonstrate success in each of the five areas described in this rule, as referenced in the Ohio standards for principals adopted by the state board of education (available on the educator standards board's website at http://esb.ode.state.oh.us). An entry year assessment (program information available at www.ode.state.oh.us) will determine the individuals who demonstrate these occupation-relevant knowledge and skills. Administrator preparation programs should be informed by business, education, and community.

(A) Continuous improvement

Principals help to **create a shared vision [domain 1]** and clear goals for their schools and ensure continuous progress toward achieving the goals.

(1) Principals facilitate the articulation and realization of a shared vision of continuous school improvement.

(2) Principals lead the process of setting, monitoring, and achieving specific and challenging goals that reflect high expectations for all students and staff.

(3) **Principals lead the change process for continuous improvement [domain 4].**

(4) Principals anticipate, monitor, and respond to educational developments that affect school issues and school environment.

(B**) Instruction [domain 3]**

Principals support the implementation of high-quality standards-based instruction that results in higher levels of achievement for all students

(1) Principals ensure that the instructional content that is taught is aligned with the Ohio academic content standards (available at www.ode.state.oh.us) and curriculum priorities of the school and district.

(2) Principals ensure that instructional practices are effective and meet the needs of all students.

(3) Principals advocate for high levels of learning for all students, including students identified as gifted, students with disabilities, and at-risk students.

(4) Principals know, understand, and share relevant research.

(5) Principals understand, encourage, and facilitate the effective use of data by staff.

(6) Principals support staff in planning and implementing research-based professional development.

(C) School operations, resources, and learning environment

Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

(1) Principals establish and maintain a safe school environment.

(2) Principals create a nurturing learning environment that addresses the physical and mental health needs of all.

(3) Principals allocate resources, including technology, to support student and staff learning.

(4) Principals institute procedures and practices to support staff and students and establish an environment that is conducive to learning.

(5) Principals understand, uphold and model professional ethics, policies, and legal codes of professional conduct.

(D) Collaboration

Principals **establish and sustain collaborative learning [domain 2]** and shared leadership to promote student learning and achievement of all students.

(1) Principals promote a collaborative learning culture.

(2) Principals share leadership with staff, students, parents, and community members.

(3) Principals develop and sustain leadership.

(E**) Parents and community engagement [domain 2]**

Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement, and well-being.

(1) Principals use community resources to improve student learning.

(2) Principals involve parents and community members in improving student learning.

(3) Principals connect the school with the community.

(4) Principals establish expectations for the use of culturally-responsive practices, which acknowledge and value diversity.

Replaces: 3301-24-09
Effective: 02/22/2008
R.C. 119.032 review dates: 02/22/2013
Promulgated Under: 119.03
Statutory Authority: 3301.07, 3319.22
Rule Amplifies: 3319.22
Prior Effective Dates: 1/1/00; 1/1/03

Appendix B

Illinois policy provides a professional development program for active principals that focuses on instructional leadership. ILL. ADMIN. CODE tit. 23, § 25.338(b). The policy also incorporates ECS professional development policy suggestions 2 and 3 by requiring the provider of the program to validate and evaluate the implementation of practices and strategies and focus on results. ILL. ADMIN. CODE tit. 23, § 25.338(c) (3),(4).

Section 25.338 Designation as Master Principal

An individual who has **served as a principal for at least three years** may participate in a program under this Section in order to qualify for a "master principal" designation, as provided in Section 21-7.10 of the School Code [105 ILCS 5/21-7.10]. The master principal designation shall be an optional, advanced credential and shall not be subject to the provisions of Section 25.100 of this Part, except that payment of the fee specified in Section 21-12 of the School Code [105 ILCS 5/21-12] shall be required. Each individual seeking the designation shall apply for admission to the program through a provider approved pursuant to this Section. An individual may transfer between programs approved under this Section.

a) *Statewide organizations representing principals, institutions of higher education, regional offices of education, and a school district or organization representing principals employed in a school district organized under Article 34 of the School Code* [105 ILCS 5/Art. 34] shall be eligible to apply for approval to offer the master principal program under this Section (see Section 21-7.10 of the School Code).

b) The approved program to be offered under this Section shall be **designed to help public school principals increase their knowledge and skills related to their role in school leadership [policy recommendation 1]**, including change management, teaching and learning, collaborative relationships, and accountability systems. The program will consist of a modular sequence of experiences lasting approximately two to three years for most participants and including a mixture of interactive, electronic professional development with structured face-to-face observations and working sessions. Participants will apply the approaches learned to specific, immediate and long-term issues within their schools.

