

## Fort Worth Independent School District Leadership Performance Standards for School Leadership

### Overview:

The Fort Worth ISD's Leadership Performance Standards Rubric for School Leadership is designed to provide standards and practices that reflect high and attainable standards for school leaders. There are seven standards:

**Standard 1: A Vision for Learning:** A school leader promotes the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Standard 2: Teaching and Learning:** A school leader promotes the success of all students by focusing on and promoting a school culture that is conducive to student learning and the professional growth of faculty and staff.

**Standard 3: Effective and Efficient Management of Learning:** A school leader promotes the success of all students by ensuring the management of the school's organization, operations, and resources results in a safe, efficient and effective learning environment.

**Standard 4: Relationships with the Broader Community to Foster Learning:** A school leader promotes the success of all students by actively and constructively involving families and community members representative of the diverse community the school serves and the resources the community offers.

**Standard 5: Equity, Integrity, and Ethics:** A school leader promotes the success of all students by acting with integrity characterized by equitable and ethical behavior.

**Standard 6: Leadership for Learning:** A school leader promotes student achievement by holding faculty and staff accountable for teaching in ways that improve student achievement.

**Standard 7: Personal and Professional Growth:** A school leader promotes his/her own personal and professional growth in various ways with an eye toward improving his/her own performance and the performance of others.

**Following each standard and its dimensions are examples of processes and practices that exemplify the dimension of the standards (to be developed).**

**Fort Worth Independent School District  
Leadership Performance Standards Rubric**

**Standard 1: A Vision for Learning:** A school leader promotes the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard	Summative Rating
1a Embracing the vision	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embraces the district's vision and that it is reflected in the school's vision, focused on the success of all students, and embedded in all educational programs, plans, activities, and actions</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embraces the district's vision and that it is reflected in the school's vision, focused on the success of all students, and embedded in all educational programs, plans, activities, and actions</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embraces the district's vision and that it is reflected in the school's vision, focused on the success of all students, and embedded in all educational programs, plans, activities, and actions</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embraces the district's vision and that it is reflected in the school's vision, focused on the success of all students, and embedded in all educational programs, plans, activities, and actions</li> </ul>	
1b Communicating the vision	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Communicates the vision by focusing on teaching and its impact on learning and student success, throughout the year in a variety of venues, both in the school and in the community</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Communicates the vision by focusing on teaching and its impact on learning and student success, throughout the year in a variety of venues, both in the school and in the community</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Communicates the vision by focusing on teaching and its impact on learning and student success, throughout the year in a variety of venues, both in the school and in the community</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Communicates the vision by focusing on teaching and its impact on learning and student success, throughout the year in a variety of venues, both in the school and in the community</li> </ul>	
1c Implementing the vision	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embeds the vision in</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embeds the vision in</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embeds the vision in</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Embeds the vision in</li> </ul>	

	all teaching practices, links all school programs, policies, and procedures to the vision, and regularly uses student achievement data to ensure that the vision is firmly focused on the success of all students	all teaching practices, linked all school programs, policies, and procedures to the vision, and regularly uses student achievement data to ensure that the vision is firmly focused on the success of all students	all teaching practices, linked all school programs, policies, and procedures to the vision, and regularly uses student achievement data to ensure that the vision is firmly focused on the success of all students	all teaching practices, linked all school programs, policies, and procedures to the vision, and regularly uses student achievement data to ensure that the vision is firmly focused on the success of all students	
1d Aligning decisions to strategic priorities and clearly articulating the decision-making structure	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Ensures that the vision, mission, and strategic priorities of the organization are visible, ingrained in the culture of the school, and routinely used as a reference point for decisions</li> <li>Clearly identifies decision-making structures, including those decisions made by consensus or independently</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Ensures that the vision, mission, and strategic priorities of the organization are visible, ingrained in the culture of the school, and routinely used as a reference point for decisions</li> <li>Clearly identifies decision-making structures, including those decisions made by consensus or independently</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Ensures that the vision, mission, and strategic priorities of the organization are visible, ingrained in the culture of the school, and routinely used as a reference point for decisions</li> <li>Clearly identifies decision-making structures, including those decisions made by consensus or independently</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Ensures that the vision, mission, and strategic priorities of the organization are visible, ingrained in the culture of the school, and routinely used as a reference point for decisions</li> <li>Clearly identifies decision-making structures, including those decisions made by consensus or independently</li> </ul>	
1e Monitoring and evaluating the vision	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Collects data on teacher performance and pupil achievement from a variety of sources and demonstrates a</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Collects data on teacher performance and pupil achievement from a variety of sources and demonstrates a</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Collects data on teacher performance and pupil achievement from a variety of sources and demonstrates a</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Collects data on teacher performance and pupil achievement from a variety of sources and demonstrates a</li> </ul>	

	<p>clear understanding of how teaching is linked to student learning</p> <ul style="list-style-type: none"> <li>• Provides opportunities for appropriate stakeholders to analyze data and make adjustments or modifications to ensure the success of all students and progress toward the vision</li> </ul>	<p>clear understanding of how teaching is linked to student learning</p> <ul style="list-style-type: none"> <li>• Provides opportunities for appropriate stakeholders to analyze data and make adjustments or modifications to ensure the success of all students and progress toward the vision</li> </ul>	<p>clear understanding of how teaching is linked to student learning</p> <ul style="list-style-type: none"> <li>• Provides opportunities for appropriate stakeholders to analyze data and make adjustments or modifications to ensure the success of all students and progress toward the vision</li> </ul>	<p>clear understanding of how teaching is linked to student learning</p> <ul style="list-style-type: none"> <li>• Provides opportunities for appropriate stakeholders to analyze data and make adjustments or modifications to ensure the success of all students and progress toward the vision</li> </ul>	
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**Standard 1 Practices and Performances**

