

LEADERSHIP PERFORMANCE RUBRICS

Instructions: The Leadership Performance Rubrics are designed for use as a coaching instrument to improve leadership performance for leaders at every level, from superintendents to building principals and teacher leaders. The rubrics have four levels of performance: *exemplary*, *proficient*, *progressing*, and *not meeting standards*. In order to maximize the objectivity of the rubrics, I encourage users to gather evidence from a variety of sources, including teachers and leaders.

In each area of performance, the rubrics offer a list of leadership evidence and teacher evidence. *Check off what you see, not what you don't see.* This way, the leader receives consistent, fair, and accurate feedback. Finally, it is essential to note that feedback is most effective when it is delivered in a timely fashion. Be sure to provide a written copy of the rubrics to the leader the same day you conduct the evaluation. You also should engage in a face-to-face conversation about the rubrics. At the end of each section of the rubrics, you will find coaching questions to guide these conversations.

Resilience

Table 1: Constructive Reactions

| | |
|--|--|
| The leader constructively reacts to disappointment and barriers to success. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader readily acknowledges mistakes that inhibit one's ability to meet professional and organizational obligations. <input type="checkbox"/> The leader can cite examples where mistakes are acknowledged. <input type="checkbox"/> The leader models acceptance of responsibility for failure, errors, or current failed efforts. <input type="checkbox"/> The leader models shared acceptance of responsibility for events within the school. <input type="checkbox"/> The leader accepts feedback from subordinates and facilitates collaborative development of suggestions for systemwide learning. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers report the leader's willingness to accept responsibility for his or her actions. <input type="checkbox"/> Teachers view the leader as someone who stands by teachers and takes responsibility for things that occur within the school. <input type="checkbox"/> Teachers report that the leader models openness to candid feedback about errors, missteps, or failures. <input type="checkbox"/> Teachers invite feedback from colleagues to improve practices that were not as successful as desired. |

continued on next page →

page 1 of 52

| Scale | | | |
|---|---|---|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for systemwide learning resulting from those lessons. | The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning. | The leader acknowledges personal and organizational failures when confronted with evidence. | The leader is defensive and resistant to the acknowledgement of error. |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| What additional insights can you share regarding what you are learning about personal and organizational resiliency? | To what extent is there a system in place that promotes clear suggestions for improvement when mistakes are made or when current strategies are unsuccessful? | How can you communicate your openness to suggestions for improving your professional performance? | How can you demonstrate greater openness to suggestions to improve your professional performance? |

Table 2: Willingness to Admit Errors

| | |
|--|--|
| The leader demonstrates willingness to admit errors and learn from them. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. <input type="checkbox"/> The leader can document examples of learning from past errors and missteps. <input type="checkbox"/> The leader is careful to avoid having a defensive attitude when feedback is provided and when discussing failures and missteps. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers report that the leader learns from past errors. <input type="checkbox"/> Teachers report that the leader is nondefensive when accepting feedback about his or her performance. |

continued on next page →

| Scale | | | |
|---|---|---|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization.</p> <p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> | <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>There is evidence of learning from past errors.</p> <p>Nondefensive attitude exists in accepting feedback and discussing errors and failures.</p> | <p>The leader is able to accept evidence of mistakes when offered by others.</p> <p>Some evidence of learning from mistakes is present.</p> | <p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>What additional insights can you share about your willingness to admit errors and learn from your mistakes?</p> | <p>How can you share personal experiences that could guide, inspire, and teach colleagues and your immediate leadership team to build resilience in their own leadership practices?</p> | <p>In what way do you have a system in place to invite feedback from your staff and faculty?</p> | <p>How can you begin today to communicate a willingness to acknowledge errors openly to faculty and staff?</p> |

