Standards of Effective TOSA – Athletic Director

Saint Paul PUBLIC SCHOOLS — A World of Opportunities

80% Elements of Effective Athletic Directing
20% Professional Responsibilities

Elements of Effective Athletic Directing

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Athletics Content Knowledge		• Displays little understanding of athletics, coaching, psychological aspect of sport, and/or management of athletic programming • Shows little understanding of the sports available for students at the school or across SPPS • Displays little understanding of college recruiting process	• Displays basic understanding of athletics, coaching, psychological aspect of sport, and/or management of athletic programming • Shows some understanding of the sports available for students at the school or across SPPS • Displays basic understanding of college recruiting process	• Displays solid understanding of athletics, coaching, psychological aspect of sport, and management of athletic programming • Shows solid understanding of the sports available for students at the school or across SPPS • Displays solid understanding of college recruiting process	Meets Proficient AND: • Shares athletics, coaching, and/or management of athletic programming knowledge with other staff to impact practices of others • Published in content area • Presenter or leader for professional organization
Athletic Program Development		• No or little forward progress in athletic program development • No or little coordination of resources for the athletic program • Cannot articulate vision for the work • Program development minimally aligns to school, department, and/or district goals • Rarely involves and/or encourages stakeholders to become involved in program decision making	• Some forward progress in athletic program development • Some coordination of resources for the athletic program • Can articulate vision for the work • Program development mostly aligns to school, department, and/or district goals • Sometimes involves and/or encourages stakeholders to become involved in program decision making	• Regular and ongoing forward progress in athletic program development • Regular and ongoing coordination of resources for the athletic program • Clearly articulates vision for the work and can explain the vision to others • Program development consistently aligns to school, department, and/or district goals • Actively involves and encourages stakeholders to become involved in program decision making	Meets Proficient AND: • Exceptional forward progress in athletic program development bringing the work to a new level
Services Respects Diverse Groups		• Displays little understanding of diverse student athlete populations • May display favoritism or ignore student athlete groups • Students are minimally able to show up as their authentic selves through the athletic programming • Rarely provides services in a manner that demonstrates respect for all (e.g. race, ethnicity, culture, faith, sexual orientation)	• Shows some understanding of diverse student athlete populations • Attempts to include all student athletes regardless of cultural background, but not consistently or successfully • Students are sometimes able to show up as their authentic selves through the athletic programming • Sometimes provides services in a manner that demonstrates respect for all (e.g. race, ethnicity, culture, faith, sexual orientation)	• Routinely supports athletic programming that has a broad focus on various cultural and racial groups • Shows an understanding of all student athletes, and attempts to adapt athletic programming to make content accessible for all • Students are able to show up as their authentic selves through the athletic programming • Consistently provides services in a manner that demonstrates respect for all (e.g. race, ethnicity, culture, faith, sexual orientation)	Meets Proficient AND: • Realness is present – student athletes question and inquire about what and how they are coached and/or supported • Displays continuing search for best practice pertaining to diverse student athletes