**The school leader facilitates processes and engages in practices, ensuring that:**

1. The vision and mission are visually evident throughout the building. Evidence may also be seen in the school’s letterhead, meeting agendas, parent communications, family nights, web page, community centers, etc.
2. The central focus of the vision and mission is the education of all students and the impact of teaching on student achievement.
3. The vision and mission are written in languages representative of the communities the school serves.
4. Teachers and students, when asked, can explain the vision and mission of the school.
5. Contributions of school community members to the realization of the vision are recognized and celebrated.
6. Progress toward the vision and mission is communicated to all stakeholders.
7. Student and staff accomplishments are recognized and celebrated as related to the vision and mission.
8. The school community is regularly involved in school improvement efforts.
9. The Campus Improvement Plan (CIP) identifies objectives and strategies to achieve the vision and mission.
10. Assessment data related to student learning is regularly used to guide and focus the development of the school/district’s vision and mission.
11. Relevant demographic data pertaining to students and their families are used in implementing the school’s vision and mission.
12. Barriers to achieving the vision are identified, clarified, and addressed.
13. Needed resources are sought, obtained, and utilized to support the implementation of the school’s vision and mission.
14. Existing resources are used in support of the school’s vision and mission.
15. Clear decision making structures are in place and adhered to by all stakeholders.  
Implementation plans related to the school’s vision and mission are monitored, evaluated, and revised.

3/31/11

**Standard 2: Teaching and Learning:** A school leader promotes the success of all students by focusing on and promoting a school culture that is conducive to student learning and the professional growth of faculty and staff.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard	Summative Rating
<p>2a Developing a campus plan that embodies the vision (see Standard 1) and focuses on teaching and learning</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Promotes a campus plan that reflects the school vision and results in a school that maintains high minimum standards and fair assessments in each of its classrooms</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Promotes a campus plan that reflects the school vision and results in a school that maintains high minimum standards and fair assessments in each of its classrooms</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Promotes a campus plan that reflects the school vision and results in a school that maintains high minimum standards and fair assessments in each of its classrooms</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Promotes a campus plan that reflects the school vision and results in a school that maintains high minimum standards and fair assessments in each of its classrooms</li> </ul>	
<p>2b Promoting and sustaining a school-wide focus on teaching and learning</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students</li> <li>Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement</li> <li>Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students</li> <li>Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement</li> <li>Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the school year</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students</li> <li>Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement</li> <li>Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students</li> <li>Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement</li> <li>Supports the achievement of all students and staff and promotes, recognizes, and celebrates these efforts and accomplishments throughout the</li> </ul>	

	<ul style="list-style-type: none"> <li>• Develops a plan to ensure that newly hired beginning teachers are supported and retained by the school</li> <li>• Protects the teaching and learning process from issues that distract from instruction and student learning</li> <li>• Fully implements district or program initiatives and curriculums</li> </ul>	<ul style="list-style-type: none"> <li>• Develops a plan to ensure that newly hired beginning teachers are supported and retained by the school</li> <li>• Protects the teaching and learning process from issues that distract from instruction and student learning</li> <li>• Fully implements district or program initiatives and curriculums</li> </ul>	<p>school year</p> <ul style="list-style-type: none"> <li>• Develops a plan to ensure that newly hired beginning teachers are supported and retained by the school</li> <li>• Protects the teaching and learning process from issues that distract from instruction and student learning</li> <li>• Fully implements district or program initiatives and curriculums</li> </ul>	<p>school year</p> <ul style="list-style-type: none"> <li>• Develops a plan to ensure that newly hired beginning teachers are supported and retained by the school</li> <li>• Protects the teaching and learning process from issues that distract from instruction and student learning</li> <li>• Fully implements district or program initiatives and curriculums</li> </ul>	
2c Planning and providing professional learning	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Has developed a professional development plan to support teachers' professional growth in all instructional areas</li> <li>• Uses every opportunity, including faculty meetings, to emphasize that teaching and learning is central to the mission of the school</li> <li>• Establishes procedures to evaluate student performance linked to teachers' professional development</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Has developed a professional development plan to support teachers' professional growth in all instructional areas</li> <li>• Uses every opportunity, including faculty meetings, to emphasize that teaching and learning is central to the mission of the school</li> <li>• Establishes procedures to evaluate student performance linked to teachers' professional development</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Has developed a professional development plan to support teachers' professional growth in all instructional areas</li> <li>• Uses every opportunity, including faculty meetings, to emphasize that teaching and learning is central to the mission of the school</li> <li>• Establishes procedures to evaluate student performance linked to teachers' professional</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Has developed a professional development plan to support teachers' professional growth in all instructional areas</li> <li>• Uses every opportunity, including faculty meetings, to emphasize that teaching and learning is central to the mission of the school</li> <li>• Establishes procedures to evaluate student performance linked to teachers' professional</li> </ul>	

	<ul style="list-style-type: none"> <li>Actively participates in district or teacher-led professional learning and models the role of learner</li> </ul>	<ul style="list-style-type: none"> <li>Actively participates in district or teacher-led professional learning and models the role of learner</li> </ul>	<p>development</p> <ul style="list-style-type: none"> <li>Actively participates in district or teacher-led professional learning and models the role of learner</li> </ul>	<p>development</p> <ul style="list-style-type: none"> <li>Actively participates in district or teacher-led professional learning and models the role of learner</li> </ul>	
<p>2d Using qualitative and quantitative data to make decisions about teaching and learning, including student and teacher assessment</p>	<p>There is clear, convincing and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Makes specific and observable decisions based on evidence derived from the use of state, district, building, and classroom data</li> <li>Uses data as the focal point of both formal and informal leadership and faculty discussions</li> <li>Provides to faculty various ways to collect and use data, including a protocol for studying student work to identify instructional next steps for teachers and students</li> <li>Visits classrooms an average of two hours each day and regularly provides feedback on teaching to foster improvement in the teaching and learning processes</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Makes specific and observable decisions based on evidence derived from the use of state, district, building, and classroom data</li> <li>Uses data as the focal point of both formal and informal leadership and faculty discussions</li> <li>Provides to faculty various ways to collect and use data, including a protocol for studying student work to identify instructional next steps for teachers and students</li> <li>Visits classrooms an average of two hours each day and regularly provides feedback on teaching to foster improvement in the teaching and learning processes</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Makes specific and observable decisions based on evidence derived from the use of state, district, building, and classroom data</li> <li>Uses data as the focal point of both formal and Informal leadership and faculty discussions</li> <li>Provides to faculty various ways to collect and use data, including a protocol for studying student work to identify instructional next steps for teachers and students</li> <li>Visits classrooms an average of two hours each day and regularly provides feedback on teaching to foster improvement in the teaching and learning processes</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Makes specific and observable decisions based on evidence derived from the use of state, district, building, and classroom data</li> <li>Uses data as the focal point of both formal and informal leadership and faculty discussions</li> <li>Provides to faculty various ways to collect and use data, including a protocol for studying student work to identify instructional next steps for teachers and students</li> <li>Visits classrooms an average of two hours each day and regularly provides feedback on teaching to foster improvement in the teaching and learning processes</li> </ul>	

