Principal Evaluation

I. Living a Mission and Vision Focused on Results

				Average Rating:	**0.00**

The principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results

Element	Distinguished	Proficient	Basic	Unsatisfactory	Final
a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners					
Collaborates to Develop and Maintain a Shared Vision of High Expectations	Co-creates a shared vision of high expectations with multiple stakeholders; builds staff capacity to maintain and implement a shared vision for high student achievement and college and career readiness	Involves staff and students in developing, maintaining, and implementing a shared vision of high expectations, including college and career readiness, for all students	Develops minimal opportunities for staff and students to learn about a vision of high expectations, including college and career readiness, for all students; gives staff limited input into the development and maintenance of the vision	Does not collaborate to create or maintain a vision of high expectations and does not attempt to ensure all staff to have high academic expectations	
b. Ensures that the school's identity, vision, mission, drive school decisions					
Ensures Vision and Mission Drive School Decisions	Uses the vision and mission to make all decisions, uses protocols for making decisions that refer staff and team decisions back to the vision and mission; builds staff capacity to use the vision and mission to make instructional decisions	Uses the vision and mission to make all decisions, creates and uses protocols aligned to the vision and mission to make decisions	Refers to school vision when making decisions but may not be guided by the vision	Actions contradict the school vision or demonstrate inconsistency between stated beliefs and actions	
Confronts Low Expectations	Builds capacity of staff to address other staff or stakeholders who contradict the vision by displaying low or negative expectations; contests or eliminates courses and grading policies that contradict the vision and mission	Consistently addresses staff who contradict the vision by displaying low expectations; contests class offerings and grading policies that contradict the vision and mission	Inconsistently addresses staff who have low expectations; attempts to implement grading policies that support the vision and mission	Does not confront staff who have low expectations for some or all students	
c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results.					
Conducts Difficult Conversations to Improve Student Results	Builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams and staff; models how to conduct difficult conversations with individuals, teams, and staff based on student performance data	Addresses areas of underperformance in a timely manner with individuals, teams and staff; proactively leads difficult conversations with staff to improve and enhance student learning and results as necessary	Inconsistently address areas of underperformance and/or may only address concerns to a subset of the staff; inconsistently holds conversations on improving and enhancing student learning results	Does not addresses areas of underperformance with staff members; does not hold conversations on improving and enhancing student learning results	

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II. Leading and Managing Systems Change	
The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities	**Average Rating:** **0.00**

Element	Distinguished	Proficient	Basic	Unsatisfactory	Final Rating
a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement					
Assesses the Current State of School Performance	Completes a comprehensive assessment of the school's strengths/weaknesses including an assessment of the school practices and student learning outcomes	Assesses the school by using multiple forms of data (e.g. annual, interim and formative data) and the previous years' school improvement plan to track, and review progress	Uses limited data to assess current student achievement results and school practices	Does not assess the current state of the school and/or does not use data to assess student achievement or overall school performance	
Develops a School Improvement Plan	Uses a comprehensive analysis of the school to determine appropriate grade and content area targets and priorities for improvement with staff; organizes staff to monitor, track, and review progress and creates a detailed school improvement plan that identifies a strategy to reach school wide targets and goals	Uses the outputs from a school wide assessment to identify priority areas for improvement and to set measurable goals with specific grade level and content areas targets; names milestones and benchmarks of student progress and develops a school improvement plan that identifies a strategy to reach school wide targets and goals	Uses limited data to identify priority areas for improvement and sets some measurable school wide goals; names a few milestones and benchmarks of student progress and develops a school improvement plan that identifies a limited strategy to reach school wide goals	Does not use data to identify priority areas or goals for improvement; has no way to track progress; does not complete a school improvement plan and/or creates a plan that is not aligned to school priorities for improvement	
Maintains a Focus on Results	Remains focused on student achievement results at all times; builds staff ownership for the goals and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have traditionally not been successful in the school	Demonstrates focus on improving student achievement results; keeps the school wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track, and review progress, and adjusts strategies	Inconsistently focuses on improving student achievement results; refers to goals on an inconsistent basis and does not concretely connect the goals to the day-to-day work of the school and implements a limited number of strategies to reach results	Does not maintain focus on improving results or meeting school goals - rarely refers to goals and does not identify and/or implement strategies to reach results	