Table 3: Disagreement

| | | | |
|---|--|--|--|
| The leader constructively handles disagreements with leadership and policy decisions. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader routinely accepts and implements leadership and policy decisions. ❑ The leader proactively negotiates disagreements through the chain of command. ❑ The leader proactively brings concerns to his or her immediate supervisor as soon as they are identified. ❑ The leader is able to articulate disagreement and advocate for a point of view based on the best interests of the school, department, or district. ❑ The leader challenges executive authority and policymakers with evidence and constructive criticism privately, but when decisions are made, fully embraces and supports the decision as if it is his or her own idea. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers report that disagreements are routinely addressed through a defined process that invites input and suggestions. ❑ Teachers report that the leader supports district-level decisions in their actions and conversations. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| The leader demonstrates a willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions. | The leader accepts and implements leadership and policy with fidelity. The leader represents initiatives in a way that advocates for policies as if they are his or her idea. The leader proactively brings concerns to the immediate supervisor by articulating disagreements and points of view in the interest of the organization. | The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner. | The leader ignores or subverts executive and policy decisions that are unpopular or difficult. |

continued on next page →

| Coaching Questions | | | |
|---|--|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| What additional insights are you gaining about the challenges of reconciling point-of-view disagreements and fully supporting and executing organizational policy and leadership decisions? | What are some ways you can constructively address and appropriately challenge executive authority and policy leaders? How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions? | When or how is it appropriate to challenge policy and leadership decisions, if at all? | What is the impact when unpopular or difficult policy decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm for your staff and the organization? |

Table 4: Dissent

| | |
|--|---|
| The leader constructively handles dissent from subordinates. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader listens to dissent to improve the quality of decision making. <input type="checkbox"/> The leader uses dissent to broaden support for initiatives prior to making final decisions. <input type="checkbox"/> The leader is able to articulate structures and processes that encourage dissent by eliciting input from diverse voices with diverse viewpoints. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers report that the leader respects their opinions by listening to them (even if the leader does not necessarily agree) prior to making final decisions. <input type="checkbox"/> Teachers can cite examples in which the leader has welcomed dissent. <input type="checkbox"/> Teachers view dissent as part of the school's decision-making process. |

continued on next page →

| Scale | | | |
|--|--|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues.</p> <p>The leader recognizes and rewards thoughtful dissent.</p> <p>The leader uses dissenting voices to learn, grow, and where appropriate, acknowledge his or her own errors.</p> <p>The leader encourages constructive dissent, in which multiple voices are encouraged and heard, and the final decision is made better and more broadly supported as a result.</p> | <p>The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision.</p> <p>Defined structures and processes are in place for eliciting input.</p> | <p>The leader tolerates dissent, but there is very little of it in public.</p> | <p>Dissent is absent due to a climate of fear and intimidation.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>What additional insights have you gained about the challenges of reconciling point-of-view disagreements with your staff?</p> | <p>How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision making?</p> | <p>Even though dissent is tolerated, what leadership practices, structures, and processes could you put in place that would help staff know that it is also welcomed as part of an informed decision-making process?</p> | <p>What needs to be done to establish enough trust that faculty and staff feel free to disagree with you often?</p> |

Table 5: Improvement of Specific Performance Areas

| | | | |
|--|---|--|--|
| <p>The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.</p> | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader projects, schedules, and prioritizes document recommendations from previous evaluations. ❑ The leader’s improvement plans, proposals, and action steps explicitly describe changes in leadership practice. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Evaluations provide teachers with measurable distinctions along a continuum. ❑ Lesson plans explicitly describe changes in classroom practice. | |
| <p>Scale</p> | | | |
| <p>Exemplary</p> | <p>Proficient</p> | <p>Progressing</p> | <p>Not Meeting Standards</p> |
| <p>The leader’s previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader’s daily priorities as well as in the organization’s priorities. The influence of previous evaluations has an impact not only on the leader but also on the entire organization.</p> | <p>The leader’s previous evaluations are explicitly reflected in projects, tasks, and priorities. Performance on each evaluation reflects specific and measurable improvements along the performance continuum from ineffective, to progressing, to proficient, to exemplary.</p> | <p>The leader is aware of previous evaluations but has not translated them into an action plan.</p> | <p>No evidence of reference to previous leadership evaluations is present in the leader’s choices of tasks and priorities.</p> |
| <p>Coaching Questions</p> | | | |
| <p>Exemplary</p> | <p>Proficient</p> | <p>Progressing</p> | <p>Not Meeting Standards</p> |
| <p>What insights have you gained with regard to broader sources of feedback and the impact of these on personal leadership and the professional practice of your staff?</p> | <p>How can you include broader sources of feedback for explicit improvement planning for personal leadership and your staff (for example, student interviews and surveys or community surveys)?</p> | <p>What strategies do you employ to ensure that improvements translate into improvement planning and change in professional practice?</p> | <p>What steps will you take to include previous feedback regarding your performance in your tasks and priorities?</p> |