<p>2e Ensuring the instantiation of communities of professional practice</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates and/or facilitates structures through which teachers and staff are able to work together to accomplish the school's instructional priorities for teaching and learning</li> <li>Leads various initiatives involving the entire faculty</li> <li>Utilizes participatory communities of practice to develop intermediate timelines and benchmarks to determine whether new practices are helping achieve student learning goals</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates and/or facilitates structures through which teachers and staff are able to work together to accomplish the school's instructional priorities for teaching and learning</li> <li>Leads various initiatives involving the entire faculty</li> <li>Utilizes participatory communities of practice to develop intermediate timelines and benchmarks to determine whether new practices are helping achieve student learning goals</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates and/or facilitates structures through which teachers and staff are able to work together to accomplish the school's instructional priorities for teaching and learning</li> <li>Leads various initiatives involving the entire faculty</li> <li>Utilizes participatory communities of practice to develop intermediate timelines and benchmarks to determine whether new practices are helping achieve student learning goals</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates and/or facilitates structures through which teachers and staff are able to work together to accomplish the school's instructional priorities for teaching and learning</li> <li>Leads various initiatives involving the entire faculty</li> <li>Utilizes participatory communities of practice to develop intermediate timelines and benchmarks to determine whether new practices are helping achieve student learning goals</li> </ul>	
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**Standard 2 Practices and Performances**

**The school leader facilitates processes and engages in practices, ensuring that:**

1. The CIP addresses goals, which are based on data analysis done on a regular basis.
2. The principal continually reinforces and monitors high academic expectations, communicates a vision aligned with district goals, and monitors student progress.
3. Distracters to the teaching and learning focus are reduced or eliminated.
4. Teacher study groups center around student achievement data and student work.
5. Opportunities are provided for staff to deliberate on problems of practice.
6. Technology is used in teaching and has a positive impact on student learning.
7. Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
8. The school culture and climate are assessed on a regular basis.

3/31/11

9. A variety of sources of information is used to make decisions about teaching and learning, both within and outside of the curriculum frameworks.
10. Student learning is assessed using a variety of techniques, both formal and informal.
11. Allocates resources, such as intensive support, release time for observations, specialized training, team-teaching arrangements, etc. for newly hired beginning teachers.
12. All stakeholders are held accountable for implementing vision/mission/goals, and regular checks are implemented to see if this is occurring.
13. The principal and members of the leadership team each visit classrooms a minimum of two hours each day using content area observation tools.
14. The principal and members of the leadership team regularly provide feedback on classroom teaching and learning using content area focused observation tools.
15. Teachers' weekly plans are monitored and feedback provided to ensure implementation of curriculum frameworks.
16. Regularly documented conferences with teachers are held to promote insightful dialog about the curriculum frameworks.
17. Promotes the effective implementation of the Principles of Learning.
18. A formal LearningWalk occurs a minimum of once monthly and assesses the professional development needs of the campus.
19. Regularly and consistent meetings with teachers/staff/grade level/faculty are oriented to the professional development needs of the faculty.
20. Data is used to assess what professional development individual teachers need related to the implementation of the curriculum frameworks.
21. Observations by APs, LCTs, Coaches, etc. are based on an analysis of teacher needs and the support that others can provide. These visits are coordinated, supervised, and evaluated within the bounds of confidentiality.
22. Regularly schedules and attends professional development with teachers to be better able to support their professional growth as well as for own personal growth.
23. Teacher learning and growth is supported through multiple resources used on a regular basis in order to meet specified goals.
24. Gains input from teacher leaders and leadership team to identify non-negotiable items related to school-wide improvement.

**Standard 3: The Effective and Efficient Management of Learning:** A school leader promotes the success of all students by ensuring the management of the school’s organization, operations, technology, and resources result in a safe, efficient, and effective learning environment.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard	Summative Rating
<p>3a Making management decisions to ensure successful teaching and learning</p>	<p>There is clear, convincing and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Demonstrates in-depth knowledge of how people learn, teaching, formative and summative assessment, and student development and uses that knowledge to make informed management decisions to support teaching and learning</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Demonstrates in-depth knowledge of how people learn, teaching, formative and summative assessment, and student development and uses that knowledge to make informed management decisions to support teaching and learning</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Demonstrates in-depth knowledge of how people learn, teaching, formative and summative assessment, and student development and uses that knowledge to make informed management decisions to support teaching and learning</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Demonstrates in-depth knowledge of how people learn, teaching, formative and summative assessment, and student development and uses that knowledge to make informed management decisions to support teaching and learning</li> </ul>	
<p>3b Allocating resources to ensure successful teaching and learning</p>	<p>There is clear, convincing and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses an established, comprehensive budgeting process that incorporates staff input and is communicated to stakeholders</li> <li>• Maximizes all available monetary and human resources to achieve strategic priorities</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses an established, comprehensive budgeting process that incorporates staff input and is communicated to stakeholders</li> <li>• Maximizes all available monetary and human resources to achieve strategic priorities</li> <li>• Bases all decisions</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses an established, comprehensive budgeting process that incorporates staff input and is communicated to stakeholders</li> <li>• Maximizes all available monetary and human resources to achieve strategic priorities</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses an established, comprehensive budgeting process that incorporates staff input and is communicated to stakeholders</li> <li>• Maximizes all available monetary and human resources to achieve strategic</li> </ul>	