c) Each entity that is approved as a provider under this Section shall have the following responsibilities:
   1) receiving applications for admission to the program, verifying applicants' eligibility to participate, and maintaining documentation of their eligibility;

   2) delivering the standardized training program furnished by the State Superintendent of Education and owned by the State Board of Education as described in subsection (b) of this Section and in conformance with the prescribed sequence and timetable;

   3) **ensuring that participants meet the performance benchmarks throughout the program before they are allowed to progress to subsequent modules [policy recommendation 2 and 3]**; and

   4) **verifying whether participants complete the entire program, recommending successful participants for the master principal designation, and maintaining records to substantiate these recommendations [policy recommendation 2 and 3]**.

d) Each entity seeking approval to offer the program for purposes of this Section shall submit an application to the State Superintendent of Education, in a format prescribed by the State Superintendent. Each application shall be required to address:
   1) the organization's qualification for and experience with the provision of professional development to educators;

2)   the organization's capacity and plans for delivering the standard program as
        specified by the State Superintendent, including a description of relevant
        personnel and their expertise, available physical facilities, and
        telecommunications capabilities; and

3)   the minimum number of principals the organization must enroll in order to offer
        the program cost-effectively, the maximum number the organization can serve,
        and any applicable geographic focus or limitations.

e)   Approval of an entity as a provider of the master principal program shall be contingent
        upon the level of need in various parts of the State and the provider's demonstration of:
        1)   on-going involvement with the work of public school principals;

        2)   the ability to deliver on-line instruction and interactive communication;

        3)   sufficient capacity for conducting the required face-to-face sessions, performing
                observations, and providing feedback to the principals served in one or more
                geographic areas of the State, in keeping with the requirements of the
                standardized program; and

        4)   access to trainers who hold administrative certification and have experience as
                public school principals within the previous five years.

f)   Each approved entity shall be required to enter into a contract with the State Board of
        Education to offer the standard program on behalf of ISBE and to perform the duties
        enumerated in subsection (b) of this Section. An entity approved pursuant to this Section
        shall be authorized to charge a fee not to exceed $3,500 of each eligible individual who is
        seeking the master principal designation. No other entity shall be authorized to charge
        any fee for offering the standard program discussed in this Section.

g)   The State Superintendent of Education may evaluate any approved provider at any time
        to ensure compliance with the requirements of this Section and Section 21-7.10 of the
        School Code. Each approved provider must permit ISBE staff to attend or observe any
        portion of the program at no charge to ISBE.

h)   The State Superintendent of Education shall maintain a current list of approved providers
        for the master principal program on the web site of the State Board of Education.
        Notwithstanding the fact that the standard program is in the public domain, the master
        principal designation shall be available only to candidates who complete the program
        under the supervision of a provider approved under this Section. No other entity shall
        advertise or claim that the master principal designation is available under its auspices,
        and no other entity shall charge a fee of any individual for completing the program.

(Source: Added at 32 Ill. Reg. 3413, effective February 22, 2008)

Appendix C

Florida policy encompasses ECS policy recommendations in providing that evaluation of principal leadership programs will measure the following three standards:

1.   Core Curriculum Content: The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements **[policy recommendation 1]**.

   1.2 The program includes field experiences designed to provide opportunities for candidates to apply program knowledge and demonstrate required leadership competencies in K-12 schools.

   1.2.1 Field experiences are integrated within the overall program courses or an internship is provided **[policy recommendation 2]**.

   1.2.2 Field experience activities are designed to provide application, practice, and reflection on required standards and competencies focusing on school improvement and improving student achievement **[policy recommendation 2]**.

   1.4.2(b) Field experiences are designed to be supervised by faculty/instructors who through their prior experiences have dealt successfully with the issues being addressed during the field experience **[policy recommendation 2]**.

2.   Candidate Performance: Each candidate in the approved program will demonstrate all competencies identified in the core curriculum.

   2.1 Methods and procedures have been established to assess candidates' progress in meeting outcomes of the program competencies aligned with the required curriculum as candidates' progress through the leadership preparation program.

   2.1.1 Assessments have been placed within the program design to collect data on candidates' progress in meeting outcomes of the required curriculum competencies **[policy recommendation 4]**.

   2.1.3 An assessment system is put in place by the University faculty and district staff to review the candidates' adequate progress in meeting the outcomes of the program competencies [**policy recommendation 1 and 4**].