Personal Behavior and Professional Ethics

Table 6: Integrity

| | | | |
|--|---|---|--|
| The leader demonstrates integrity. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader meets commitments within his or her control. <input type="checkbox"/> The leader negotiates exceptions to commitments only when supervisors initiate changes that require the commitments to be modified. <input type="checkbox"/> The leader’s verbal commitments have the same weight as those in writing. <input type="checkbox"/> The leader’s commitments to parents, patrons, and students have the same weight as commitments made to supervisors or teachers. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers are as confident in verbal commitments made by the leader as his or her written commitments. <input type="checkbox"/> Decisions made by teachers who represent the leader have the same weight as those made directly by the leader. <input type="checkbox"/> A vast majority of teachers report that they trust the leader. <input type="checkbox"/> Parents, patrons, and students report that they trust the leader. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader meets commitments—verbal, written, and implied—without exception.</p> <p>Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority.</p> <p>The leader’s commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.</p> | <p>The leader meets commitments or negotiates exceptions where the commitment cannot be met.</p> <p>Verbal commitments have the same weight as written commitments.</p> | <p>The leader meets explicit written commitments.</p> <p>The need to “get it in writing” does not allow subordinates or superiors to make assumptions that verbal statements have the weight of commitments.</p> | <p>The phrases “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments.</p> <p>The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.</p> |

continued on next page →

| Coaching Questions | | | |
|---|--|---|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| To what extent do you have a system in place that ensures you model trustworthiness and inspire confidence in your leadership team? | What might you initiate to help staff and faculty value verbal commitments, as if they were written? | Why do many of your staff want to have your commitments in writing? | What message is communicated when leaders fail to follow through on daily commitments at the school or district level? |

Table 7: Emotional Self-Control

| | |
|--|--|
| The leader demonstrates emotional self-control. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader is adept at defusing tense situations with empathy and respect for all parties. <input type="checkbox"/> The leader helps others remain calm during crises. <input type="checkbox"/> The leader can cite instances when confrontational situations were resolved through calm, thoughtful, and dignified problem solving. <input type="checkbox"/> The leader understands emotional intelligence and the school or district reflects this commitment to self-control, empathy for others, and respect. <input type="checkbox"/> The leader provides assistance to colleagues in terms of emotional maturity. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers seek out the leader during crises and tense situations for counsel and appropriate resolution. <input type="checkbox"/> Teachers can cite instances in which the leader defused a confrontational situation with students, parents, or staff through calm, thoughtful, and dignified problem solving. <input type="checkbox"/> Students and parents report that the leader uses a calm, thoughtful, and dignified approach in emotionally charged situations. |

continued on next page →

| Scale | | | |
|--|--|---|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader possesses complete self-control, even in the most difficult and confrontational situations, and also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of emotional intelligence but the entire organization reflects this commitment to self-control, empathy, and respect.</p> | <p>The leader deals with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</p> | <p>The leader occasionally raises his or her voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.</p> | <p>The leader loses his or her temper and is emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>How might you assist colleagues to develop their skills at conflict resolution and to deal with unexpected confrontational situations?</p> | <p>What strategies and approaches do you use to defuse confrontational situations with emotional intelligence, empathy, and respect?</p> | <p>What strategies might you employ to assure your faculty and staff that you will handle tense situations calmly and fairly? How might structures and protocols be used for dealing with perceived crises and situations in which passions are high and confrontation is likely?</p> | <p>How does losing your temper or responding emotionally impact a safe and orderly environment and the resolution of problems?</p> |

