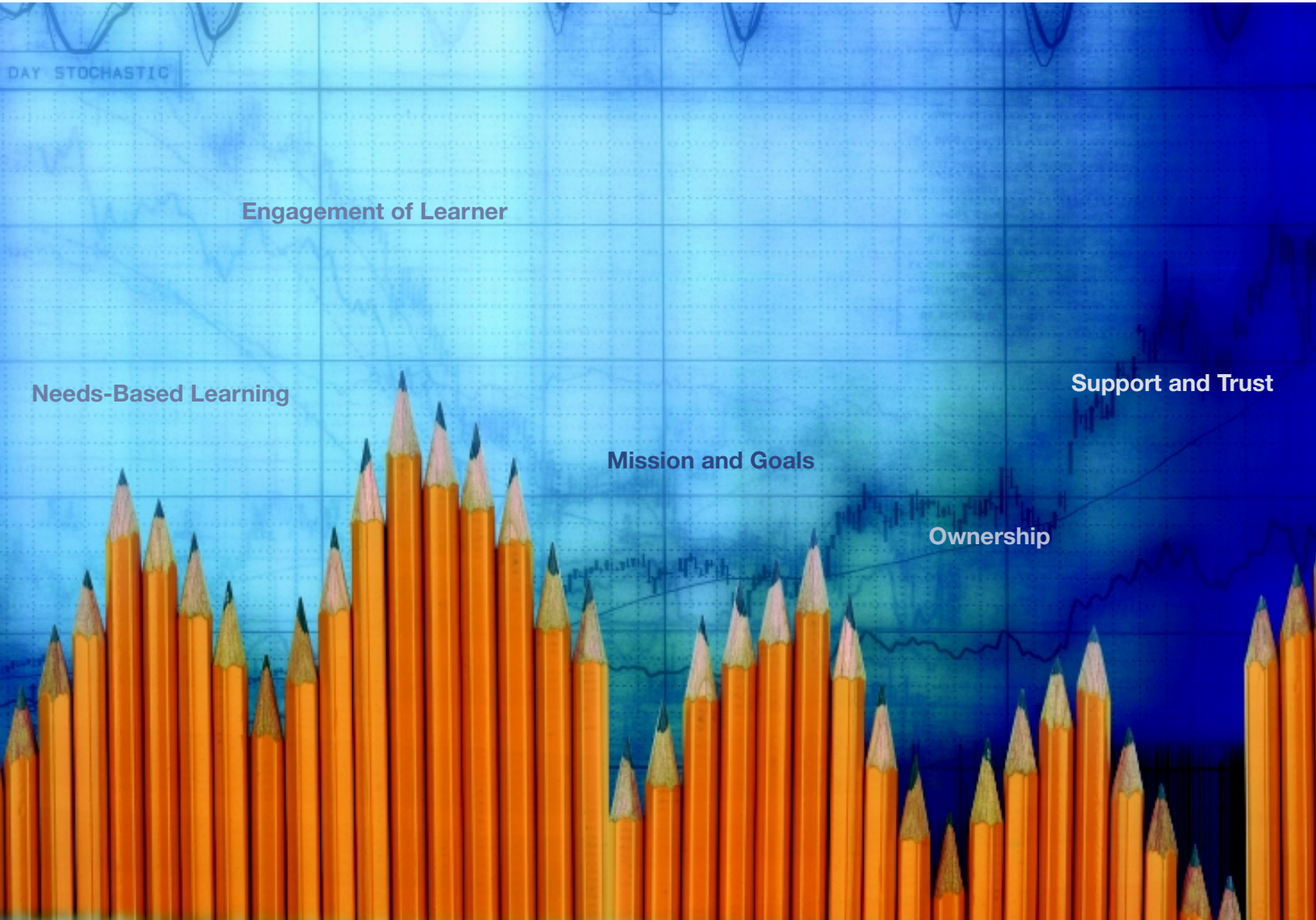


# Building Level Indicators of Effective Practices



PRINCIPAL'S  
PROJECT

**Written and Developed By**

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# Introduction

The purpose of *Building Level Indicators of Effective Practices* is to provide school leaders with a tool to complete a simple, yet comprehensive, self-assessment of their schools. The assessment is a product of “The Principal’s Project.” This project supported principals from Maine, Pennsylvania, Missouri, and Colorado to engage in reflective practice and action research to inform their building level school activities. These schools and principals were selected for this project because they were actively engaged in school-wide reform and their classrooms included students with a range of abilities, including those with significant needs. The assessment is based on an extensive review of literature and the common experience of highly effective school leaders.

Your assessment results can be used as a foundation for school-wide change. It can create a tangible link to your school improvement plan and serve as a launch point for reflection and inquiry into school improvement. We are pleased to share our work with you, our colleagues, and hope it is helpful in your efforts to engage in school improvement for the communities you serve.

