

Evidence of Effective Leadership Practices

Domain 1: Leadership

Component 1: Culture

1a. Mission and Vision

Unsatisfactory	Basic	Proficient	Exemplary
Not established with a variety of sources and stakeholders	Established with a variety of sources and stakeholders, supports the district mission and vision.	Established with a variety of sources and stakeholders, supports the district mission and vision and is clearly communicated to the community and stakeholders.	Established with a variety of sources and stakeholders, supports the district mission and vision and is clearly communicated to the community and stakeholders. Support and effectiveness of the mission and vision are regularly monitored, evaluated, and adjusted.

1b. Culture of Learning

The culture lacks a plan for continuous improvement, low expectations for student achievement, negative culture	Plan for continuous improvement developed that addresses student achievement expectations and school culture.	Data is collected and analyzed in an ongoing manner and used to further develop and refine the school's culture and individual student achievement.	Administrator ensures faculty is implementing current theories and practices and makes the discussion of these a regular aspect of the school's culture. Every student is achieving at high levels and school goals are being met or exceeded.
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1c. Collaboration

Minimal or no collaborative practices in place	Some are in place with plans to expand	Significant team development with necessary practices in place	All faculty members are regular participants in collaborative practices that engage in the development of products that are data driven and aligned with school goals that support school and district improvement.
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1d. Professional Development

No plan to provide PD for staff improvement	A plan based on existing staff needs is in place, and is aligned with the school/district improvement plan	The plan for professional development is implemented and assessed to determine effectiveness and impacts on student learning. Data is collected and analyzed to refine.	Teacher leaders and reflective practice are the norm. Professional development plans are genuinely driven by the needs of students and teachers and are adapted as necessary to ensure changes in instruction are effective.
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Component 2: Instruction

2a. Implementation of Curriculum

Unsatisfactory	Basic	Proficient	Exemplary
The principal has no knowledge of the curriculum or the distinctions between or among standards, curriculum, and adopted materials.	The principal has some understanding of curriculum, standards, and adopted materials.	The principal has a working knowledge of District curriculum, standards, and adopted materials and works with teachers to ensure its successful implementation.	The principal uses data to design, implement, evaluate or refine curriculum. The principal is involved in curriculum revision and material adoption and works in concert with district level leadership to ensure site level actions support the District's mission, vision, and goals.

2b. Monitoring Student Learning

The school leader does not evaluate student achievement data to inform their leadership actions, or engage staff in collaborative monitoring of student learning in an ongoing basis.	The school leader inconsistently employs processes that examine student achievement data for the purpose of driving instructional practices.	The school leader employs collaborative processes that align the teaching, learning, an assessment cycle to maximize student learning. Student achievement data is effectively analyzed to inform instructional initiatives.	Staff are supported and challenged to reflect deeply on and define what knowledge, skills and concepts are essential. The ongoing analysis of multiple sources of student achievement data is an embedded part of instructional planning and analysis.
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2c. Personalization

Minimal intervention or enrichment opportunities are made available for students. Data for personalization is unutilized or the principal is unaware.	Some groups of student have interventions in place. Data may or may not be regularly analyzed and used for changing instructional practices. Very little enrichment opportunities are available.	All groups of students have appropriate interventions or enrichment opportunities in place, with a regularly conducted analysis of data that is used to guide subsequent actions.	Students have a personal learning plan in place in which they provide individual input. Interventions are timely and data driven and, and students are engaged in monitoring their own progress and adjusting actions accordingly.
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2d. Evaluating Effective Instruction

The school leader does not adhere to the District's Effective Instructional Model for evaluating teacher performance.	The school leader employs the District's Effective Instructional Model for evaluating teacher performance with partial success in promoting teacher reflection and growth.	The school leader effectively employs the District's Effective Instructional Model for evaluating teacher performance and is consistent with colleagues in identifying teacher strengths and areas in need of focus.	The school leader uses the District's Effective Instructional Model to encourage and challenge teachers to reflect deeply on their teaching practice while supporting their personal efforts to improve their instructional practices.
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Component 3: Management

3a. Creating a Safe, Welcoming Environment to ensure successful Teaching and Learning

Unsatisfactory	Basic	Proficient	Distinguished
The school leader engages, or allows staff to engage in, interactions that are negative, demeaning, sarcastic, or inappropriate to members of the school community.	The school leader attempts to foster a positive school culture or norms of behavior among all stakeholders that create a safe, welcoming environment that is supportive of successful teaching and learning.	The school leader collaborates with stakeholders to develop clear expectations, structures, rules, and procedures, that foster a safe and welcoming environment that is supportive of successful teaching and learning.	The school leader engages stakeholders in systematically monitoring issues around compliance with expectations, structures, rules, and procedures, and utilizes stakeholder input to resolve such issues and to promote successful teaching and learning. The school leader consistently protects teachers by anticipating and effectively addressing issues and influences that would detract from their teaching time and focus.