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b. Creates a safe, clean, and orderly learning environment				
Builds, evaluates and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly	Plans for and implements facility and equipment expansions & improvements and identifies creative solutions to maximize and share space; complies with all components of the safety drill and conducts multiple trainings with staff and multiple drills every year; builds staff capacity to lead and manage components of school safety	Ensures learning environment is conductive to learning and positive; supervises facilities and equipment management to enhance learning and ensures that the school environment is safe; complies with the Illinois Safety Drill Act	Ensures that the school environment is relatively safe and is in basic compliance with the school safety act	Does not ensure that the school is safe; does not comply with the school safety act

c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the school improvement plan targets				
Allocates Resources to Support Student Learning	Continually assesses and reassesses resources and creatively utilizes and leverages existing school and district resources, and is relentless in actively accessing human and fiscal resources that align to strategic priorities to support the achievement of school improvement plan targets; builds capacity of staff to have an appropriate role in the creation and monitoring of budgets within their grade and content areas	Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term	Sees the school's resources as given and is not knowledgeable of possibilities for accessing alternate human and fiscal resources; develops skills in planning and managing a budget that supports school's goals	Unable to accurately assess and/or leverage school and district resources; does not effectively manage budget
Prioritizes Time	Prioritizes and monitors the use of school time to ensure that staff and student activities focus on improving student learning; organizes how professional time is used and adjusts how time is spent to support student learning activities	Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes professional time to ensure that high leverage activities and school priority areas that focus on student learning are given adequate time	Prioritizes the use of school time to ensure that staff activities sometimes focus on improving student learning; organizes majority of professional time to the school priorities, but may engage in time wasting activities	Does not manage time effectively; does not prioritize activities that will improve student learning and is frequently distracted by time-wasting or low impact activities

d. Employs current technologies				
Employs Current Technologies	Models continuous learning by applying new technologies for the purpose of improving the learning environment and communication with students, staff and parents.	Identifies and consistently applies new technologies to improve and support leadership and management functions	Demonstrates limited knowledge and application of current technologies to support leadership and management functions	Does not utilize current technology to support leadership and management functions

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III. Improving Teaching & Learning

The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students	**Average Rating:** <u>**0.00**</u>

Element	Distinguished	Proficient	Basic	Unsatisfactory	Final Rating
a. Works with and engages staff in the development and continuous refinement of a shared vision for effective teaching and learning by implementing a standards based curriculum, relevant to student needs and interests, research-based effective practice, academic rigor, and high expectations for student performance in every classroom					
Implements Curricular Scope and Sequence	Ensures year end goals and student needs are met by using formative and interim assessments to modify the instructional scope and sequence	Improves components of the instructional scope and sequence to improve alignment with year end goals	Attempts to ensure scope and sequence are aligned with year end goals	Does not or cannot ensure scope and sequence align to year end goals	
Reviews Instructional Practices	Regularly assesses instructional practices and builds teacher capacity to implement a variety of practices that are relevant to student needs and interests, research based, and based on academic rigor and strategies that supports the learning of all students	Assesses instructional practices, identifies a few practices that are research-based, rigorous and relevant that will be implemented school wide and supports teacher development around those practices	Measures the quality of instructional practices and attempts to articulate research based and rigorous strategies for improving instructional practices	Does not attempt to assess instructional practices and is unable to articulate clear strategies to improve instruction; does not use or attempt to introduce research-based instructional practices	
b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school wide improvement goals, identify and address areas of improvement and celebrate successes					
Implements Data Driven Decision Making	Consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas	Uses data sources to drive instructional decisions, prioritize school wide areas of improvement and to identify a few targeted school wide strategies for instructional improvement	Uses a few data sources to drive instructional direction and uses data appropriately to identify school wide areas of improvement	Uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices	

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Implements Data-Driven Instruction	Supports and develops staff ability to analyze data to identify and prioritize needs, guide grouping, re-teaching, and to identify/prioritize needs and continuous improvement; build staff capacity to use data in determining team and individual goals	Multiple sources are used to drive instructional decisions and uses data appropriately to identify/prioritize school wide areas of improvement; data is routinely used to identify and adjust school wide priorities and to drive re-teaching plans and changes in practice for individual teachers	Supports staff in using data to identify/prioritize needs; data is used to drive school wide practices	Unable to lead staff through continuous data review or lacks consistency in implementation	

