

Working Conditions Standard 6—School Leadership

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

School leadership and teachers have effective, transparent two-way communication systems in place. The systems are easily understood and are utilized consistently by all school leadership and teachers. School leadership and teachers have developed a vision for the school that is embraced by the school community and that serves as a foundation for shaping school policy and decision making. School leadership utilizes effective processes for teachers to make collaborative decisions and ensures equity of participation. School leadership consistently supports teachers, and support provided is consistent across different leaders.

Teachers' performance is assessed consistently and objectively using the North Carolina Teacher Evaluation Process. Teachers trust the performance assessment processes. Teachers actively engage in performance assessment. School leadership provides teachers with meaningful feedback and consistent, timely follow-up. Feedback includes logical, accessible, and sequential strategies for improving teacher performance and enhancing student learning.

School leadership clearly articulates the vision for school improvement with teachers, parents, guardians, and community members. The school vision is designed by and fully supported by stakeholders. School leadership and teachers collaborate to design and implement the school improvement plan. All components of the school improvement plan are well designed and fully utilized. Parents, guardians, and community members may be included in school improvement processes.

School leadership is proactive and equitable in consistently seeking to identify and improve conditions for teaching and learning. Efforts of school leadership to improve conditions for teaching and learning are systematic, formalized, and well communicated. School leadership engages teachers and some community members in data collection on conditions for teaching and learning and in substantive problem solving.

Working Conditions Standard 6: School Leadership

- 6a An atmosphere of trust and mutual respect is pervasive in the school.
 - ✓ Transparent and effective two-way communication systems between school leadership and teachers exist.
 - ✓ Systems are easily understood and utilized consistently by school leadership and teachers.
 - ✓ There is consistent support of teachers by school leadership.

Working Conditions Standard 6—School Leadership (continued)

- 6b Teachers' performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning.
 - ✓ Teachers' performance is assessed consistently and objectively.
 - ✓ Performance assessment processes are trusted by teachers.
 - ✓ Meaningful feedback for teachers and consistent, timely follow-up are provided.

- 6c School leadership articulates a vision and implements effective strategies for school improvement.
 - ✓ The vision for school improvement is clear and well-articulated.
 - ✓ Collaboration occurs between school leadership and teachers to design and implement the school improvement plan.
 - ✓ All components of the school improvement plan are well designed and fully utilized.

- 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.

Working Conditions Standard 6—School Leadership

Schools leadership maintains trusting, supportive environments that advance teaching and learning.

Element	Developing	Proficient	Accomplished	Distinguished
6a An atmosphere of trust and mutual respect is pervasive in the school.	<p>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.</p> <p>Systems are not in place to share information, provide resources and supports and engage teachers effectively in decisions.</p> <p>School leadership inconsistently supports teachers.</p>	<p>Some 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.</p> <p>Information, resources and supports help educators improve their practice, but are not accessible or utilized equitably across the faculty.</p> <p>School leadership is consistent in some types of support provided for teachers. Inconsistency may occur across different leaders or in support of different teachers.</p>	<p>Teachers and school leadership have effective, transparent two-way communication systems in place. Those systems are easily understood and utilized consistently and effectively.</p> <p>Information, resources and supports that help educators improve their practice are available, accessible, and utilized by the faculty.</p> <p>School leadership consistently supports teachers in multiple areas.</p>	<p>School- wide communication systems are transparent, efficient, reliable, inclusive, and easily utilized.</p> <p>Systems are in place to provide information, resources and supports that help all educators improve their practice. Data is gathered and analyzed to improve teaching and learning.</p> <p>School leadership maintains a proactive approach to supporting all teachers consistently across a wide range of needs and interests.</p>
<i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 7.1B, 7.1C, 7.1D</i>				
6b Teachers’ performance is assessed objectively and effective feedback is provided that improves performance and enhances student learning.	<p>There is inconsistency in assessing teacher performance.</p> <p>Not all teachers and administrators understand the North Carolina Professional Teaching Standards or the Teacher Evaluation Process.</p> <p>Little feedback or follow-up is offered in a timely manner and that feedback may not be helpful for teachers to improve their performance or enhance student learning.</p>	<p>Teacher performance is assessed consistently and objectively using the North Carolina Teacher Evaluation Process.</p> <p>Teachers and administrators understand the North Carolina Professional Teaching Standards, and Teacher Evaluation Process.</p> <p>Some feedback that helps teachers improve their performance or enhance student learning and limited follow-up is offered.</p>	<p>Teacher performance is assessed consistently and objectively using the North Carolina Teacher Evaluation Process. Teachers trust that the process is implemented with fidelity.</p> <p>Teachers use the evaluation process to reflect and have substantive conversations with school leadership about addressing teaching standards and their evaluations.</p> <p>Meaningful feedback and consistent timely follow-up provide teachers with a logical and accessible progression for improving their performance and enhancing student learning.</p>	<p>Teachers and school leadership engage in targeted professional development, regular follow up, and goal setting using the North Carolina Teacher Evaluation Process.</p> <p>Evaluation results are analyzed by school leadership and used by teachers to provide support to enhance instructional practices and school improvement strategies.</p> <p>School leadership supports teachers to be thoughtfully engaged in the analysis of their evaluations to consistently improve teaching and learning.</p>
<i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 7.1E, 7.1F, 7.1G, 7.1H, 7.1I</i>				

