


<div>Professional Ethics & Advocacy</div> 	Professional Ethics and Advocacy			
	The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.			
Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
a. Personal Responsibility	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Places students at the center of education and shares a collective responsibility for each student's academic success and well-being	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
Evidence		<ul style="list-style-type: none"> Utilizes a goal setting process but doesn't incorporate a variety of data points in the process 	<ul style="list-style-type: none"> Meeting minutes or decision logs show that decisions regarding curriculum, staffing, school policies, and resource allocation prioritize student academic success and well-being and are done collaboratively Initiatives focus on addressing students' need The School improvement action plans show a collective focus on student success across all staff roles. Staff & Principal goal-setting processes grounded in collective data sets, (i.e. Data day 	<ul style="list-style-type: none"> Extending personal professional learning to impact professional development for staff.

			agendas and minutes, SSP processes)	
b. Navigating the Professional Environment	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Proactively navigates the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
Evidence		<ul style="list-style-type: none"> Documentation showing efforts to establish positive relationships with a limited group of stakeholders 	<ul style="list-style-type: none"> Conducting climate and culture surveys and using the data to drive improvements within the school Maintains awareness of current local social, economic, political, and cultural issues to inform leadership decisions and school initiatives Documentation demonstrating proactive efforts to cultivate positive relationships with key community stakeholders, parents, and external organizations that support and enhance the educational environment 	<ul style="list-style-type: none"> Utilizing climate and culture survey to analyze, prioritize, plan, and advocate for building professional development and growth
c. Trust & Relationships	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Protects the established rights and confidentiality of students and staff	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

Evidence		<ul style="list-style-type: none"> • Inconsistent enforcement of policies and professional practices • Emails, letters, or other correspondence reflect inconsistent communication leading to a lack of trust 	<ul style="list-style-type: none"> • Utilizes a range of confidential reporting mechanisms to ensure the safety and well-being of students and staff • Emails, letters, and other forms of correspondence that demonstrate consistent, respectful, and transparent communication, fostering trust and collaboration with external stakeholders • Decisions and actions emphasize confidence in the system and trust amongst individuals 	<ul style="list-style-type: none"> • Actively engage in crucial conversations that may be uncomfortable
d. Ethical Behavior	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
Evidence		<ul style="list-style-type: none"> • Actions show that decisions are made without considering fairness, inclusivity, or respect for all parties. • Providing false information or withholding critical details from staff, students, or parents, especially regarding school policies, procedures, or decision-making. 	<ul style="list-style-type: none"> • Applies policies and consequences consistently and equitably to all students and staff. • Shares decision-making processes openly with staff, students, and families. • Communicates clearly about challenges and changes, even when decisions are difficult. 	<ul style="list-style-type: none"> • Confront and address unethical behavior utilizing restorative practices

e. Personal Accountability	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Holds self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
Evidence		<ul style="list-style-type: none"> • Creating ways to collect feedback consistently • Accepting ownership in self-accountability • Avoids Conflict 	<ul style="list-style-type: none"> • Transparent and Open meetings to collect collaborative feedback • Administering climate & culture surveys and utilizing data to improve as a leader • Extensive stakeholder feedback from climate/culture surveys to demonstrate growth in focused areas • Addresses breaches of conduct (e.g., dishonesty, inequity, favoritism) promptly and through appropriate channels, maintaining confidentiality and procedural fairness. • Keeps detailed, confidential records of conflict resolution efforts, communicates outcomes clearly, and monitors for follow-through and behavior change. 	<ul style="list-style-type: none"> • Utilize stakeholder feedback to create and personally monitor personal professional development plan • Utilizing walkthrough data & feedback to provide professional development and/or supports to meet building strategic planning goals as well as improve as a building leader

f. Engaging the Educational Community	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Engages in purposeful, positive conversations and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
Evidence		<ul style="list-style-type: none"> • Rarely uses school communication tools • Does not interact with external stakeholders consistently 	<ul style="list-style-type: none"> • School communication tools (social media updates regarding school programming, monthly newsletters, Reminds, etc.) • Positive and/or transparent interactions w/external stakeholders, (Visibility in school and in-district community events) 	<ul style="list-style-type: none"> • Work with local business connections and liaisons to address workforce needs and further establish district needs • Communicate progress on strategic plan and CIP goals to external stakeholder groups and allow opportunities for additional feedback from those groups
g. Relationships	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to understand the impact of leadership development on trust from the educational community	Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
Evidence		<ul style="list-style-type: none"> • Does not prioritize relationship building 	<ul style="list-style-type: none"> • Participating in meetings, student events, and functions throughout the communities in the school district • Making time for relationship building conversations with both students and staff • Utilizing student leadership groups, (Student Council, President's Council, 	<ul style="list-style-type: none"> • Utilizing stakeholders, including student leadership groups, (Student Council, President's Council, Student Leadership Team), to address or enhance relevant issues • Surveys or feedback collected from staff and students about their perceptions of the challenges the school

			<p>Student Leadership Team) to discuss relevant issues</p> <ul style="list-style-type: none"> • Visibility within the school community events 	faces
h. Growth of Self	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to understand the impact of leadership development on trust from the educational community	Assumes responsibility for professional growth and leadership development both as an individual and as a member of a learning community	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
Evidence		<ul style="list-style-type: none"> • Avoids learning opportunities and growth or doesn't implement learned strategies • Minimal evidence of professional goal setting • Minimally or passively participates in collective school processes 	<ul style="list-style-type: none"> • Developing, initiating, and evaluating personal professional growth goals that align with personal leadership initiatives and school priorities • Pursues advanced academic growth through leadership programs, certifications, or continued study in educational leadership. • Participates in professional coaching or reflective journaling. 	<ul style="list-style-type: none"> • Planning and sharing personal professional growth goals with key stakeholders and allows for additional opportunities to receive and provide feedback • Target learning opportunities to meet the needs of the personal professional development growth goals • Utilizing the collaboration of the administrative team and staff leaders to further develop collective self development and awareness