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c. Implements student interventions that differentiate instruction based on student needs				
Uses Disaggregated Data	Uses disaggregated data to create structures for differentiation with varied instructional strategies that meet all student needs; focuses all staff on closing achievement gaps between subgroups of students and uses data to quickly determine appropriate interventions for students or subgroups not making progress	Uses disaggregated data to support differentiation and re-teaching but does not ensure that instructional strategies are matched to the needs of all students; engages all staff in analyzing and utilizing disaggregated data to identify school wide and individual students' learning gaps and to determine appropriate interventions	Inconsistently uses data to inform the implementation of differentiation and interventions; introduces staff to data, but may not engage staff in the analysis of data	Does not effectively use data to identify students' learning gaps; does not attempt to ensure that instruction is differentiated based on student need or that students receive appropriate interventions	

d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning				
Selects and Assigns Effective Teachers	Implements a clear selection criteria and strategically assesses and places teachers in grade level and content areas to create a balanced team with a variety of strengths	Has a clear and articulated selection criteria in place and assesses staff skills to place teachers in grade level and content areas	Has a selection criteria and articulates the intention of selecting staff based on grade and content needs, but does not have detailed assessment of staff skills to inform placement	Has no selection criteria and the determination for why teacher selection occurs is not transparent	
Retains Effective Teachers	Uses multiple data sets including teacher evaluations to inform a formal retention strategy that creates opportunities for growth and development including opportunities for staff to assume additional leadership roles	Identifies effective teachers and moves them into leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness	Implements a formal retention strategy that uses teacher evaluations to determine which teachers will be given retention offers, overtime tracks retention rates	Has no clear retention plan in place	

e. Evaluates the effectiveness of teaching and holds individual teachers accountable for meeting their goals by conducting frequent formal and informal observations in order to provide timely, written feedback on instruction, preparation and classroom environment as part of the district teacher appraisal system				
Observes Staff and Gives Feedback	Ensures that systems for observations occur multiple times a year with staff getting regular, consistent, and actionable feedback that is specific to each individual's development plan from multiple observers	Provides frequent and regular observations and actionable feedback and/or has systems in place so that staff receive specific feedback from multiple observers	Adheres to and completes required observations, but does not differentiate frequency of observation or feedback based on teacher skill and/or need	Observations are infrequent and inconsistent; feedback is vague and general	

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Evaluates Staff	Completes all aspects of a rigorous evaluation process that includes goal setting, mid-year formative and summative ratings based on observations and multiple metrics of student results; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation	Implements a goal setting process, midyear formative and summative ratings based on observations and student outcome results; communicates clear and transparent evaluation processes	Attempts to implement and communicate a clear evaluation process that includes limited observation and student outcome data	Does not have a clear or consistent evaluation processes; does not complete evaluation	
f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to advance student learning and performance					
Develops an Instructional Team	Implements a strategy to build the capacity of teacher teams to lead effective meetings focused on student learning data and student work	Ensures that effective teacher teams use student learning data and student work to advance student outcomes	Introduces common team structures and expectations for teacher teams	Does not create consistent teacher team structures	
g. Supports the system for providing data-driven professional development and sharing of effective practice by thoughtfully providing and protecting staff time intentionally allocated for this purpose					
Implements Professional Learning	Implements a job-embedded professional learning system for consistent support, development, coaching, and peer learning opportunities; allocates regular time for whole group and individual staff development and learning opportunities	Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities	Relies on whole group development sessions including trainings on how data should be used, with some specific supports	Does not offer professional development and support that is timely, relevant or differentiated	
h. Advances Instructional Technology within the learning environment					
Promoting Growth of Technology	Actively supports the implementation of technology to enhance student growth	Understands and encourages implementation of technology to enhance student growth	Demonstrates limited knowledge of instructional technology and its promotion of learning	Does not support the use of instructional technology within the learning environment	

IV. Building & Maintaining Collaborative Relationships

The principal creates a collaborative school community where the school, staff, families, and community interact regularly and share ownership for the success of the school			**Average Rating:**	**0.00**
Element	**Distinguished**	**Proficient**	**Basic**	**Unsatisfactory**	**4**