	<ul style="list-style-type: none"> <li>Bases all decisions about budgets, school improvement, and professional learning on school- wide goals for teaching and learning</li> </ul>	<p>about budgets, school improvement, and professional learning on school- wide goals for teaching and learning</p>	<ul style="list-style-type: none"> <li>Bases all decisions about budgets, school improvement, and professional learning on school- wide goals for teaching and learning</li> </ul>	<p>priorities</p> <ul style="list-style-type: none"> <li>Bases all decision about budgets, school improvement, and professional learning on school- wide goals for teaching and learning</li> </ul>	
<p>3c Using technology to improve communication, teaching, and learning</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates new opportunities for learning and uses the organization as an example of effective technology implementation</li> <li>Uses technology in a competent manner and links technology initiatives of the district to the school's specific teaching and learning objectives</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates new opportunities for learning and uses the organization as an example of effective technology implementation</li> <li>Uses technology in a competent manner and links technology initiatives of the district to the school's specific teaching and learning objectives</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates new opportunities for learning and uses the organization as an example of effective technology implementation</li> <li>Uses technology in a competent manner and links technology initiatives of the district to the school's specific teaching and learning objectives</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates new opportunities for learning or uses the organization as an example of effective technology implementation</li> <li>Uses technology in a competent manner and links technology initiatives of the district to the school's specific teaching and learning objectives</li> </ul>	
<p>3d Developing procedures to ensure successful learning for all students</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Demonstrates the use of research to inform instructional and organizational decisions Establishes a system for communicating to the staff this knowledge from</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Demonstrates the use of research to inform instructional and organizational decisions Establishes a system for communicating to the staff this</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Demonstrates the use of research to inform instructional and organizational decisions Establishes a system for communicating to the staff this knowledge from</li> </ul>	<p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>Demonstrates the use of research to inform instructional and organizational decisions</li> <li>Establishes a system for</li> </ul>	

	reading, learning, reflecting, and engages staff in the same process	knowledge from reading, learning reflecting, and engages staff in the same process	reading, learning reflecting, and engages staff in the same process	communicating to the staff this knowledge from reading, learning, reflecting, and engages staff in the same process	
3e Creating a safe and welcoming environment to ensure successful teaching and learning	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Involves businesses and other community constituents in all decisions pertaining to their involvement</li> <li>• Meets regularly with the SBDM team</li> <li>• Creates opportunities for parents and community members to have a voice in decisions that impact student learning</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Involves businesses and other community constituents in all decisions pertaining to their involvement</li> <li>• Meets regularly with the SBDM team</li> <li>• Creates opportunities for parents and community members to have a voice in decisions that impact student learning</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Involves businesses and other community constituents in all decisions pertaining to their involvement</li> <li>• Meets regularly with the SBDM team</li> <li>• Creates opportunities for parents and community members to have a voice in decisions that impact student learning</li> </ul>	<p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Involves businesses and other community constituents in all decisions pertaining to their involvement</li> <li>• Meets regularly with the SBDM team</li> <li>• Creates opportunities for parents and community members to have a voice in decisions that impact student learning</li> </ul>	

**Standard 3 Practices and Performances**

**The school leader facilitates processes and engages in practices that ensure:**

1. Knowledge of learning, teaching, and student development is used to make management decisions.
2. Operational procedures are designed to maximize opportunities for successful learning.
3. School data and educational research are studied and applied as appropriate.
4. Operational plans and procedures to achieve the vision and goals of the district related to teaching and learning are in place.
5. Knowledge of the best practices as called for in balanced literacy, differentiated instruction, the mathematics programs, and the curriculum frameworks are regularly used by faculty.
6. Formative and summative student assessments are used to guide teaching and learning.
7. Knowledge of teaching and learning is used to develop professional development opportunities that enhance teaching and learning in the content areas.

3/31/11

8. Teachers consistently use the curriculum frameworks on-line, including lesson plan submission.
9. The budget is developed and monitored with the site-based decision-making team, all staff, and stakeholders.
10. School funds are managed in a way that is fiscally sound.
11. Budget deficiencies are identified, and a plan developed to satisfy these deficiencies.
12. Documented budget allotments match the goals/needs indicated in the CIP.
13. All monies budgeted for instructional resources are dedicated to research-based programs aligned with the approved programs of the district and the curriculum frameworks.
14. The master schedule is designed and supportive of effective instruction for each student.
15. Activboard and portable computers/computer labs are used by teachers and other staff on a daily basis for instructional purposes.
16. Professional development schedules consistently reflect time for staff to be trained on new technology hardware and software.
17. Class visits and LearningWalks regularly reflect consistent staff use of and competency with available technology.
18. DataSmart is used regularly by teachers to improve classroom instruction.
19. Students are regularly engaged with technology in the classroom.
20. A Student Advisory Committee looks at student needs/feedback on implementation in the classroom.
21. A broad-based group representative of the school community is involved in the effective and efficient management of the learning environment of the school.

