

Teaching Conditions Standard 6: School Leadership

School leaders maintain trusting, supportive environments that advance teaching and learning.

- 6a. An atmosphere of trust and mutual respect is pervasive in the school.**
- ✓ Transparent and effective two-way communication systems exist between school leadership and teachers.
 - ✓ There is consistent support of teachers by school leadership.
- 6b. Teachers' performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning.**
- ✓ Teachers' performance is assessed consistently.
 - ✓ Teachers' performance is assessed objectively.
 - ✓ Performance assessment processes are trusted by teachers.
 - ✓ Teachers receive feedback that is timely and helps improve teaching.
- 6c. The SBDM Council articulates a vision and develops effective strategies for school improvement to be implemented by school leadership.**
- ✓ The faculty and leadership have a shared vision.
 - ✓ The school improvement plan is well designed and fully utilized.
 - ✓ School leadership ensures implementation of the strategies for school improvement.
 - ✓ The SBDM Council monitors the implementation of the strategies for school improvement.
- 6d. School leadership makes sustained efforts to improve teaching and learning conditions.**
- ✓ Leadership proactively and equitably identifies and improves conditions for teaching and learning.
 - ✓ Efforts to improve conditions for teaching and learning are systematic, formalized and well communicated.

SCHOOL LEADERSHIP

Systems are in place for teachers and school leadership to provide opportunities for transparent two-way communication.

School leadership is consistent in some types of support provided for teachers.

Teacher performance is assessed consistently and with objectivity. Teachers trust the performance assessment process. Teachers receive timely feedback on their performance.

Collaboration occurs between school leadership and teachers in an effort to create a shared vision for school improvement.

The school improvement plan is well-designed and utilized.

School leadership implements strategies for school improvement. The SBDM Council monitors the implementation of the strategies for school improvement.

School leadership engages in some communication with teachers in an effort to improve conditions for teaching and learning.

There are efforts to improve conditions for teaching and learning and engaging teachers in the process.

SBDM Councils are School-based Decision Making Councils.

TEACHING CONDITIONS STANDARD 6—SCHOOL LEADERSHIP

School leadership maintains trusting supportive environments that advance teaching and learning.

6a. An atmosphere of trust and mutual respect is pervasive in the school. <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 7.1.B, 7.1.C, 7.1.D</i>			
Exemplary	Accomplished	Developing	Insufficient
Transparent and effective two-way communication between school leadership and teachers is, efficient, reliable, inclusive, and easily utilized.	Transparent and effective two-way communication systems exist between school leadership and teachers.	Systems are in place for teachers and school leadership to provide opportunities for transparent two-way communication. Most teachers are aware of them, but not all teachers utilize them in the same ways.	Two-way communication between teachers and school leadership is often sporadic and based on immediate needs. Some teachers are aware of procedures for communicating with administration.
School leadership maintains a proactive approach to supporting all teachers consistently across a wide range of needs and interests.	School leadership consistently supports teachers in multiple areas.	School leadership is consistent in some types of support provided for teachers. Inconsistency may occur across different leaders or in support of different teachers.	School leadership inconsistently supports teachers.
6b. Teachers’ performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning. <i>Kentucky Teaching Conditions Survey Questions to Inform Reflection: 7.1.E, 7.1.F, 7.1.G, 7.1.H, 7.1.I</i>			
Teachers and school leadership engage in targeted professional learning, regular follow up, and goal setting using the teacher evaluation process.	Teacher performance is assessed consistently. Teachers trust that the process is implemented with fidelity.	Teacher performance is assessed consistently.	There is inconsistency in assessing teacher performance.
Teachers and school leadership engage in targeted professional learning, regular follow up, and goal setting based on an evaluation process that is objective.	Teacher performance is assessed objectively and regular follow up provided to enhance student learning.	Teacher performance is assessed with objectivity.	Teacher performance is not assessed objectively.
Teachers both trust the performance assessment processes and use the results to enhance instructional practices and support teacher growth. Teachers are encouraged to share best-practices.	Performance assessment processes are trusted by teachers and the results influence instructional practices.	Teachers trust the performance assessment process.	Not all teachers trust the performance assessment process.
Meaningful feedback and consistent follow up enhances teacher effectiveness.	Teachers receive feedback that can help them improve teaching in a meaningful way.	Teachers receive timely feedback on their performance.	Little feedback or follow-up is offered to teachers to help improve performance.

TEACHING CONDITIONS STANDARD 6—SCHOOL LEADERSHIP (CONTINUED)

School leadership maintains trusting supportive environments that advance teaching and learning.

6c. The SBDM Council articulates a vision and develops effective strategies for school improvement to be implemented by school leadership.
Kentucky Teaching Conditions Survey Questions to Inform Reflection: 7.1.A, 7.1.J, 6.6

Exemplary	Accomplished	Developing	Insufficient
The vision for school improvement is clear, well-articulated, broadly distributed and integral in decision-making by all stakeholders.	School leadership and teachers use a shared vision to design and implement the school improvement plan.	Collaboration occurs between school leadership and teachers in an effort to create a shared vision for school improvement.	There is little or no shared vision between school leadership and teachers in an effort to implement the school improvement plan.
The school improvement plan is well designed, proactive, and effectively engages all stakeholders.	School leadership and teachers collaborate to design and implement the school improvement plan.	The school improvement plan is well designed and utilized.	The school improvement plan is unclear and not fully utilized.
School leadership fully implements effective strategies for continuous school improvement.	School leadership ensures the implementation of strategies for school improvement.	School leadership implements strategies for school improvement.	School leadership does not ensure the strategies for school improvement will be implemented.
The SBDM Council works with school leadership to ensure the implementation of strategies which result in measurable school improvement.	The SBDM Council monitors and provides feedback on the implementation of the strategies for school improvement.	The SBDM Council monitors the implementation of the strategies for school improvement.	The SBDM Council does not monitor implementation of the school improvement plan.

6d. School leadership makes sustained efforts to improve teaching and learning conditions.
Kentucky Teaching Conditions Survey Questions to Inform Reflection: 7.3 A-I, 7.1.D

School leadership maintains a proactive, consistent, transparent, and collaborative approach to improving conditions for teaching and learning.	School leadership proactively and equitably identifies and improves conditions for teaching and learning.	School leadership engages in some communication with teachers in an effort to improve conditions for teaching and learning.	Little communication occurs between teachers and school leadership to identify and address needs to improve conditions for teaching and learning.
Efforts to improve conditions for teaching and learning are proactive, collaborative, well communicated and systematically engage the faculty in analysis and problem solving in ways that ensure positive outcomes.	All efforts to improve conditions for teaching and learning are formalized, well communicated, and engage most teachers in problem solving.	There are efforts to improve conditions for teaching and learning and engaging teachers in the process.	Efforts to improve conditions for teaching and learning are generally reactive and may only occur under duress.