3b. Solving Problems or Concerns

The school leader ineffectively addresses issues as they arise and does not work proactively to prevent potential problems. Operational procedures are not designed and/or managed to maximize opportunities for learning for all students.	The school leader addresses issues as they arise. Operational procedures are in place.	The school leader effectively addresses issues as they arise, and works to prevent potential problems. Operational procedures are preventative in nature. The school leader reflects on problems or concerns and uses that information to inform future actions.	The school leader regularly engages appropriate stakeholders to solve and/or prevent problems and ensures that all relevant interests are heard and respected. When appropriate, the school leader makes decisions in a timely and transparent manner that consistently ensure the best interests of the students and the school are at the forefront.
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3c. Working within Policies, Laws and Regulations

The school leader is not aware of policies, laws, and regulations that govern the school and district and ignores or subverts some policies, laws and regulations.	The school leader has limited awareness of policies, laws, and regulations that govern the school and district. The school leader sometimes implements district policies/regulations with a negative attitude.	The school leader is knowledgeable about and complies with policies, laws, and regulations that govern the school and district and uses this knowledge effectively.	The school leader is highly knowledgeable about and complies with policies, laws, and regulations that govern the school and district and uses this knowledge to inform stakeholders and when appropriate, bring about positive change.
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3d. Managing Resources

The school leader does not manage fiscal, physical, and human resources responsibly and efficiently.	The school leader manages fiscal, physical, and human resources without awareness of how resources might be better allocated to enhance student learning.	The school leader manages fiscal, physical, and human resources in a strategic manner to enhance student learning and achievement of the school's long term vision.	The school leader engages stakeholders in considering the allocation of resources to maximize student learning and the achievement of the school's long term vision. The school leader is proactive in seeking out and accessing external resources that enhance the school's programs.
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Component 4: Stakeholder Support and Engagement

4a. Communication and Professional Relationships

Unsatisfactory	Basic	Proficient	Distinguished
The school leader's interactions with colleagues or stakeholders are negative, sarcastic demeaning, or inappropriate, and exhibit disrespect for the school or district community.	The school leader's relationships are generally cordial and/or are self-serving while fulfilling the duties of the school or district community.	The school leader fosters and maintains positive professional relationships with colleagues and stakeholders. The school leader is respectful of others' opinions and demonstrates an appreciation for and sensitivity to diversity in the school or district community. When faced with negativity or unprofessional behavior on the part of others, the leader consistently responds in a professional manner that keeps the best of interests of students at the forefront.	The school leader fosters, maintains and promotes positive professional relationships with all stakeholders. Members of the school community monitor one another and contribute to ensuring an environment that is respectful of others' opinions and is sensitive to the diversity of the school or district community.

4b. Facilitate Participation

The school leader does not accept input or establish dialogue from parents, community groups, and organizations.	The school leader only occasionally solicits or uses input from parents, community groups, and organizations to improve school programs and support the success of the teaching and learning process. Attempts to establish dialogue with the community and stakeholders concerning how they can effectively influence and support instruction and student performance are sporadic.	The school leader consistently solicits input and establishes solid, ongoing partnerships and two way communication with parents, community groups, and organizations to improve school programs and support the success of the teaching and learning process.	The school leader effectively mobilizes or engages the school community to improve or expand school programs in a cohesive manner that supports the success of the teaching and learning process and proactively develops relationships with the community and stakeholders to develop good will and garner support that advance achievement of the school's vision.
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4c. Responsiveness

The school leader does not make timely decisions or continually makes decisions without stakeholder input. Responses to requests are continually delayed. Little attempt is made to understand stakeholder needs.	The school leader makes decisions in a timely manner, but with little stakeholder input. Some attempts made to understand stakeholder needs.	The school leader makes most decisions in a timely manner with regular stakeholder input. Stakeholders are regularly surveyed and the school leader understands situations and their context.	The school leader is proactive in garnering stakeholder input on many decisions that impact the school as a whole. The school leader empowers stakeholders in their ownership of continuous school improvement.
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4d. Community Connections

The school leader has established few partnerships within their community to enhance student learning. Very few community service projects are available or developed for students.	The school leader has established some community partnerships that lead to student learning and community service opportunities. Some students participate.	The school leader has established many community partnerships that regularly contribute to enhanced student learning. Many students participate.	Students, staff and the school leader have established multiple community partnerships. These partnerships enhance student learning and community service opportunities are embedded within classes and with most students participating.
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Domain 2: Student Learning

By AK State regulation:

2015-16: 20% of administrator evaluation

2016-17: 20% of administrator evaluation

2017-18: 35% of administrator evaluation

2018-19: 50% of administrator evaluation

Component 1: Standardized student assessment achievement

Component 2: District student assessment achievement

Component 3: School improvement plan

Component 4: Other student assessment data