3/31/11

**Standard 4: Relationships with the Broader Community to Foster Learning:** A school leader promotes the success of all students by actively and constructively involving families and community members representative of the diverse community the school serves and the resources the community offers.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard	Summative Rating
4a Understanding the needs of the community	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Assesses the needs of the school community and uses the assessment to foster community involvement to improve student achievement</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Assesses the needs of the school community and uses the assessment to foster community involvement to improve student achievement</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Assesses the needs of the school community and uses the assessment to foster community involvement to improve student achievement</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Assesses the needs of the school community and uses the assessment to foster community involvement to improve student achievement</li> </ul>	
4b Involving families and community organizations	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Establishes ongoing partnerships with parents, community groups, and organizations that contribute to the implementation of school programs and support the success of the teaching and learning process</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Establishes ongoing partnerships with parents, community groups, and organizations that contribute to the implementation of school programs and support the success of the teaching and learning process</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Establishes ongoing partnerships with parents, community groups, and organizations that contribute to the implementation of school programs and support the success of the teaching and learning process</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Establishes ongoing partnerships with parents, community groups, and organizations that contribute to the implementation of school programs and support the success of the teaching and learning process</li> </ul>	
4c Enabling the school and the	<p>There is clear, convincing, and consistent evidence that the school leader:</p>	<p>There is clear evidence that the school leader:</p>	<p>There is limited evidence that the school leader:</p>	<p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>Fosters interactive</li> </ul>	

<p>community to serve each other</p>	<ul style="list-style-type: none"> <li>Fosters interactive and productive relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Fosters interactive and productive relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Fosters interactive and productive relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning</li> </ul>	<p>and productive relationships between and among a variety of community groups (e.g., youth and family service agencies, cultural groups, etc.) and school programs to improve teaching and learning</p>	
<p>4d Understanding and valuing diversity</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Holds teachers accountable to address cultural diversity, by consistently using differentiated instructional strategies, and developmentally appropriate resource materials</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Holds teachers accountable to address cultural diversity, by consistently using differentiated instructional strategies, and developmentally appropriate resource materials</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Holds teachers accountable to address cultural diversity, by consistently using differentiated instructional strategies, and developmentally appropriate resource materials</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Holds teachers accountable to address cultural diversity, by consistently using differentiated instructional strategies, and developmentally appropriate resource materials</li> </ul>	

**Standard 4 Practices and Performances**

**The school leader facilitates processes and engages in practices that ensure:**

1. An identifiable network exists of community resources in conjunction with district resources.
2. Multiple opportunities are provided for parental/community involvement, including home-school conferences.
3. Active involvement and communication with families and the community are a priority.
4. Relationships with families and community leaders are developed and maintained.
5. Information about family and community concerns, expectations, and needs is used regularly to support teaching and learning.
6. There is outreach to different businesses, religious, political, and service agencies and organizations.
7. Respect is given to individuals and groups whose values and opinions may conflict.
8. Community collaboration is modeled for staff.
9. Opportunities are provided for staff to develop collaborative skills.
10. The Site-based decision-making team includes community and parent representation.

3/31/11

11. Effective use/consistent utilization of parent and community surveys (multiple sources to convey vision/mission) to lead improving teaching and learning.
12. Continual support for students through a mentor program with a specific instructional purpose.
13. Services are provided on-line to support multiple family needs.
14. An active PTA/PTO meets on a regular basis to work collaboratively to ensure an effective learning environment.
15. Adopt-a-School Partners are recruited and serve to meet various needs of the school, including the support of student achievement.
16. Resources and opportunities to experience a higher learning environment are regularly accessed.
17. Monthly displays of multicultural activities and events that result in tangible products to foster appreciation of diversity.
18. Consistent team planning which focuses on the development and implementation of differentiated instruction consistent with the needs of a diverse student body but within the curriculum frameworks. as displayed within the school and surrounding community.
19. Professional development addresses cultural awareness among faculty, staff, and, where appropriate, the community.

**Standard 5: Equity, Integrity and Ethics:** A school leader promotes the success of all students by acting with integrity characterized by equitable and ethical behavior.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard	Summative Rating
<p>5a Acting in accord with a personal and professional code of ethics</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Meets commitments – verbal, written, and implied – to individuals, students, community members, and</li> <li>• Commitments made to superiors and subordinates have the same weight.</li> <li>• Holds others to the same high standards of ethical behavior and confronts those who fail to meet this expectation</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Meets commitments – verbal, written, and implied – to individuals, students, community members, and</li> <li>• Commitments made to superiors and subordinates have the same weight.</li> <li>• Holds others to the same high standards of ethical behavior and confronts those who fail to meet this expectation</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Meets commitments – verbal, written, and implied – to individuals, students, community members, and</li> <li>• Commitments made to superiors and subordinates have the same weight.</li> <li>• Holds others to the same high standards of ethical behavior and confronts those who fail to meet this expectation</li> </ul>	<p>There is little or evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Meets commitments – verbal, written, and implied – to individuals, students, community members, and</li> <li>• Commitments made to superiors and subordinates have the same weight.</li> <li>• Holds others to the same high standards of ethical behavior and confronts those who fail to meet this expectation</li> </ul>	
<p>5b Valuing different points of view</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Actively seeks to understand differences in the perspective of others and consistently creates and supports rules and routines that respect and protect the rights of all teachers, students, and parents</li> <li>• Confronts effort by others to infringe on these rights</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Actively seeks to understand differences in the perspective of others and consistently creates and supports rules and routines that respect and protect the rights of all teachers, students, and parents</li> <li>• Confronts effort by others to infringe on these rights</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Actively seeks to understand differences in the perspective of others and consistently creates and supports rules and routines that respect and protect the rights of all teachers, students, and parents</li> <li>• Confronts effort by others to infringe on these rights</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Actively seeks to understand differences in the perspective of others and consistently creates and supports rules and routines that respect and protect the rights of all teachers, students, and parents</li> <li>• Confronts effort by others to infringe on these rights</li> </ul>	