Saint Paul Public Schools
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AD Modeling		• Minimal modeling • Instructions are unclear or disorganized • Instructs with minimal monitoring of student athlete, coach, or staff comprehension or learning styles	• Modeling occurs, but components are missing such that student athletes, coaches and/or staff have difficulty proceeding with the task • Instructions are sometimes clear and organized • Delivers new information with little regard to student athlete and/or coach's various learning styles • Instructions are given with some regard to the thought process behind them	• Demonstrates the thinking, speaking, reading, writing, and/or actions that student athletes, coaches, and staff will be required to perform • Instructions are clear, concise, and logically organized • Instructions are given with appropriate scaffolding including written and visual representations that address various learning styles	Meets Proficient AND: • Links the purpose of the modeling to a larger context • Points out possible areas of misunderstanding during modeling
High Academic Expectations		• Conveys a negative attitude toward academic content • AD supports coaches so that only some student athletes receive the message that they are expected to attain high standards in their schoolwork and some student athletes do not • Rarely supports SPPS and NCAA academic expectations for student athletes	• Communicates importance of work, but with little conviction and minimal buy-in by student athletes • AD supports coaches so that most student athletes consistently receive the message that they are expected to attain high standards in their schoolwork • Sometimes supports SPPS and NCAA academic expectations for student athletes	• Actions (verbal and non-verbal) reinforce belief that all student athletes can learn • AD supports coaches so that virtually all student athletes receive the consistent message that they are expected to attain high standards in their schoolwork • Consistently supports SPPS and NCAA academic expectations for student athletes	Meets Proficient AND: • Student athletes, coaches, and AD maintain a culture of high academic expectations
Promoting Student Growth		• Rarely embraces the role of educator by using teachable moments to teach life lessons at appropriate times • Rarely promotes and affirms whole-person perspective, understanding "student" first and "athlete" is second • Rarely encourages student athletes to challenge themselves for personal growth in academics and other areas such as career, technical, arts, extracurricular, etc.	• Sometimes embraces the role of educator by using teachable moments to teach life lessons at appropriate times • Sometimes promotes and affirms whole-person perspective, understanding "student" first and "athlete" is second • Sometimes encourages student athletes to challenge themselves for personal growth in academics and other areas such as career, technical, arts, extracurricular, etc.	• Consistently embraces the role of educator by using teachable moments to teach life lessons at appropriate times • Regularly promotes and affirms whole-person perspective, understanding "student" first and "athlete" is second • Regularly encourages student athletes to challenge themselves for personal growth in academics and other areas such as career, technical, arts, extracurricular, etc.	Meets Proficient AND: • Takes a leadership role to promote student growth through additional programming and activities that engage student athletes
Engaging Student Athletes		• Work with coaches leads to few student athletes authentically or actively engaged in practices, games, and/or events • Work with coaches leads to little awareness of when student athletes are not engaged • Rarely supports coaches so they can routinely take overt action to re-engage student athletes and/or increase engagement	• Work with coaches leads to some student athletes authentically or actively engaged in practices, games, and/or events • Work with coaches leads to some awareness of when student athletes are not engaged • Sometimes supports coaches so they can routinely take overt action to re-engage student athletes and/or increase engagement	• Work with coaches leads to virtually all student athletes authentically or actively engaged in practices, games, and/or events • Work with coaches leads to a consistent awareness of when student athletes are not engaged • Consistently supports coaches so they can routinely take overt action to re-engage student athletes and/or increase engagement	Meets Proficient and: • Student athletes show ownership in authentic athletic experiences
Differentiation		• Minimal or no modification to product, process, or content to differentiate athletic department services and supports • Few or no student athletes receive differentiated services/supports	• Inconsistent modification to product, process, or content to differentiate athletic department services and supports • Some student athletes receive differentiated services/supports	• Regular and ongoing modification to product, process, or content to differentiate athletic department services and supports • Virtually all student athletes receive differentiated services/supports	Meets Proficient AND: • Differentiated athletic department services and supports accommodates student athlete and coach voice and choice leading to personalization
Eligibility		• Roster updates and eligibility reports are rarely completed • Rarely monitors students' academic progress, attendance, and grades • Eligibility issues are rarely reported, tracked, and/or enforced as required by SPPS and MSHSL policies	• Sometimes updates and eligibility reports are routinely completed • Sometimes monitors students' academic progress, attendance, and grades • Eligibility issues are sometimes reported, tracked, and/or enforced as required by SPPS and MSHSL policies	• Roster updates and eligibility reports are routinely completed • Regularly monitors students' academic progress, attendance, and grades • Eligibility issues are consistently reported, tracked, and enforced as required by SPPS and MSHSL policies	Meets Proficient AND: • Takes a leadership role in supporting colleagues to learn about and/or enforce eligibility requirements • Organizing and/or implementing academic support systems