## Using This Tool

Please consider the following in using *Building Level Indicators of Effective Practices*:

- It is organized into five key areas,
- Within each of these areas there are several more specific areas to assess.
- The list of “evidence” provided is meant to be a reference. You should feel free to add to this list and to ignore those items that don’t apply in your setting.
- After assessing each specific area and the evidence you have regarding the performance of your school in that area, you need to rate the indicators.
- Who you involve in this assessment depends upon your school. Grade level teams, site based management teams, or other school governance groups can all be valuable participants in the assessment process.
- Note that the final section on leadership is designed to be a self-assessment completed by the building principal.
- Finally, the scoring sheet is intended to provide a gauge by which you can determine where to focus the energies of your school in the improvement process once the assessment is complete.

# Instructional Program

## A. Clearly Defined Curricular Standards/Objectives

**Rate Each Indicator:**

**5** always evident   **4** usually evident   **3** somewhat evident   **2** rarely evident   **1** not evident at all

- 1) \_\_\_\_ Teacher plans reflect standards/objectives
- 2) \_\_\_\_ Curriculum documents reflect standards/objectives
- 3) \_\_\_\_ All children understand standards/objectives
- 4) \_\_\_\_ All children achieve objectives and reach standards that have been established for them

**Evidence for Clearly Defined Curricular Standards/Objectives May Include:**

- Individualized education plans
- Report cards
- Standardized tests
- Student work (audio recordings, class projects, displays)
- Student/teacher/building portfolios
- Curriculum documents
- Performance assessments
- Lesson plans
- Administrative observation
- Other:

**Comments:**

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**Areas for Improvement:**

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# Instructional Program

## B. Needs Based Learning

### Rate Each Indicator:

5 always evident   4 usually evident   3 somewhat evident   2 rarely evident   1 not evident at all

- 1) \_\_\_\_ Assessment is individualized
- 2) \_\_\_\_ Instruction is individualized
- 3) \_\_\_\_ Instructional planning is informed by and reflects assessment data

### Evidence for need-based learning may include:    Comments:

- Student portfolios
  - demonstrations of mastery levels
  - comparison of work over time
- Type and variety of assessment used
- Lesson plans
- Accommodations/ adaptations/ enrichment
- Administrative observations
- Variety of opportunities and choices
- Variety of instructional approaches
- Variety of ways to demonstrate learning
- Flexible grouping
- Individualized plans for each child
- Other:

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### Areas for Improvement:

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# Instructional Program

## C. Engagement of the Learner

**Rate Each Indicator:**

5 always evident    4 usually evident    3 somewhat evident    2 rarely evident    1 not evident at all

- 1) \_\_\_\_ Engagement is high for all learners
- 2) \_\_\_\_ Engagement is productive and results in learning

**Evidence for engagement of learner may include:****Comments:**

- Level of student involvement
  - self directed
  - teacher directed
- Teacher encouragement
- Student responses to questions
- Level of teacher questions
- Student products
- Creative problem solving
- Shared decision-making among students and staff
- Administrative observations
- Positive interactions among all students
- Active engagement in learning activities
- Other:

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**Areas for Improvement:**

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# Instructional Program

## D. Professional Staff has Knowledge of Curriculum Development, Content, and Delivery

**Rate Each Indicator:**

5 always evident    4 usually evident    3 somewhat evident    2 rarely evident    1 not evident at all

1) \_\_\_\_\_ Professional staff has knowledge of curriculum development, content, and delivery

**Evidence that professional staff has knowledge of curriculum development, content, and delivery may include:**

- Teacher plans
- Staff survey
- Professional development opportunities: type and frequency of information provided for staff
- Professional development plans reflect building/district priorities for inclusion
- Curriculum development plans
- Attendance/ presentation by staff at conferences and workshops
- Access to professional literature
- Membership in professional organizations
- Professional authorship
- Minutes of meetings
- Other:

**Comments:**

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**Areas for Improvement:**

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# Learning Community

## A. Mission And Goals of The Strategic Plan Are Understood and Practiced

**Rate Each Indicator:**

5 always evident    4 usually evident    3 somewhat evident    2 rarely evident    1 not evident at all

1) \_\_\_\_ Mission and goals of the strategic plan are understood and practiced

**Evidence that mission and goals of the strategic plan are understood and practiced may include:**

- Stakeholders demonstrate an ability to state and explain mission/goals
- Statement exhibited/ presented in parent information, staff packets, newsletters, schools
- Goals of teachers and administrators
- Annual reports
- Annual building and district evaluations
- Observation
- Other:

**Comments:**

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**Areas for Improvement:**

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# Learning Community

## B. Ownership

**Rate Each Indicator:**

5 always evident    4 usually evident    3 somewhat evident    2 rarely evident    1 not evident at all

- 1) \_\_\_\_ Shared decision-making is practiced among students, staff, and community
- 2) \_\_\_\_ There is a commitment to decisions that are made
- 3) \_\_\_\_ There is an acceptance of shared responsibility for implementing decisions
- 4) \_\_\_\_ Problem solving processes exist for students, staff, and community

**Evidence of ownership may include:**

- Site-based management teams represent a cross section of stakeholders
- Attendance at meetings is high
- Active curriculum development committees
- Staff uses the responsibility training model
- Effective teaming is demonstrated
- Teachers take leadership role in professional development
- Meeting minutes reflect shared decision making
- There is a formal structure for conflict resolution
- There are documented discipline procedures
- Peer mediation practiced among staff
- There is a method for stakeholder input and responsive feedback
- Other:

**Comments:**

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**Areas for Improvement:**

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# Learning Community

## C. Active Systems of Communication Among Staff, Students, Parents, and Community

**Rate Each Indicator:**

**5** always evident    **4** usually evident    **3** somewhat evident    **2** rarely evident    **1** not evident at all

- 1) \_\_\_\_ Formal systems are used
- 2) \_\_\_\_ Informal systems are used

**Evidence of active systems of communication may include:**

- IST/IEP process
- Formal and informal parent/ teacher conferences
- New student orientation
- Administration-faculty communication
- School-community communication
- Clearly described processes and procedures
- Tangible evidence of results
- Student government
- Standing committees
- Technology used
- Other:

**Comments:**

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**Areas for Improvement:**

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# Learning Community

## D. Ongoing Professional Development to Strengthen Practice

**Rate Each Indicator:**

**5** always evident    **4** usually evident    **3** somewhat evident    **2** rarely evident    **1** not evident at all

- 1) \_\_\_\_\_ Formal systems are used
- 2) \_\_\_\_\_ Informal systems are used

**Evidence of ongoing professional development may include:**

- Inservice held and attended
- Professional development committees
- Faculty meetings
- Teaming structures
- Professional library
- Staff development budget
- Mentoring for new teachers
- Peer observation
- Membership in professional organizations
- Professionals set and achieve goals
- Administrative observation
- Dissemination of professional development opportunities
- Teachers are in leadership roles
- Teachers conduct professional presentations
- Professional development includes all staff
- Other:

**Comments:**

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**Areas for Improvement:**

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# Learning Climate

## A. Existence and Use of Programs/Structures to Meet Basic Needs

### Rate Each Indicator:

5 always evident    4 usually evident    3 somewhat evident    2 rarely evident    1 not evident at all

- 1) \_\_\_\_ Students
  - a. \_\_\_\_ there are processes to identify and address needs
  - b. \_\_\_\_ the learning environment is safe
  - c. \_\_\_\_ diversity is respected and valued
- 2) \_\_\_\_ Staff
  - a. \_\_\_\_ there are processes for staff to access support
  - b. \_\_\_\_ the work environment is safe
  - c. \_\_\_\_ diversity is respected and valued
- 3) \_\_\_\_ Community outreach programs exist

### Evidence of the existence and use of programs/ structures may include:

- School programs/ policies include all students and address:
  - instruction
  - health
  - safety
  - concern for others
- Employee assistance
- Family support
  - resource/ referral
- Activities for community patrons
- Other:

### Comments:

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### Areas for Improvement:

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# Learning Climate

## B. Support and Trust Among Members of The School Community

### Rate Each Indicator:

5 always evident    4 usually evident    3 somewhat evident    2 rarely evident    1 not evident at all

- 1) \_\_\_\_ Open discussion occurs
  - a. \_\_\_\_ discussions are focused on issues
  - b. \_\_\_\_ trust, respect, empowerment, and role blending are evident
- 2) \_\_\_\_ Responsibilities are shared among all members of the school community
- 3) \_\_\_\_ Instructional risk taking is practiced and encouraged
- 4) \_\_\_\_ Teaming and collaboration are present at a variety of levels and for a variety of purposes
- 5) \_\_\_\_ A self-renewal process exists and is used

### Evidence of support and trust among members of the school community may include:

- Consensus decision making
- Meeting minutes/ evaluations
- Strategic plans
- Professional growth plans
- Formal measures: school climate, parent surveys, questionnaires
- Spontaneous socializing among staff
- Open, risk-free communication
- Language that reflects support and trust
- Volunteer involvement in the school and community
- Existence of creative/ innovative projects
- Creative opportunities for children individually and in groups
- Integrated instructional activities
- Other:

### Comments:

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### Areas for Improvement:

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# Organizational Structure

## A. Clearly Defined Systems and Structures Are Operating for Administration of the School

**Rate Each Indicator:**

5 always evident   4 usually evident   3 somewhat evident   2 rarely evident   1 not evident at all

1) \_\_\_\_ Clearly defined systems and structures are operating for administration of the school

**Evidence that clearly defined systems/ structures are operating may include:**

- Effective management of:
  - budget process
  - maintenance of building
  - record keeping
- Ensuring methods in place for addressing programmatic concerns systematically
  - staff supervision
  - curriculum implementation
  - scheduling
  - professional development
- Use of effective methods to obtain stakeholder input and responsive feedback
- Support of site-based management teams
- Facilitation of strategic planning
- Assistance with curriculum development process
- Promoting internal communication systems
- Ability to build capacity for change, coordinate efforts, problem solve
- Other:

**Comments:**

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**Areas for Improvement:**

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# Leadership

## A. Principal Establishes Positive Climate/Atmosphere

**Rate Each Indicator:**

5 always evident    4 usually evident    3 somewhat evident    2 rarely evident    1 not evident at all

- 1) \_\_\_\_ Maintains equity
- 2) \_\_\_\_ Manages moral/ethical dilemmas (makes tough decisions)
- 3) \_\_\_\_ Coordinates school efforts
- 4) \_\_\_\_ Works with outside groups
- 5) \_\_\_\_ Serves as catalyst for change

**Evidence that principal establishes positive climate/ atmosphere may include:**

- A variety of methods of communication
- Utilization of time/ scheduling to address immediate, short and long term needs of students, staff and community
- Accessibility to staff, students and community members
- Modeling of positive relationship with members of school community
- Ensuring a positive atmosphere in the school
- Promoting a creative, flexible atmosphere for teaching and learning
- Promoting collaborative problem solving among school community members
- Ensuring meaningful inclusion of all students in school activities
- Ensuring meaningful inclusion of all staff in school activities
- Other:

**Comments:**

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**Areas for Improvement:**

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# Leadership

## B. Principal Maintains Focus on Quality of Educational Program

**Rate Each Indicator:**

**5** always evident   **4** usually evident   **3** somewhat evident   **2** rarely evident   **1** not evident at all

- 1) \_\_\_\_ Coordinates school efforts
- 2) \_\_\_\_ Serves as catalyst for change

**Evidence of leadership may include:**

- Participation in program development, monitoring, and improvement
- Supporting and providing ongoing effective professional development
  - planning, implementing, focusing on need
- Effectively balancing time between administrative tasks and instructional matters
- Having knowledge of educational program
- Managing and using resources to maintain and improve the educational program
  - human, fiscal, material
- Ensuring all students are meaningfully included in school activities
- Ensuring all staff are meaningfully included in school activities
- Other:

**Comments:**

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**Areas for Improvement:**

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# Score Sheet

**Leadership**

**A.**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

**B.**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**Raw Score Total:** \_\_\_\_\_

**Organizational Structure**

**A.**  
 1. \_\_\_\_\_

**Raw Score Total:** \_\_\_\_\_

**Learning Climate**

**A.**  
 1. \_\_\_\_\_  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 2. \_\_\_\_\_  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 c. \_\_\_\_\_  
 3. \_\_\_\_\_

**B.**  
 1. \_\_\_\_\_  
 a. \_\_\_\_\_  
 b. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

**Raw Score Total:** \_\_\_\_\_

**Learning Community**

**A.**  
 1. \_\_\_\_\_  
**B.**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

**C.**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**D.**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

**Raw Score Total:** \_\_\_\_\_

**Instructional Program**

**A.**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_

**B.**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_

**C.**  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
**D.**  
 1. \_\_\_\_\_

**Raw Score Total:** \_\_\_\_\_

## Effectiveness Based on Raw Score Totals

	<b>Highly Effective</b> There is <i>pervasive</i> evidence of the indicators in the school	<b>Effective</b> There is evidence of the indicators in the school	<b>Somewhat Effective</b> There is <i>inconsistent</i> evidence of the indicators in the school	<b>Not Effective</b> There is <i>little or no</i> evidence of indicators in the school
Instructional Program	_____ 45 – 50 points	_____ 40 – 44 points	_____ 30 – 39 points	_____ 10 – 29 points
Learning Community	_____ 40 – 45 points	_____ 35 – 39 points	_____ 24 – 34 points	_____ 9 – 23 points
Learning Climate	_____ 59 – 65 points	_____ 50 – 58 points	_____ 39 – 49 points	_____ 13 – 38 points
Organizational Structure	_____ 5 points	_____ 4 points	_____ 3 points	_____ 1 – 2 points
Leadership	_____ 30 – 35 points	_____ 25 – 29 points	_____ 20 – 24 points	_____ 7 – 19 points

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