<p>5c Complying with legal and ethical requirements</p>	<p>There is clear, convincing, and consistent evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Understands the law as it applies to issues at hand and always meets the letter and spirit of the law, avoiding both in fact and the appearance of impropriety</li> <li>• Facilitates mutual respect for colleagues and for the law throughout the school</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Understands the law as it applies to issues at hand and always meets the letter and spirit of the law, avoiding both in fact and the appearance of impropriety</li> <li>• Facilitates mutual respect for colleagues and for the law throughout the school</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Understands the law as it applies to issues at hand and always meets the letter and spirit of the law, avoiding both in fact and the appearance of impropriety</li> <li>• Facilitates mutual respect for colleagues and for the law throughout the school</li> </ul>	<p>There is little or evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Understands the law as it applies to issues at hand and always meets the letter and spirit of the law, avoiding both in fact and the appearance of impropriety</li> <li>• Facilitates mutual respect for colleagues and for the law throughout the school</li> </ul>	
<p>5d Understanding the leader's impact on the school and community</p>	<p>There is clear, consistent, and convincing evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Uses the influence of his/her position to enhance the educational program and promote student success in society</li> <li>• Seeks feedback from community members about the administrator's impact on learning and uses this information to strengthen the relationship between the school, family, and community</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses the influence of his/her position to enhance the educational program and promote student success in society</li> <li>• Seeks feedback from community members about the administrator's impact on learning and uses this information to strengthen the relationship between the school, family, and community</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses the influence of his/her position to enhance the educational program and promote student success in society</li> <li>• Seeks feedback from community members about the administrator's impact on learning and uses this information to strengthen the relationship between the school, family, and community</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses the influence of his/her position to enhance the educational program and promote student success in society</li> <li>• Seeks feedback from community members about the administrator's impact on learning and uses this information to strengthen the relationship between the school, family, and community</li> </ul>	

3/31/11

**Standard 5 Practices and Performances**

**The school leader facilitates processes and engages in practices that :**

1. Examine personal and professional values and demonstrate a personal and professional code of ethics.
2. Hold all school staff accountable to personal and professional code of ethics.
3. Demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance.
4. Accept responsibility for school operations.
5. Consider the impact of one's administrative practices on others.
6. Use the influence of the office to enhance the educational program rather than for personal gain.
7. Treat people fairly, equitably, and with dignity and respect.
8. Maintain strict confidentiality and standards of professionalism when appropriate in any matter related to faculty and student.
9. Confers with and documents any lack in teaching performance that is not corrected.
10. Consistently, and without bias or malicious and capricious intent, upholds all state/local policies and procedures.
11. Allow for due process without prior judgment in all disputes or disagreements between all stakeholders before rendering any decision or judgment.
12. Board policies as well as district procedures are adhered to and implemented.
13. Consistently follow legal requirements for reporting illegal and/or unethical behavior to the appropriate authorities and district departments.
14. Communicate fairly and consistently with all stakeholders.
15. Act proactively to anticipate the needs of members of the school, and community and responds in a timely manner.
16. Be informal about state policies and district policies as they relate to ways in which faculty and students are to be treated.
17. Adhere strictly to deadlines for submitting reports.
18. Schedule, attend, and keep documentation of all meetings pertaining to the successful operation of the school.
19. Actively listen to concerns about the school, its policies, and rules.
20. Use role of school leader to regularly convey to students the importance of an education.
21. Solicit input from appropriate stakeholders in determining policies that impact that group of stakeholders.
22. Implement a fair and effective school-wide discipline plan that reflects the dignity of the individual, coupled with a concern for the teaching and learning process.
23. Utilize both formative and summative data to consistently improve leadership of the school.
24. Involve parents and community partners in school improvement efforts.
25. Is visible in the school and the school community.

**Standard 6: Leadership for Learning:** A school leader promotes student achievement by holding faculty and staff accountable for teaching in ways that improve student achievement.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard	Summative Rating
<p>6a Analyzing faculty strengths and weaknesses and determining area for improvement</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides tailor-made professional learning opportunities linked to the assessed needs of individual staff members - certified and non-certified staff</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides tailor-made professional learning opportunities linked to the assessed needs of individual staff members - certified and non-certified staff</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides tailor-made professional learning opportunities linked to the assessed needs of individual staff members - certified and non-certified staff</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides tailor-made professional learning opportunities linked to the assessed needs of individual staff members - certified and non-certified staff</li> </ul>	
<p>6b Providing formal and informal feedback to staff and faculty with the exclusive purpose of improving individual and organizational performance</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides feedback focused on improving teacher and organizational performance. The accurate, timely, and specific feedback reflects the leader's recognition that appropriate feedback influences performance.</li> <li>Sends the staff appropriate feedback following all LearningWalks in a variety of forms: letters, verbally in staff meetings, etc.</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides feedback focused on improving teacher and organizational performance. The accurate, timely, and specific feedback reflects the leader's recognition that appropriate feedback influences performance.</li> <li>Sends the staff appropriate feedback following all LearningWalks in a variety of forms: letters, verbally in staff meetings, etc.</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides feedback focused on improving teacher and organizational performance. The accurate, timely, and specific feedback reflects the leader's recognition that appropriate feedback influences performance.</li> <li>Sends the staff appropriate feedback following all LearningWalks in a variety of forms: letters, verbally in staff meetings, etc.</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Provides feedback focused on improving teacher and organizational performance. The accurate, timely, and specific feedback reflects the leader's recognition that appropriate feedback influences performance.</li> <li>Sends the staff appropriate feedback following all LearningWalks in a variety of forms: letters, verbally in staff meetings, etc.</li> </ul>	