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Athletic Policies &Rules		• Rules of athletic team membership are unclear and/or consequences are rarely enforced • Team selection processes are rarely explained • Routinely builds awareness among team members of SPPS and MSHSL rules	• Rules of athletic team membership are clear, however consequences are sometimes enforced • Team selection processes are sometimes explained • Sometimes builds awareness among team members of SPPS and MSHSL rules	• Rules of athletic team membership are clear and consequences are consistently and fairly enforced • Team selection processes are routinely explained • Routinely builds awareness among team members of SPPS and MSHSL rules	Meets Proficient AND: • Takes a leadership role in affiliated organizations with MSHSL • Works with coaches to develop and implement communication with athletes and families regarding athletic policies and rules
Coaching & Staff Supports		• Rarely recruits and works towards retaining coaches and staff who know and reflect the diversity of the SPPS community • Rarely support and/or mentors coaches and staff • Rarely holds post-season reviews with coaching staff in a timely manner • Rarely encourages coaches to pursue advanced coaching certification and/or improvement opportunities	• Sometimes recruits and works towards retaining coaches and staff who know and reflect the diversity of the SPPS community • Sometimes supports and/or mentors coaches and staff • Sometimes holds post-season reviews with coaching staff in a timely manner • Sometimes encourages coaches to pursue advanced coaching certification and/or improvement opportunities	• Regularly recruits and works towards retaining coaches and staff who know and reflect the diversity of the SPPS community • Supports and mentors coaches and staff; able to have difficult conversations with coaches and staff regarding performance and/or conduct • Routinely holds post-season reviews with coaching staff in a timely manner • Routinely encourages coaches to pursue advanced coaching certification and/or improvement opportunities	Meets Proficient AND: • Takes a leadership role with colleagues to reflect about strategies regarding work with coaches and support staff
Team Functions		• Rarely supports coaches to create opportunities for time together or builds special traditions for teams away from practice/competition • Team celebrations and programs are rarely designed each year to honor athletics and thank families	• Sometimes supports coaches to create opportunities for time together or builds special traditions for teams away from practice/competition • Team celebrations and programs are sometimes designed each year to honor athletics and thank families	• Routinely supports coaches to create opportunities for time together or builds special traditions for teams away from practice/competition • Team celebrations and programs are routinely designed each year to honor athletics and thank families	Meets Proficient AND: • Supports coaches and student athletes to engage in community service projects as part of team functions • Provides training opportunities for student leaders
Scheduling		• Rarely follows appropriate procedures in scheduling events with all parties • Rarely creates a master schedule with a balanced program of opportunities for all students • Rarely establishes fair practice schedules, access to facilities, and inclement weather processes	• Sometimes follows appropriate procedures in scheduling events with all parties • Sometimes creates a master schedule with a balanced program of opportunities for all students • Sometimes establishes fair practice schedules, access to facilities, and inclement weather processes	• Consistently follows appropriate procedures in scheduling events with all parties • Routinely creates a master schedule with a balanced program of opportunities for all students • Regularly establishes fair practice schedules, access to facilities, and inclement weather processes	Meets Proficient AND: • Takes a leadership role in changing scheduling protocols • Takes a leadership role in partnering with outside organizations to share facilities and/or create spaces for schedules • Takes a leadership role in maximizing facility use
Relationships Between AD and Student Athletes & Coaches		• AD interaction with at least some student athletes or coaches is negative, demeaning, sarcastic, or inappropriate to the age of the learners • Interactions reflect inconsistencies, favoritism, or disregard for student athletes' or coaches' cultures • Student athletes and/or coaches exhibit disrespect for AD or peers	• AD-student athlete and AD-coach interactions are generally appropriate • Student athletes and/or coaches exhibit only minimal respect for AD or peers	• AD-student athlete and AD-coach interactions are friendly and demonstrate general warmth, caring, and respect • Interactions are appropriate to developmental and cultural norms and AD seeks input/advice on what are appropriate cultural norms for student athletes outside of the AD's culture • Student athletes and coaches exhibit respect for AD and peers	Meets Proficient AND: • Recognizes student athlete or coach contributions to the school and/or SPPS community • Creates an environment where student athletes and coaches build relationships with the AD, not just the AD building relationships with student athletes and coaches