Element	Distinguished	Proficient	Basic	Unsatisfactory	
a. Creates, develops and sustains relationships that result in active student engagement in the learning process					
Builds Ongoing Relationships	Develops school wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups	Enhances and maintains trusting relationships among and between a variety of stakeholder groups	Articulates a belief that building and maintaining relationships are important, but may not be able to successfully establish or enhance relationships	Does not develop positive relationships and/or undermines positive relationships that exist	
b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies					
Includes Multiple Voices and Perspectives	Incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the school's instructional program	Incorporates different perspectives into decisions and creates forums to hear multiple and dissenting view points	Asks for feedback to a developed plan, but does not seek input when developing the plan from multiple voices	Is disrespectful and/or excludes voices from community forums to discuss school performance	
c. Proactively engages families and communities in supporting their child's learning and the schools learning goals					
Engages Families	Continuously creates two-way links between family presence in the school environment and the instructional program	Respectfully informs families of learning expectations and specific ways they can support their children's learning	Shares the school values with families and with the community	Does not make time to meet with families and is openly disrespectful or dismissive of the role of families	
d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively					
Builds Capacity to Manage Change	Creates space for staff, students, and families to share feelings about change and supports the community while describing the possibility present in the future; maintains focus on meeting school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	Directly addresses and helps stakeholders to understand that change may raise questions, doubt, and feelings and positively supports staff as they face challenges; balances the need to make change within the school quickly while supporting the staffs ability to learn and develop new skills	Articulates that change will raise emotions and attempts to support staff, but does not effectively manage all needs; struggles to remain focused on school goals when trying to confront and support staff in challenging values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	Does not recognize the role that the change process will have on the school community; does not support staff in changing staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision	

| Demonstrates Personal Resolve and Response to Challenges | Focuses all conversations, initiatives and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes; uses every challenge as an opportunity to learn and develop themselves and their staff | Demonstrates personal resolve and maintains staff focus on student achievement goals and demonstrates persistence for the staff in the face of challenges | Sometimes demonstrates resolve, but may lose focus or make concessions on student achievement goals in the face of persistent challenges | Does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges | |

V. Leading with Integrity & Professionalism

The principal works with the school staff and community to create a positive contest for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others	**Average Rating:**	<u>**0.00**</u>

Element	Distinguished	Proficient	Basic	Unsatisfactory	Final Rating
a. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff					
Models Equity and Dignity	Develops structures, outreach and training to ensure that staff develop the skill set to treat all people equitably and with respect	Upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships; takes swift appropriate actions when inappropriate conduct is reported or observed	Meets all legal requirements for work relationships; takes limited actions when inappropriate conduct is reported or observed	Does not treat and/or ensure that all stakeholders are treated respectfully and does not meet all legal requirements for work relationships; does not take swift appropriate actions when inappropriate conduct is reported or observed	
b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.					
Protects Rights and Confidentiality	Teaches all staff about FERPA and develops systems to ensure that ongoing training and monitoring occur	Follows FERPA by maintaining student's privacy by keeping student level data and student records and all information directly related to students (e.g. counseling, mental health supports, and/or details of the student's home life) confidential	Implements most parts of FERPA in a manner consistent with the law; learns from mistakes and uses them as a personal learning opportunity to improve practice	Does not follow FERPA protocols or policies to maintain and protect student privacy and does not address staff who do not follow FERPA	
c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view.					
Recognizes the Strengths of a Diverse Population	Recognizes and integrates the learning opportunities that come from a diverse community	Examines and addresses any school structures or school practices that limit the participation of groups of students and families	Demonstrates personal comfort talking about diversity and culture and takes the steps to develop personal skill set	Demonstrates limited awareness of the impact of diversity on student learning	

Element	Distinguished	Proficient	Basic	Unsatisfactory	
Creates a Culturally Responsiveness Climate	Engages staff in learning and action planning around the treatment of and supports for diverse groups in and outside the school	Provides differentiated professional development to teachers and staff to improve their understanding of how their own world views inform their interpretation of the world and addresses and correct moments of cultural incompetence	Provides whole group undifferentiated professional development about working in and supporting a diverse community and attempts to address moments of cultural incompetence	Does not address or correct intolerant or culturally incompetent statements and does not create an environment that supports all students	
Engages in Courageous Conversations about Diversity	Develops staff capacity to engage in courageous conversations about diversity and culture—and how they impact student learning	Builds the school's and community's collective capacity by initiating direct conversations about culture and diversity, and how they impact student learning	Actively seeks opportunities to engage in courageous conversations about diversity and culture	Does not engage in courageous conversations about biases or has limited skill set in addressing biased language and behaviors	