<p>6c Systematically evaluating faculty and staff</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a variety of ways to meet with teachers and share high expectations as articulated in the campus plan</li> <li>• Organizes structures to hold staff accountable</li> <li>• Uses evaluation protocols to document poor teaching, as well as to provide valuable feedback for accomplished teachers</li> <li>• Uses observation information systematically to identify patterns needing improvement</li> <li>• Links measures of student learning to the school's and teacher's professional learning plan</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a variety of ways to meet with teachers and share high expectations as articulated in the campus plan</li> <li>• Organizes structures to hold staff accountable</li> <li>• Uses evaluation protocols to document poor teaching, as well as to provide valuable feedback for accomplished teachers</li> <li>• Uses observation information systematically to identify patterns needing improvement</li> <li>• Links measures of student learning to the school's and teacher's professional learning plan</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a variety of ways to meet with teachers and share high expectations as articulated in the campus plan</li> <li>• Organizes structures to hold staff accountable</li> <li>• Uses evaluation protocols to document poor teaching, as well as to provide valuable feedback for accomplished teachers</li> <li>• Uses observation information systematically to identify patterns needing improvement</li> <li>• Links measures of student learning to the school's and teacher's professional learning plan</li> </ul>	<p>meetings,etc.</p> <p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Uses a variety of ways to meet with teachers and share high expectations as articulated in the campus plan</li> <li>• Organizes structures to hold staff accountable</li> <li>• Uses evaluation protocols to document poor teaching, as well as to provide valuable feedback for accomplished teachers</li> <li>• Uses observation information systematically to identify patterns needing improvement</li> <li>• Links measures of student learning to the school's and teacher's professional learning plan</li> </ul>	
<p>6d Establishing productive relationships with faculty and others</p>	<p>There is clear, consistent, and convincing evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Engages a leadership team to assist in the instructional and managerial aspects of the school</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Engages a leadership team to assist in the instructional and managerial aspects of the school</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Engages a leadership team to assist in the instructional and managerial</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Engages a leadership team to assist in the instructional and</li> </ul>	

	<ul style="list-style-type: none"> <li>• Mentors and nurtures teacher leaders</li> <li>• Has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</li> </ul>	<ul style="list-style-type: none"> <li>• Mentors and nurtures teacher leaders</li> <li>• Has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</li> </ul>	<p>aspects of the school</p> <ul style="list-style-type: none"> <li>• Mentors and nurtures teacher leaders</li> <li>• Has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</li> </ul>	<p>managerial aspects of the school</p> <ul style="list-style-type: none"> <li>• Mentors and nurtures teacher leaders</li> <li>• Has a respectful relationship with a variety of leadership groups in order to problem solve school related issues</li> </ul>	
6e Using a systems approach to improve teaching and learning	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a systems view to adopt a decision-making approach that               <ul style="list-style-type: none"> <li>* Synthesizes multiple input</li> <li>* Elicits and presents all sides of an issue</li> <li>* Is data-informed</li> <li>* Benefits school/district/student learning</li> </ul> </li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a systems view to adopt a decision-making approach that               <ul style="list-style-type: none"> <li>* Synthesizes multiple inputs</li> <li>* Elicits and presents all sides of an issue</li> <li>* Is data-informed</li> <li>* Benefits school/district/student learning</li> </ul> </li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses a systems view to adopt a decision-making approach that               <ul style="list-style-type: none"> <li>* Synthesizes multiple inputs</li> <li>* Elicits and presents all sides of an issue</li> <li>* Is data-informed</li> <li>* Benefits school/district/student learning</li> </ul> </li> </ul>	<p>There is little evidence that the school leader:</p> <p>Uses a systems view to adopt a decision-making approach that</p> <ul style="list-style-type: none"> <li>* Synthesizes multiple inputs</li> <li>* Elicits and presents all sides of an issue</li> <li>* Is data-informed</li> <li>* Benefits school/district/student learning</li> </ul>	

**Standard 6 Practices and Performances**

**The school leader facilitates processes and engages in practices, that ensure:**

1. Observes and confers with all members of the staff about improving teaching and learning.
2. Schedules and keeps logs of classroom visits using a protocol.
3. Uses data from observations to create professional development plans and establish goals leading to improvement of teaching and learning.
4. Encourages and, where needed, requires all faculty to participate in appropriate professional development aimed at improving teaching practices related to the curriculum frameworks.
5. Identifies teachers in need of special assistance, documenting what they need, and what assistance will be/is provided.
6. Uses a defined campus schedule of classroom visits and Learning Walks to document the impact of professional development . Plan adjustments to the professional development schedule based on classroom visits.
7. Uses data to determine student needs and takes appropriate actions related to what the data reveals.

3/31/11

8. Uses faculty meeting agendas, letters, and memos to address specific school/student performance goals.
9. Writes an effective campus plan with input from faculty, staff, and, where appropriate, students and parents.
10. Conducts weekly data meetings.
11. Discussion of data takes place in all leadership meetings.
12. Develops a leadership team, and uses strategies to foster high quality relationships within the team, and demonstrates an understanding of individual roles and scope of responsibilities.
13. Develops a school-wide approach to improving teaching and learning that utilizes multiple sources of information.
14. As goals are reached, regularly acknowledges/rewards/celebrates the successes of the staff.

**Standard 7: Personal and Professional Growth:** A school leader promotes his/her own personal and professional growth in various ways with an eye toward improving his own performance and the performance of others.

Dimension	Exemplary	Effective	Progressing	Not Meeting Standard	Summative Rating
7a Planning and implementing a professional growth plan	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively engages in multiple professional learning opportunities and shares what is learned throughout the organization</li> <li>Creates specific adaptations so that learning tools become part of the culture of the organization and are appropriated for the use of the organization rather than merely adopting the tools of external professional learning</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively engages in multiple professional learning opportunities and shares what is learned throughout the organization</li> <li>Creates specific adaptations so that learning tools become part of the culture of the organization and are appropriated for the use of the organization rather than merely adopting the tools of external professional learning</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively engages in multiple professional learning opportunities and shares what is learned throughout the organization</li> <li>Creates specific adaptations so that learning tools become part of the culture of the organization and are appropriated for the use of the organization rather than merely adopting the tools of external professional learning</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Actively engages in multiple professional learning opportunities and shares what is learned throughout the organization</li> <li>Creates specific adaptations so that learning tools become part of the culture of the organization and are appropriated for the use of the organization rather than merely adopting the tools of external professional learning</li> </ul>	
7b Applying what is learned to the work of the school	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates various structures and protocols (ex. forms, checklists, self-assessments, and other learning tools) so that concepts learned in professional development are applied in the daily</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates various structures and protocols (ex. forms, checklists, self-assessments, and other learning tools) so that concepts learned in professional development are applied in the daily lives of</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates various structures and protocols (ex. forms, checklists, self-assessments, and other learning tools) so that concepts learned in professional development are applied in the daily lives of teachers and</li> </ul>	<p>There is little or no evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Creates various structures and protocols (ex. forms, checklists, self-assessments, and other learning tools) so that concepts learned in professional development are applied in the daily lives of teachers</li> </ul>	