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Sportsmanship		• Rarely holds student athletes and coaches to high levels of sportsmanship • Appropriate sportsmanship and fair play are rarely demonstrated throughout the program • Rarely communicates the importance of sportsmanship to teams and coaches • Rarely models appropriate treatment of officials	• Sometimes holds student athletes and coaches to high levels of sportsmanship • Appropriate sportsmanship and fair play are sometimes demonstrated throughout the program • Sometimes communicates the importance of sportsmanship to teams and coaches • Sometimes models appropriate treatment of officials	• Regularly holds student athletes and coaches to high levels of sportsmanship • Appropriate sportsmanship and fair play are consistently demonstrated throughout the program • Regularly communicates the importance of sportsmanship to teams and coaches • Regularly models appropriate treatment of officials	Meets Proficient AND: • Fosters an environment where student athletics can demonstrate sportsmanship throughout the school day and interactions with the community • Works with coaches to promote MSHSL sportsmanship practices such as, Why We Play
High Behavioral Expectations		• Minimal standards of conduct for routines appear to have been established • Minimal implementation of district or school rules and procedures is evident • Student athletes and or coaches are confused as to what is expected of them	• Standards of conduct for routines appear to have been established • Some implementation of district and school rules and procedures is evident • Student athletes and coaches appear to understand what is expected of them some of the time	• Standards of conduct for routines are clear to all student athletes and coaches and appear to have been co-created with student athlete and/or coach input • District and school rules and procedures are fully implemented • Virtually all student athletes and coaches appear to understand what is expected of them most of the time	Meets Proficient AND: • Assists with developing school and/or district athletic rules and procedures • All student athletes and coaches appear to understand what is expected of them all of the time
Behavior Monitoring and Response		• Student athlete, coach or spectator behavior is not monitored • Unaware of what student athletes, coaches, and/or spectators are doing • Does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the individual's dignity	• Sometimes intervenes to redirect student athlete, coach or spectator behavior • May miss behaviors of some student athletes, coaches or spectators • Attempts to respond to misbehavior but with uneven results	• Alert to student athlete, coach, and spectator behavior at all times • Monitoring is preventative and consistent • Response to misbehavior is appropriate and results in the desired behavior • Response is sensitive to individual needs	Meets Proficient AND: • Monitoring is subtle and preventative • Student athletes monitor their own and their peers' behavior, correcting one another respectfully • Response to misbehavior is highly effective
Supervision and Safety		• Rarely ensures suitable supervision at all times • Rarely supports coaches to teach and/or enforce proper, safe, and ethical techniques strategies • Rarely reviews emergency response protocols with coaching staff before the first practice • Rarely supports and enforces expectations/policies related to harassment, bullying, intimidation, hazing, etc. • AD is not current on CER trainings	• Sometimes ensures suitable supervision at all times • Sometimes supports coaches to teach and/or enforce proper, safe, and ethical techniques strategies • Sometimes reviews emergency response protocols with coaching staff before the first practice • Sometimes supports and enforces expectations/policies related to harassment, bullying, intimidation, hazing, etc.	• Consistently ensures suitable supervision at all times • Routinely supports coaches to teach and enforce proper, safe, and ethical techniques strategies • Routinely reviews emergency response protocols with coaching staff before the first practice • Consistently supports and enforces expectations/policies related to harassment, bullying, intimidation, hazing, etc. • AD is current on CER trainings	Meets Proficient AND: • Takes a leadership role in supporting colleagues around supervision and safety • Takes a leadership role in creating and implementing a program-wide emergency safety plan
Engaging Families		• Does not attempt to engage families • Rarely builds relationships with families • Seldom seeks opportunities to learn about cultures and backgrounds of families • Does not create a welcoming environment for families	• Attempts to engage families • Builds relationships with some families, but not others • Sometimes seeks opportunities to learn about cultures and backgrounds of families	• Routinely engages families by providing accessible ways for families to participate • Builds reciprocal relationships with most families and sees them as an asset in learner learning • Routinely seeks opportunities to learn about the cultures and backgrounds of families • Creates a welcoming environment for families	Meets Proficient AND: • Builds reciprocal relationships with all families and uses them as an asset in learner learning • Works with families in the community outside the school • Takes a leadership role within the school to create a welcoming environment for families