Working Conditions Standard 6—School Leadership (continued)

Schools leadership maintains trusting, supportive environments that advance teaching and learning.

Element	Developing	Proficient	Accomplished	Distinguished
<p>6c School leadership articulates a vision and implements effective strategies for school improvement.</p>	<p>The vision for school improvement is unclear. Teachers have varying interpretations of directions for school improvement.</p> <p>Implementation strategies are largely reactive, inconsistent, and not equitable.</p> <p>Regular use of formalized school improvement plans is inconsistent and lacking in design.</p>	<p>The vision for school improvement is clear to teachers, but may not be reflective of all stakeholders.</p> <p>Some implementation strategies are in place and more consistency and equity are present in these processes.</p> <p>Some components of school improvement plans have effective design and are utilized.</p>	<p>The vision for school improvement is clear, well-articulated for multiple audiences, and is designed and supported by most stakeholders.</p> <p>School leadership and teachers collaborate to design and implement the school improvement plan.</p> <p>All components of school improvement plans are well-designed, fully utilized, and may include parents, guardians, and/or community members in the processes.</p>	<p>The vision for school improvement is clear, well-articulated, broadly distributed, and integral in decision making by all stakeholders. All stakeholders support the vision.</p> <p>School leadership and teachers share the responsibility of implementing well-designed school improvement plans that increase student success.</p> <p>Use of school improvement plans is ongoing, proactive, and effectively engages parents, guardians, and community members in the processes.</p>
<p><i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 7.1A, 7.1J, 6.6</i></p>				
<p>6d School leadership makes sustained efforts to improve teaching and learning conditions.</p>	<p>Little communication occurs between teachers and school leadership to identify and address needs to improve conditions for teaching and learning.</p> <p>Efforts to improve conditions for teaching and learning are generally reactive and may only occur under duress.</p>	<p>School leadership engages in some communication with teachers to identify needs and share efforts to improve conditions for teaching and learning.</p> <p>Many efforts to improve conditions for teaching and learning are localized, occur based on an informal process, and engage only some teachers in the process.</p>	<p>School leadership is consistent and equitable in identifying needs to improve conditions for teaching and learning and in efforts to improve conditions.</p> <p>All efforts to improve conditions for teaching and learning are formalized, well communicated, and engage most teachers in data collection and substantive problem solving.</p>	<p>School leadership maintains a proactive, consistent, transparent, and collaborative approach to improving conditions for teaching and learning.</p> <p>Efforts to improve conditions for teaching and learning are proactive, collaborative, and systematically engage the faculty in ongoing data collection, analysis, and problem solving in ways that ensure positive outcomes. Community members are actively utilized in efforts to improve conditions for teaching and learning.</p>
<p><i>North Carolina Teacher Working Conditions Survey Questions to Inform Reflection: 7.3 A-I, 7.1D</i></p>				