



ACS A / N T C
Reflection II
DOPS-Based Competencies & Growth

CPSEL 1

DOPS 1.1 - Facilitate the development of a shared vision for the achievement of all students, founded on data, using the influence of diversity to improve teaching and learning, and calling the entire school community to action

| Fall Yr 1: | 1=developing 2=consistent practice meets standards 3=practice exemplifies standards | 1 | 2 | 3 |
|--|---|---|---|---|
| I have guided a collaborative process that generated a school vision for which there is a broad consensus. | | | | |
| I have ensured that the school vision reflects the needs and strengths of our student population, is congruent with state and district standards, and is grounded in principles of equity and high expectations. | | | | |
| I am leading processes to begin linking learning and teaching activities to the school vision. | | | | |
| Spring Yr 1: | 1=developing 2=consistent practice meets standards 3=practice exemplifies standards | 1 | 2 | 3 |
| I have guided a collaborative process that generated a school vision for which there is a broad consensus. | | | | |
| I have ensured that the school vision reflects the needs and strengths of our student population, is congruent with state and district standards, and is grounded in principles of equity and high expectations. | | | | |
| I am leading processes to begin linking learning and teaching activities to the school vision. | | | | |
| Spring Yr 2: | 1=developing 2=consistent practice meets standards 3=practice exemplifies standards | 1 | 2 | 3 |
| I have guided a collaborative process that generated a school vision for which there is a broad consensus. | | | | |
| I have ensured that the school vision reflects the needs and strengths of our student population, is congruent with state and district standards, and is grounded in principles of equity and high expectations. | | | | |
| I am leading processes to begin linking learning and teaching activities to the school vision. | | | | |

CPSEL 2

DOPS 2.2 - Facilitate use of a variety of appropriate content-based learning materials and strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.

| Fall Yr 1: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
|--|---------------------|--|---|----------|----------|----------|
| I work with the staff to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve instructional practices at the school site. | | | | | | |
| I ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. | | | | | | |
| I ensure that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations. | | | | | | |
| I guide and support the faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction. | | | | | | |
| Spring Yr 1: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I work with the staff to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve instructional practices at the school site. | | | | | | |
| I ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. | | | | | | |
| I ensure that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations. | | | | | | |
| I guide and support the faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction. | | | | | | |
| Spring Yr 2: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I work with the staff to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve instructional practices at the school site. | | | | | | |
| I ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. | | | | | | |
| I ensure that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations. | | | | | | |
| I guide and support the faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction. | | | | | | |

CPSEL 3

DOPS 3.3 - Develop leadership in evaluating and monitoring the program and staff in utilizing effective systems management, organizational development, problem-solving, and decision making techniques; and align fiscal, human, and material resources to support the learning of all subgroups of students.

| Fall Yr 1: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
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| I engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem-solving. | | | | | | |
| I have ensured that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning. | | | | | | |
| I make effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students. | | | | | | |
| Spring Yr 1: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem-solving. | | | | | | |
| I have ensured that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning. | | | | | | |
| I make effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students. | | | | | | |
| Spring Yr 2: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem-solving. | | | | | | |
| I have ensured that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning. | | | | | | |
| I make effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students. | | | | | | |
| CPSEL 4 | | | | | | |
| DOPS 4.1 - Collaborate to incorporate the perspective of families and community members by recognizing and respecting their goals and aspirations, treating all with fairness and respect, and incorporating their expectations into school decision-making and activities. | | | | | | |
| Fall Yr 1: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |

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| I have implemented a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning, and reviewing site goals, results, and operations. | | | | | | |
| I ensure that avenues for providing input are available to all families and community members, including those whose primary language is not English. | | | | | | |
| I facilitate meetings and forums, and guide others to do so, in a democratic manner that welcomes and treats fairly the input of all participants. | | | | | | |
| Spring Yr 1: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I have implemented a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning, and reviewing site goals, results, and operations. | | | | | | |
| I ensure that avenues for providing input are available to all families and community members, including those whose primary language is not English. | | | | | | |
| I facilitate meetings and forums, and guide others to do so, in a democratic manner that welcomes and treats fairly the input of all participants. | | | | | | |
| Spring Yr 2: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I have implemented a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning, and reviewing site goals, results, and operations. | | | | | | |
| I ensure that avenues for providing input are available to all families and community members, including those whose primary language is not English. | | | | | | |
| I facilitate meetings and forums, and guided others to do so, in a democratic manner that welcomes and treats fairly the input of all participants. | | | | | | |
| CPSEL 5 | | | | | | |
| DOPS 5.1 - Use the influence of office to enhance the educational program and maintain high ethical standards through modeling and by holding high expectations of all members of the school community in ethics, integrity, justice, fairness, and in the protection of rights and confidentiality. | | | | | | |
| Fall Yr 1: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I articulate and communicate a set of professional values that is aligned with ethical concepts of fairness, justice, and service. | | | | | | |

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| I guide the staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. | | | | | | |
| I facilitate and support decisions and courses of action that embody principles of high ethical and professional standards. | | | | | | |
| Spring Yr 1: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I articulate and communicate a set of professional values that is aligned with ethical concepts of fairness, justice, and service. | | | | | | |
| I guide the staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. | | | | | | |
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| Spring Yr 2: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I articulate and communicate a set of professional values that is aligned with ethical concepts of fairness, justice, and service. | | | | | | |
| I guide the staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. | | | | | | |
| I facilitate and support decisions and courses of action that embody principles of high ethical and professional standards. | | | | | | |

CPSEL 5

DOPS 5.3 - Reflect on personal leadership practices, recognizing their impact and influence on the performance of others, and engage in professional and personal development.

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| Fall Yr 1: | 1=developing | 2=consistent practice meets standards | 3=practice exemplifies standards | 1 | 2 | 3 |
| I model principles of reflective practice and continuous growth by acting as the principal learner in the school community. | | | | | | |
| I engage in a variety of strategies to extend and develop my professional knowledge and personal development. | | | | | | |

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| I demonstrate ways of integrating professional and personal growth into my daily practice. | | | | |
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| I engage in a variety of strategies to extend and develop my professional knowledge and personal development. | | | | |
| I demonstrate ways of integrating professional and personal growth into my daily practice. | | | | |
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| I model principles of reflective practice and continuous growth by acting as the principal learner in the school community. | | | | |
| I engage in a variety of strategies to extend and develop my professional knowledge and personal development. | | | | |
| I demonstrate ways of integrating professional and personal growth into my daily practice. | | | | |

CPSEL 6

DOPS 6.2 - View oneself as both the leader of a team and also as a member of a larger team collecting and reporting on school performance and generating support through two-way communications with key decision-makers in the school community.

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| Fall Yr 1: | 1=developing 2=consistent practice meets standards 3=practice exemplifies standards | 1 | 2 | 3 |
| I anticipate the needs of constituents to be informed about issues and information. | | | | |
| I provide stakeholders with timely, useful and understandable information related to site issues, policies and practices, including data about school and student performance. | | | | |
| I use interactions with stakeholders as opportunities to listen as well as to inform, thereby building positive and open relationships. | | | | |

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| I provide stakeholders with timely, useful and understandable information related to site issues, policies and practices, including data about school and student performance. | | | | |
| I use interactions with stakeholders as opportunities to listen as well as to inform, thereby building positive and open relationships. | | | | |