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Organization of Materials, Equipment, & Space		• Minimal systems of organization are noted • Space (e.g. AD office) is cluttered and materials are in disarray • Equipment is rarely maintained properly; such as, ordered, managed, collected, inventoried, and reconditioned (as needed) each year • Equipment room areas are rarely organized, neat, and/or orderly • Rarely maintains accurate program inventory including uniforms, equipment, supplies, etc.	• Has an organizational system which is somewhat effective; system does not always support duties • Space (e.g. AD office) has some evidence of organization and materials are somewhat available • Equipment is sometimes maintained properly; such as, ordered, managed, collected, inventoried, and reconditioned (as needed) each year • Equipment room areas are somewhat organized, neat, and/or orderly • Sometimes maintains accurate program inventory including uniforms, equipment, supplies, etc.	• System of organization is clear and supports duties • Space (e.g. AD office) is neat, clean, and uncluttered; materials are readily available • Equipment is routinely and properly maintained properly; such as, ordered, managed, collected, inventoried, and reconditioned (as needed) each year • Equipment room areas are consistently organized, neat, and orderly • Routinely maintains accurate program inventory including uniforms, equipment, supplies, etc.	Meets Proficient AND: • Student athletes and coaches can maintain organizational systems • Student athletes and coaches input has been considered in creating systems and suggestions for improvement are welcomed
Expectations for Volunteers		• Little to no delegation of duties to volunteers • Volunteers are underutilized • Delegates too much to volunteers	• Sometimes or inconsistently delegates duties to volunteers • Inconsistently clarifies and/or reinforces expectations of the volunteers	• Clearly articulates duties to volunteers • Uses volunteers to promote student athletics; specifically plans for volunteers • Continuously clarifies and reinforces expectations of volunteers	Meets Proficient AND: • Partners with volunteers to add additional perspectives to athletics
Budget		• Rarely manages a fiscally responsible budget that supports student athletic achievement • Rarely follows financial handling expectations for athletic funds • Inaccurately administers athletic funds under the supervision of the principal	• Sometimes manages a fiscally responsible budget that supports student athletic achievement • Sometimes follows financial handling expectations for athletic funds	• Routinely manages a fiscally responsible budget that supports student athletic achievement • Regularly follows financial handling expectations for athletic funds • Accurately administers athletic funds under the supervision of the principal	Meets Proficient AND: • Takes a leadership role in assisting other ADs in budgeting and administration of athletic funds • Works with coaches and/or programs to create fundraising opportunities to enhance the athletic budget • Takes a leadership role in creating a fiscally responsible budget with SPPS leadership
Function of Technology Used in Practices		• Rarely uses available technology as a tool in practices	• Uses available technology as a direct tool substitute without functional change	• Uses available technology to augment or modify practices, as well as for substitution	Meets Proficient AND: • Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification
AD's Use of Data		• Minimal use of data to assess the effectiveness of athletic department • Rarely assesses equity in aspects of the athletic program	• Some use of data to assess the effectiveness of athletic department • Assesses equity in some aspects of the athletic program and makes goals appropriately	• Routinely uses data to reflect and inform practices • Routinely assesses equity in all aspects of the athletic program and makes goals appropriately • Utilizes data to differentiate and modify practices	Meets Proficient AND: • Shares data and collaborates within teams to make decisions about upcoming programing/services

Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Relationships with Colleagues		• Relationships are negative, self-serving, and/or promote discord among staff • Works ineffectively with colleagues in collaboration, PLCs, and/or teams	• Maintains cordial relationships with colleagues to fulfill duties that the school or district requires	• Relationships are supportive and cooperative • Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams	Meets Proficient AND: • Takes initiative in assuming a leadership role among faculty • Takes a leadership role in PLC and/or teams
Self Reflection As a Growth Tool		• Uses minimal reflection and self-assessment of practices • Unwilling to look inward for improvement	• Occasionally uses reflection and self-assessment to assess effectiveness and make modifications	• Continuously and accurately assesses his or her own effectiveness using artifacts and data to identify areas of strength and areas of growth • Reflects on practices through coaching, mentorship, critical friends or participation in other leadership development opportunities	Meets Proficient AND: • Takes a leadership role in promoting a culture of professional inquiry and reflection among staff
Written TD&E Reflections		• Response shows little evidence of integrated learning or insights gained from the experience • Reflections are not submitted or response is incomplete	• Response shows some evidence of integrated learning or insights gained from the experience • Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience but lacks depth of how the learning experience contributed to understanding of self or learners	• Response shows solid evidence of integrated learning or insights gained from the experience • Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or learners	Meets Proficient AND: • Response includes an in-depth reflection and personalization of the experience
Feedback		• Ignores or minimizes feedback from colleagues, administrators, coaches, and student athletes • Resistant to changes in professional practices	• Open to feedback from colleagues, administrators, coaches, and student athletes • Open to change of professional practice when provided feedback	• Seeks and accepts feedback from colleagues, administrators, coaches, and student athletes • Implements change in professional practice based on feedback	Meets Proficient AND: • Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback
Professional Growth		• Does not or minimally attends professional development activities • Minimally plans for professional growth • Demonstrates little or no urgency toward improving professional practices	• Attends relevant professional development activities • Occasionally plans for professional growth • Demonstrates regular effort to modify and adjust professional practices	• Regularly participates in relevant professional development activities and implements changes to instructional practices as a result • Regularly plans for professional growth • Routinely enriches professional practices to meet the needs of all student athletes	Meets Proficient AND: • Leads professional development opportunities for colleagues • Initiates important activities to contribute to the profession • Models, coaches, and/or mentors colleagues in reflective practice methods to improve practices
Communi-cation with Families & Stakeholders		• Families and stakeholders rarely receive information about athletic programming • Difficult for families or stakeholders to contact or does not respond when contacted • Rarely maintains school athletic web page with important current and accurate information, such as reporting of scores • Reports mostly on student athlete challenges not on successes	• Families and stakeholders sometimes receive information about athletic programming • Information is available to families and/or stakeholders but ways of being contacted are not communicated through multiple methods • Sometimes maintains school athletic web page with important current and accurate information, such as reporting of scores • Reports on student athlete successes and challenges	• Families and stakeholders routinely receive information about athletic programming • Available to respond to family and/or stakeholder concerns and ways of being contacted are clearly communicated through methods that work for the particular family/stakeholders' needs • Consistently maintains school athletic web page with important current and accurate information, such as reporting of scores • Reports on student athlete successes and challenges and collaborates on next steps • Utilizes school/district resources to communicate in home language	Meets Proficient AND: • Consistently provides resources for families and/or stakeholders to support their students' academic and athletic successes • Engages student athlete in communication with family and/or stakeholders

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Professional Responsibilities

	Not Applicable	Below Standard	Developing	Proficient	Distinguished
Service to School/ District		• Does not support the school mission/vision • Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders • Non-compliant with school and/or SPPS policies and procedures • Inconsistently involved in required school events	• Understands and supports the school mission/vision • Understands and supports the district strategic plan, mission, and vision • Complies with school and SPPS policies and procedures and acts in a professional and ethical manner	• Makes decisions that support and reflect the school mission/vision • Makes decisions that support and reflect the district strategic plan, mission, and vision • Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct • Involved in required school events	Meets Proficient AND: • Makes a concerted effort to challenge negative attitudes or practices to ensure that all learners can succeed • Volunteers to participate in school/district events and makes a substantial contribution • Takes initiative in assuming a leadership role in school and/or district events
Record Keeping		• Minimally maintains information on athletes and/or team data/statistics as expected per sport • Rarely ensures that all necessary forms and student contracts are complete • Rarely completes processes for state athletic awards • Lacks system for team awards, records, and recognition of athletes	• Regularly maintains information on athletes and/or team data/statistics as expected per sport • Sometimes ensures that all necessary forms and student contracts are complete • Sometimes completes processes for state athletic awards • Maintains a system for team awards, records and recognition of athletes	• Maintains fully effective systems for information on athletes and/or team data/statistics as expected per sport • Consistently ensures that all necessary forms and student contracts are complete • Consistently completes processes for state athletic awards • Maintains effective systems for team awards, records, and recognition of athletes	Meets Proficient AND: • Coaches and/or student athletes contribute information to systems related to their progress and interpret results • Coaches and/o student athletes participate in systems for team data/statistics • Takes a leadership is role in developing and/or contributing to athletic archive
TD&E Components (summative evaluation)		• One or more components of TD&E are missing or incomplete • TD&E component deadlines are missed		• All components are complete • Ongoing work to implement and fulfill TD&E components is timely	Meets Proficient AND: • Takes a leadership role in promoting TD&E components in the school

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Summary

Areas of Strength:

Areas of Growth:

Next Steps:

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