

Evidence of Effective Leadership Practices

Administrator: _____ School: _____ Date: _____

Summary

of School

Goals: _____

Domain 1: Vision and Goals- A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision and goals that are shared and supported by the school community and district.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a. Embracing the Mission	The school leader does not embrace or embed the District's mission in educational programs, plans, activities, and actions.	The school leader inconsistently or ineffectively embraces or embeds the District's mission in educational programs, plans, activities, and actions.	The school leader consistently and effectively embraces and embeds the District's mission in the school's vision and many educational programs, plans, activities, and actions.	To an exceptionally effective degree the school leader embraces and embeds the District's mission in the school's vision and in all educational programs, plans, activities, and actions.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b. Communicating Vision and Goals	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of the vision of the school.	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on learning and student success.	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the school's vision and goals.	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others. The school's vision and goals reflect shared beliefs, sense of community, and cooperation.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c. Implementing Vision and Goals	The school leader does not link instructional planning, strategies and/or student assessment to the goals of the school. The school vision is not informed by identified long term school needs, priorities, and school identity.	The school leader inconsistently or ineffectively links some instructional plans or strategies to the goals of the school and analyzes available data or interprets available data with limited accuracy. The school vision partially reflects the school's needs, priorities, and identity.	The school leader consistently and effectively links most instructional plans or strategies to the goals of the school, and uses assessment data to inform teaching and learning decisions. The school vision fully reflects the school's needs, priorities, and identity.	The school leader links the goals to all instructional plans, strategies, school programs, policies, and procedures to an exceptionally effective degree. Systematically uses student achievement data to ensure that the school goals are firmly focused on the success of all students. Keeps the vision of the school in the forefront of the school's attention.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
1d. Monitoring and Evaluating the Vision and Goals	The school leader does not monitor teacher performance or school programs effectively, or use data to assess student learning and progress as it relates to progress toward the school goals or toward achievement of the vision.	The school leader inconsistently or ineffectively monitors teacher performance, student learning, or program effectiveness. The school leader monitors progress towards and evaluates the goals and vision of the school only once a year.	The school leader creates or maintains an effective system to monitor teacher performance, student learning, and program effectiveness on an ongoing basis throughout the school year. Progress toward the goals is communicated in a timely and ongoing manner with all stakeholders.	To an exceptionally effective degree, the school leader collects data on teacher performance, student learning, and program effectiveness from a variety of sources and appropriately engages stakeholders in evaluating progress and adjusting practices to achieve the school's goals and vision.

Evidence:

Domain 2: Culture of Learning- A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning, staff professional growth, aligned district goals, and reflective of community needs.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a. Advocating a Culture of Learning	The school leader is unaware of the most current theories and practices.	The school leader ensures faculty and staff are aware of the most current theories and practices.	In addition to ensuring faculty and staff are aware of the most current theories and practices, the school leader makes the discussion of these a regular aspect of the school's culture.	In addition to ensuring faculty and staff are aware of the most current theories and practices, the school leader makes the discussion of these a regular aspect of the school's culture and provides structures and support to promote faculty's exploration of those theories in practice and their impact on student learning.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b. Monitoring Student Learning	The school leader does not: <ul style="list-style-type: none"> Develop a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement. Establish structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection. 	The school leader inconsistently and/or ineffectively: <ul style="list-style-type: none"> Develops a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement. Establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection. 	The school leader consistently and effectively: <ul style="list-style-type: none"> Has developed a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement. Has established structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection. 	To an exceptionally effective degree the school leader: <ul style="list-style-type: none"> Develops a structured, collective instructional planning process that uses student achievement data to coordinate specific instructional initiatives toward overall goals of student achievement. Establishes structures for evaluation of student performance that are based on multiple sources of data including student self-evaluation and reflection.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c. Evaluating Effective Instruction	The school leader does not implement an effective process for teaching assessment based on evidence compared to valid teaching standards, that promotes teacher learning and accurately identifies teaching strengths and areas in need of focus.	The school leader has implemented an effective process for teaching assessment based on evidence compared to valid teaching standards. The process inconsistently promotes teacher learning and is not consistently accurate in identifying teaching strengths and areas in need of focus.	The school leader effectively implemented a process for teaching assessment based on evidence compared to valid teaching standards, that promotes teacher learning and accurately identifies teaching strengths and areas in need of focus.	The school leader implemented an effective process for teaching assessment based on evidence compared to valid teaching standards, that promotes teacher learning and accurately identifies teaching strengths and areas in need of focus.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d. Sustaining a School-wide Focus on Instruction and Learning	<p>The school leader does not:</p> <ul style="list-style-type: none"> Know and hold teachers accountable for knowing and applying principles of effective instruction in teaching students. Have a working knowledge of district’s curriculum design, implementation, evaluation, and refinement. Support the achievement of all students and staff or promote, recognize, or celebrate these efforts and accomplishments throughout the school year. Protect the teaching and learning process from issues that distract from instruction and student learning. Participate in learning activities with teachers 	<p>The school leader inconsistently and/or ineffectively:</p> <ul style="list-style-type: none"> Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students. Has a working knowledge of district’s curriculum design, implementation, evaluation, and refinement. Supports the achievement of all students and staff or promote, recognize, or celebrate these efforts and accomplishments throughout the school year. Protects the teaching and learning process from issues that distract from instruction and student learning. Participates in learning activities with teachers and students as a learning leader. 	<p>The school leader consistently and effectively:</p> <ul style="list-style-type: none"> Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students. Has a working knowledge of district’s curriculum design, implementation, evaluation, and refinement. Supports the achievement of all students and staff or promote, recognize, or celebrate these efforts and accomplishments throughout the school year. Protects the teaching and learning process from issues that distract from instruction and student learning. Participates in learning activities with teachers and students as a learning leader. 	<p>To an exceptionally effective degree the school leader:</p> <ul style="list-style-type: none"> Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students. Has a working knowledge of district’s curriculum design, implementation, evaluation, and refinement. Supports the achievement of all students and staff or promote, recognize, or celebrate these efforts and accomplishments throughout the school year. Protects the teaching and learning process from issues that distract from instruction and student learning. Participates in learning activities with teachers and students as a learning leader.

	and students as a learning leader.			
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Evidence:

Domain 3: Management of the Learning Organization

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Solving Problems or Concerns	The school leader ineffectively addresses issues as they arise, in an untimely manner, and does not work proactively to prevent potential problems. Operational procedures are not designed and are not managed to maximize opportunities for learning for all students.	The school leader inconsistently addresses issues as they arise, in a timely manner, and works to prevent potential problems. Operational procedures are inconsistently designed and managed to maximize opportunities for learning for all students.	The school leader consistently and effectively addresses issues as they arise, in a timely manner, and works to prevent potential problems. Operational procedures are designed and managed to maximize opportunities for learning for all students.	To an exceptionally effective degree the school leader consistently and effectively addresses issues as they arise, in a timely manner, and works to prevent potential problems. Operational procedures are designed to anticipate potential problems and managed to maximize opportunities for learning for all students.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b. Managing Resources	The school leader inconsistently and ineffectively manages fiscal and physical resources responsibly and efficiently. The school leader does not protect instructional time by managing operational procedures to maximize student learning. The school leader rarely manages his or her time and teaching and learning are rarely the highest priority.	The school leader inconsistently manages fiscal and physical resources responsibly and efficiently. The school leader inconsistently protects instructional time by managing operational procedures to maximize student learning. The school leader inefficiently manages his or her time so that teaching and learning is not always made the highest priority.	The school leader consistently and effectively manages fiscal and physical resources responsibly and efficiently. The school leader protects instructional time by managing operational procedures to maximize student learning. The school leader efficiently manages his or her time so that teaching and learning are the highest priority.	To an exceptionally effective degree the school leader maximizes fiscal and physical resources. This is always done in a responsible manner. The school leader consistently protects instructional time by managing operational procedures to enhance student learning. The school leader efficiently manages his or her time so that teaching and learning are the highest priority.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
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 is limited awareness of policies, laws, and regulations that govern the school and district and periodically uses this knowledge with limited effectiveness to bring about significant and positive change in teaching and learning. The school leader sometimes implements district policies/regulations with a negative attitude.	The school leader is consistently knowledgeable about and complies with policies, laws, and regulations that govern the school and district and uses this knowledge effectively to bring about significant and positive change in teaching and learning.	To an exceptionally effective degree the school leader is knowledgeable about and complies with policies, laws, and regulations that govern the school and district and uses this knowledge to collaborate with stakeholders to bring about significant and positive change in teaching and learning.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d. Creating a safe, welcoming environment to ensure successful teaching and learning	The school leader does not collaborate with the community to create a climate that promotes a safe and conducive learning environment for all.	The school leader inconsistently and/or ineffectively collaborates with the community to create a climate that promotes a safe and conducive learning environment for all.	<p>There is clear evidence that the school leader collaborates with the community to create a climate that promotes a safe and conducive learning environment for all.</p> <p>The school leader consistently protects teachers from issues and influences that would detract from their teaching time and focus.</p>	<p>To an exceptionally effective degree, the school leader collaborates with the community to create a climate that promotes a safe and conducive learning environment for all.</p> <p>The school leader consistently protects teachers by anticipating and effectively addressing issues and influences that would detract from their teaching time and focus.</p>

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e. Sustaining Current and Previous Improvements	School has no meaningful improvement efforts in place.	School leader's structures and support for improvement efforts that improve student achievement are inconsistent and/or ineffective.	School leader effectively and consistently provides structure and support for improvement efforts that improve student achievement. Implements improvement efforts with fidelity. Demonstrates flexibility by adapting his or her leadership to the needs of the current situation and is comfortable with dissent...	School leader's structure and support for improvement efforts that improve student achievement even as he or she inspires and leads new and challenging innovations while sustaining commitment to improvement efforts already in place.

Evidence:

Domain 4

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a. Maintaining Professional Relationships	The school leader rarely maintains positive professional relationships with all stakeholders. The school leader dismisses others' opinions and demonstrates a lack of appreciation for and sensitivity to diversity in the school or district community.	The school leader inconsistently maintains positive professional relationships with all stakeholders. The school leader is mostly respectful of others' opinions and demonstrates a sensitivity to diversity in the school or district community.	The school leader fosters and maintains positive professional relationships with all stakeholders. The school leader is respectful of others' opinions and demonstrates an appreciation for and sensitivity to diversity in the school or district community.	To an exceptionally effective degree the school leader fosters, maintains and promotes positive professional relationships with all stakeholders. The school leader is always respectful of others' opinions and demonstrates an appreciation for and sensitivity to diversity in the school or district community. The school leader has quality contacts and interactions with all stakeholders.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
4b: Involving members of the community	The school leader does not accept input or establish solid, ongoing partnerships with parents, community groups and organizations that strengthen school programs and support the success of the teaching and learning process.	The school leader inconsistently and/or ineffectively solicits input and establishes solid, ongoing partnerships with parents, community groups and organizations that strengthen school programs and support the success of the teaching and learning process.	The school leader consistently and effectively solicits input and establishes solid, ongoing partnerships with parents, community groups and organizations that strengthen school programs and support the success of the teaching and learning process.	To an exceptionally effective degree the school leader consistently and effectively welcomes input and establishes solid, ongoing partnerships with parents, community groups and organizations that strengthen school programs and support the success of the teaching and learning process.