   2.2 A process is in place to determine and record whether candidates have successfully demonstrated mastery at the initial certification level of the competencies required in the curriculum **[policy recommendation 1]**.

   2.3 Methods and procedures are in place to assess program completers' and district employers' satisfaction with the completers' preparedness for serving in a school-based leadership position in the first year of such employment after completing the program **[policy recommendation 3]**.

3.   Continuous Improvement: The approved program implements processes to ensure continuous program improvement **[evaluation of leadership program policy recommendations 1-4]**.

Source: Evaluation of Educational Leadership Preparation Programs - Based upon Approval Standards Adopted Pursuant to FLA. STAT. ch. 1012.986 and FLA. ADMIN. CODE r. 6A-5.081 (Florida Department of Education, Bureau of Educator Recruitment, Development and Retention, Educator Preparation Program Approval Section).

Appendix D

Texas policy recommends that school administrators are evaluated on their efforts to optimize schools and monitor school progress. 19 TEX. ADMIN. CODE §150.1021.

§150.1021. Commissioner-Recommended Administrator Appraisal Process: Performance Domains and Descriptors.

(a) The domains and descriptors used to evaluate each administrator in a school district may include the following.

(1) Instructional management. The administrator promotes improvement of instruction through activities such as the following: monitoring student achievement and attendance; diagnosing student needs; helping teachers design learning experiences for students; **encouraging the development and piloting of innovative instructional programs; and facilitating the planning and application of emerging technologies in the classroom [policy recommendation 3(d)].**

(2) School or organization morale. The administrator fosters a positive school or organization morale through activities such as the following: assessing and planning improvement of the school, school district, or community environment; reinforcing excellence; promoting a positive, caring climate of learning; and using effective communication skills.

(3) School or organization improvement. The administrator promotes leadership in efforts to improve the school or organization through activities such as the following: collaborating in the development and articulation of a common vision of improvement; **encouraging appropriate risk-taking; and ensuring continuous renewal of curriculum, policies, and methods [policy recommendation 3(d)].**

(4) Personnel management. The administrator manages personnel effectively through activities such as the following: delegating appropriately; recognizing exemplary performance of teachers and staff; encouraging personal and professional growth and leadership among the staff; complying with applicable personnel policies and rules; securing the necessary personnel resources to meet objectives; and evaluating the job performance of assigned personnel.

(5) Management of administrative, fiscal, and facilities functions. The administrator manages administrative, fiscal, and facilities functions responsibly through activities such as the following: obtaining broad-based input for fiscal or financial analysis; compiling reasonable budgets and cost estimates; ensuring that facilities are maintained and upgraded as necessary; and managing a broad range of school operations (for example, attendance, accounting, payroll, transportation).

(6) Student management. The administrator promotes positive student conduct through activities such as the following: helping students develop a sense of self-worth; developing and communicating guidelines for student conduct; ensuring rules are observed uniformly; disciplining students for misconduct in an effective and fair manner; supporting collaboration by working with faculty; and encouraging the participation of students and parents.

(7) School or community relations. The administrator promotes a positive tone for school or community relations through activities such as the following: fostering collaborative educational efforts among members of the total school community; articulating the school mission and needs to the community; seeking support for school programs; and involving himself or herself in community activities that foster rapport between the school district and the larger community.

(8) Professional growth and development. The administrator provides leadership in professional growth and development through activities such as the following: participating actively in professional associations; conducting himself or herself in an ethical and professional manner; disseminating ideas and information to other professionals; and seeking and using evaluative information for improvement of performance.

(9) Academic excellence indicators and campus performance objectives.

(10) School board relations (for superintendents only). The superintendent promotes and supports a positive relationship with the school district board of trustees through activities such as the following: meeting the board's needs for information; interacting with board members in an ethical, sensitive, and

professional manner; demonstrating competence in written and verbal communications to the board; and recommending policies to the board to enhance teaching and learning.

(b) In developing appraisal instruments, the school district shall use the local job description as applicable.

(c) **A student performance domain shall be included in the appraisal of principals** and superintendents as follows.

(1) The **principal promotes improvement of the performance of students on the campus through activities such as comparing campus disaggregated student performance results to state accountability standards and to prior year performance [policy recommendation 4(b)]**.

(2) The superintendent promotes improvement of the performance of students in the district through activities such as comparing district disaggregated student performance results to state accountability standards and to prior year performance.

Source: The provisions of this §150.1021 adopted to be effective August 1, 1997, 22 TexReg 4200; amended to be effective June 11, 1998, 23 TexReg 5966.