VI. Creating & Sustaining a Culture of High Expectations

The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning.	**Average Rating:**	**0.00**

Element	Distinguished	Proficient	Basic	Unsatisfactory	Final Rating
a. Builds a culture of high aspirations and achievement for every student					
Links Aspiration to College and Career Opportunities	Creates structures and processes to make explicit links between student aspiration, classes and content they are learning in school and overall academic achievement; creates opportunities for all students to learn about a range of careers so that they can create their own personal visions and career aspirations	Shapes the environment to make explicit links between student aspiration, classes and content they are learning in school achievement; creates structures that expose all students to college and career experiences; connects aspiration to college and career opportunities	Creates a few deliberate routines that help students connect their aspirations to classes and content they are learning in school achievement; provides limited exposure to college and career opportunities	Does not help students link their aspirations to classes and content they are learning in school; does not expose students to college or career opportunities	
Develops a Student Goal Setting Process	Creates systems for students to develop goals, create a plan on how they will reach their goals, benchmarks to track their progress, and teaches students how to adapt their goals and plans as necessary; creates systems for sharing goals and learning	Implements a system where students create short and long term goals; ensures that students review goals at the end of the year, but may not ensure that goals are adapted and adjusted throughout the year	Introduces formal goal setting process where students identify goals and create a plan on how they will reach their goals	Does not create or support goal setting structures for students	

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b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission				
Translates the School Values into Specific Behaviors	Translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors; builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all stakeholders	Translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors; ensures staff deliver clear and consistent messaging about that values and behaviors to students	Attempts to translate the school values into specific behaviors but is inconsistent in ensuring that all students learn expected behaviors	Does not make values or behavioral expectations clear to staff or students	
Develops a Code of Conduct	Implements tracking systems to assess how well individual students and student cohort groups meet conduct expectations and values; uses multiple forms of student data to monitor and revise the code of conduct and identify benchmarks and milestones to gauge and measure adoption of behaviors	Develops clear expectations for student conduct based on the school values and beliefs and identifies clear positive and negative consequences; ensures that every adult understands their role in implementing both positive and negative consequences and that consequences are consistently implemented	Develops components of an effective system of conduct for staff and students and builds staff agreement on the types of student actions that are consistent with school value and behaviors; creates consistent responses and consequences for students who have had behavioral infractions in the past	Tolerates discipline violations and enforces code of conduct inconsistently	
c. Leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social-emotional, behavioral and physical				
Creates a Culture that Supports Social Emotional Learning	Builds the capacity of adults to use and train others on the five Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports; builds the capacity of all adults to support the positive growth of student emotional skills	Trains adults on how to support positive student growth through the development of the Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a variety of assessments to gauge the SEL skills of students and uses that data to develop additional curriculum and supports	Shares the Illinois Social-Emotional Learning Competencies (self-awareness; self-management; social awareness; relationships skills and responsible decision making); uses a limited amount of tools and assessments to gauge the SEL skills of students	Does not share or implement the Illinois Social-Emotions Learning Competencies; does not assess student SEL skills and does not support the development of SEL skills	
Creates a Culture that Supports Effective Effort	Creates structures that support the development of effective effort skills for every student (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); incorporates effective effort into every aspect of the school culture	Trains adults to support the development of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence) for every student	Introduces the concept of effective effort skills (teamwork, study skills, organization, time management, resiliency, valuing mistakes, seeking assistance; persistence); provides limited development for staff on how to build students' effective effort skills	Does not introduce or support the development of effective effort skills; does not recognize the role of effort in improving student achievement	

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Evidence and Comments	
I. Living a Mission and Vision Focused on Results	
II. Leading and Managing Systems Change	
III. Improving Teaching & Learning	
IV. Building & Maintaining Collaborative Relationships	
V. Leading with Integrity & Professionalism	
VI. Creating & Sustaining a Culture of High Expectations	
Additional Comments	