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>4c: Demonstrating a Personal and Professional Code of Ethics</p> <ul style="list-style-type: none"> - Understanding ones impact on the school and community - Respecting the rights and dignity of all 	<p>The school leader does not hold him or herself and/or others to high standards to ethical behavior, nor confront with evidence those who fail to meet this expectation.</p> <p>The school leader does not participate actively in teacher/administrator professional development and does not make his or her learning public.</p> <p>The school leader does not demonstrate concern for the rights and dignity of teachers, students and parents.</p>	<p>The school leader inconsistently and/or ineffectively holds him or herself and others to high standard of ethical behavior and confronts with evidence those who fail to meet this expectation.</p> <p>The school leader rarely conducts the business of the school by positioning him or herself as a lifelong learner.</p> <p>The school leader inconsistently and/or ineffectively creates and supports rules and routines that respects and protects the rights of all stakeholders.</p>	<p>The school leader consistently and effectively holds him or herself and others to high standards of ethical behavior and confronts with evidence those who fail to meet this expectation.</p> <p>The school leader conducts most of the business of the school by positioning him or herself as a learner. The school leader often makes his/her learning public, and often participates in professional development activities with teachers, sometimes leading them.</p> <p>The school leader consistently and effectively creates and supports rules and routines that respects and protects the rights of all stakeholders.</p>	<p>To an exceptionally effective degree, the school leader consistently and effectively holds him or herself and others to high standards of ethical behavior and confronts with evidence those who fail to meet this expectation.</p> <p>The school leader conducts every meeting as an opportunity for collaborative learning. The school leader always actively participates in the professional learning activities with their staff. The school leader consistently and effectively makes his/her own learning public. The school leader regularly conducts professional development, using best practices.</p> <p>To an exceptionally effective degree, the school leader consistently and effectively creates and supports rules and routines that respects and protects the rights of all stakeholders; and actively confronts efforts by others who might seek to infringe on these rights.</p>

Evidence:

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>4d: Growing and developing professionally</p> <ul style="list-style-type: none"> - Resilience 	<p>The school leader does not or reluctantly participates in professional development activities that are aligned with his/her professional needs and aligned with the goals of the school or district.</p> <p>The school leader does not:</p> <ul style="list-style-type: none"> - Acknowledges errors or weaknesses when confronted with evidence - Accepts advice/feedback - Learns from mistakes 	<p>The school leader inconsistently participates in professional development activities that are aligned with his/her professional needs and aligned with the goals of the school or district.</p> <p>The school leader inconsistently and/or ineffectively:</p> <ul style="list-style-type: none"> - Acknowledges errors or weaknesses when confronted with evidence - Accepts advice/feedback - Learns from mistakes 	<p>The school leader chooses and participates in professional development activities that are aligned with his/her professional needs and aligned with the goals of the school or district.</p> <p>The school leader consistently and effectively:</p> <ul style="list-style-type: none"> - Acknowledges errors or weaknesses when confronted with evidence - Accepts advice/feedback - Learns from mistakes 	<p>To an exceptionally effective degree the school leader chooses and participates in professional development activities that are aligned with his/her professional needs and aligned with the goals of the school or district. The school leader facilitates and leads professional development opportunities for their colleagues.</p> <p>The school leader:</p> <ul style="list-style-type: none"> - Identifies errors and weaknesses by citing evidence from practice as well as accepting it from others - Makes errors/weaknesses public along with evidence and progress toward improvement - Learns from mistakes and invites system wide learning resulting from personal and organizational failures
<p><i>Evidence:</i></p>				

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e: Community and Stakeholder Empowerment	The school leader does not make any attempt to establish dialogue with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance.	Inconsistent and/or ineffective dialogue exists between the school leader and community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance.	The school leader consistently and effectively establishes communication with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance.	There is clear, consistent and convincing evidence that the school leader has established honest and ongoing dialogue in collaboration with community partners and other decision makers outside the school concerning the efforts of teachers and students and how these decision makers can effectively influence and support instruction and student performance.
<i>Evidence:</i>				