	<p>lives of teachers and leaders throughout the organization</p> <ul style="list-style-type: none"> <li>• Uses LearningWalks and other observation models to assess the impact of the new learning and to make informed decisions about new learning needed in professional development.</li> </ul>	<p>teachers and leaders throughout the organization</p> <ul style="list-style-type: none"> <li>• Uses LearningWalks and other observation models to assess the impact of the new learning and to make informed decisions about new learning needed in professional development.</li> </ul>	<p>leaders throughout the organization</p> <ul style="list-style-type: none"> <li>• Uses LearningWalks and other observation models to assess the impact of the new learning and to make informed decisions about new learning needed in professional development.</li> </ul>	<p>and leaders throughout the organization</p> <ul style="list-style-type: none"> <li>• Uses LearningWalks and other observation models to assess the impact of the new learning and to make informed decisions about new learning needed in professional development.</li> </ul>	
<p>7c Improving specific performance areas based on formal and informal feedback</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses evaluations and feedback combined with personal reflection and climate survey feedback to formulate an action plan that is reflected in the leader's daily choices of priorities, as well as in the organization's priorities</li> <li>• Uses the influence of previous evaluations and feedback to impact not only him/herself, but the entire organization</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses evaluations and feedback combined with personal reflection and climate survey feedback to formulate an action plan that is reflected in the leader's daily choices of priorities, as well as in the organization's priorities</li> <li>• Uses the influence of previous evaluations and feedback to impact not only him/herself, but the entire organization</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Uses evaluations and feedback combined with personal reflection and climate survey feedback to formulate an action plan that is reflected in the leader's daily choices of priorities, as well as in the organization's priorities</li> <li>• Uses the influence of previous evaluations and feedback to impact not only him/herself, but the entire organization</li> </ul>	<p>There is little or no evidence that the leader:</p> <ul style="list-style-type: none"> <li>• Uses evaluations and feedback combined with personal reflection and climate survey feedback to formulate an action plan that is reflected in the leader's daily choices of priorities, as well as in the organization's priorities</li> <li>• Uses the influence of previous evaluations and feedback to impact not only him/herself, but the entire organization</li> </ul>	
<p>7d Handling disagreements and dissent</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Is adept at handling disagreements with policy and leadership</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Is adept at handling disagreements with policy and</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>• Is adept at handling disagreements with policy and leadership</li> </ul>	<p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>• Is adept at handling disagreements with policy and leadership</li> </ul>	

	<p>decisions by articulating the disagreement and advocating for a point of view based on the best interests of the organization</p> <ul style="list-style-type: none"> <li>Fully supports and enthusiastically implements the decision once a decision is made</li> </ul>	<p>leadership decisions by articulating the disagreement and advocating for a point of view based on the best interests of the organization</p> <ul style="list-style-type: none"> <li>Fully supports and enthusiastically implements the decision once a decision is made</li> </ul>	<p>decisions by articulating the disagreement and advocating for a point of view based on the best interests of the organization</p> <ul style="list-style-type: none"> <li>Fully supports and enthusiastically implements the decision once a decision is made</li> </ul>	<p>decisions by articulating the disagreement and advocating for a point of view based on the best interests of the organization</p> <ul style="list-style-type: none"> <li>Fully supports and enthusiastically implements the decision once a decision is made</li> </ul>	
<p>7e Demonstrating self-control</p>	<p>There is clear, consistent, and convincing evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Possesses self-control, even in the most difficult and confrontational situations. The leader considers the consequence of his/her actions, anticipates possible responses or reactions, and adjusts behavior accordingly.</li> <li>Anticipates the results of his/her actions on others</li> </ul>	<p>There is clear evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Possesses self-control, even in the most difficult and confrontational situations. The leader considers the consequence of his/her actions, anticipates possible responses or reactions, and adjusts behavior accordingly.</li> <li>Anticipates the results of his/her actions on others</li> </ul>	<p>There is limited evidence that the school leader:</p> <ul style="list-style-type: none"> <li>Possesses self-control, even in the most difficult and confrontational situations. The leader considers the consequence of his/her actions, anticipates possible responses or reactions, and adjusts behavior accordingly.</li> <li>Anticipates the results of his/her actions on others</li> </ul>	<p>There is little or no evidence that the school leader :</p> <ul style="list-style-type: none"> <li>Possesses self-control, even in the most difficult and confrontational situations. The leader considers the consequence of his/her actions, anticipates possible responses or reactions, and adjusts behavior accordingly.</li> <li>Anticipates the results of his/her actions on others</li> </ul>	

**Standard 7 Practices and Performances**

**The school leader facilitates processes and engages in practices, that ensure:**

1. Creates an individual learning plan that fosters the leader’s professional growth as well as promotes the campus goals.
2. Adopts and adapts significant learnings to the needs of the school’s teaching and learning community.
3. Utilizes membership in professional organizations, reads professional journals, research-based articles, etc.
4. Engages in action research, when appropriate, to determine next steps for issues the school confronts.
5. Actively seeks opportunities to engage in professional development as well as participants and presents in meetings and conferences.
6. Accesses continuing educational opportunities that are related to the individual plan.
7. Creates various structures and protocols to assist others to learn about how to improve student achievement.
8. Revisits on a six-week basis the outcomes of all forms of meetings & professional development to plan for future professional development.

3/31/11

9. Monitors all timelines to assure implementation.
10. Implements required policies and procedures in order to benefit the teaching and learning environment.
11. Consistently implements and documents all teacher observations and/or conferences.
12. Handles conflict and disagreement in ways that reflect that teaching and learning is a priority of the school.