Table 8: Ethical and Legal Compliance With Employees

| | | | |
|---|--|---|---|
| The leader demonstrates compliance with legal and ethical requirements in relation to employees. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader consistently engages in ethical conduct with employees and prospective employees. <input type="checkbox"/> The leader is observed engaging in ethical behavior that avoids any appearance of impropriety. <input type="checkbox"/> The leader meets all legal requirements for work relationships and takes swift and appropriate action when inappropriate behavior is reported or observed. <input type="checkbox"/> The leader emphasizes transparency in operating practices related to policies and democratic processes to meet both the spirit and letter of the law. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers report the leader’s insistence on open and transparent practices. <input type="checkbox"/> Teachers respect the importance the leader places on highly ethical behavior. <input type="checkbox"/> Teachers understand the expectations to meet and exceed legal guidelines affecting classroom practice. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization. | There are no instances of illegal or unethical conduct with employees or prospective employees, and no other conduct that crosses the line of policy or law. | Note: There is no progressing in this category. Failing to be proficient is the same as not meeting standards. | The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees. |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| To what degree can your staff provide examples in which you modeled ethical behavior in terms of decision making? | What statement best describes your ethical commitment to your staff and faculty in areas where you are able to exercise your own direction? | Note: There is no progressing in this category. Failing to be proficient is the same as not meeting standards. | How do you communicate and ensure that decisions made in your school or district meet the letter of the law and avoid both the fact and appearance of possible impropriety? |

Table 9: Tolerance

| | | | |
|--|---|---|---|
| The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader consistently focuses on achievement of the mission and adherence to norms and values. ❑ The leader welcomes differences in viewpoints, but makes his or her expectations clear that behavior occurs within the framework and organizational requirements. ❑ The leader explicitly differentiates divergent thinking when it is constructive. ❑ The leader consistently facilitates a transition to convergent thinking that supports organizational goals. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers report the leader’s focus on the mission and his or her clear commitment to the norms and values of the school. ❑ Teachers report being encouraged to express their opinions freely within an understood framework of dialogue. ❑ Teachers have learned to expect a process in which divergent ideas are addressed to arrive at a convergent, schoolwide perspective. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards. The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals. | The leader focuses evaluation on the achievement of the mission and adherence to values, without penalizing differences in points of view that are within the framework of organizational requirements. | There is no punishment of alternative points of view, but little or no development or encouragement of those views. | The leader suppresses other points of view and discourages disagreement or divergent thinking. |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| To what extent do you systematically seek out different perspectives and celebrate different viewpoints? | How might you elicit divergent thinking while maintaining focus on the mission? | What strategies might you develop to communicate that you welcome differences in viewpoints but expect behavior to occur within the school framework and organizational requirements? | What changes in your leader’s behavior will be necessary to encourage development of alternative viewpoints among your staff and faculty? |

Table 10: Respect

| | | | |
|---|---|---|---|
| The leader honors the time and presence of others. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader is consistently on time and prepared for one-on-one, small-group, and large-group meetings with faculty, parents, students, colleagues, and constituents. ❑ The leader is an active participant, ready to listen and respectful of others in planned and unplanned meetings. ❑ The leader is fluent with agenda items and consistently offers ideas and engages others in meaningful dialogue. ❑ Colleagues cite specific instances in which they were afforded time, attention to their concerns, and respect. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Staff members who report to the leader indicate that they are afforded time, attention to their concerns, and respect. ❑ Teachers report being encouraged to express their opinions freely within an understood framework of dialogue. ❑ Teachers have learned to expect a process in which divergent ideas are addressed to arrive at a convergent, schoolwide perspective. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time.</p> <p>The leader models respect for others by arriving early to all meetings and has developed and shared a system to consistently encourage, welcome, and recognize diverse opinions—even when such opinions differ from those of the leader.</p> <p>Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.</p> | <p>The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings.</p> <p>The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue.</p> <p>Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader.</p> <p>Staff members reporting to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.</p> | <p>The leader generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations or distractions during planned or unplanned meetings).</p> <p>The leader is occasionally fluent with agenda items, in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue.</p> <p>The leader sometimes welcomes diverse opinions, but this occurs inconsistently.</p> | <p>The leader rarely arrives on time and is not prepared, is absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations or distractions during planned or unplanned meetings).</p> <p>The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.</p> |

continued on next page →

| Coaching Questions | | | |
|---|---|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| To what degree is your staff able to identify specific instances when they were afforded time, attention to their concerns, and respect during interactions with you? | What process do you follow (or might you follow) to ensure that you engage others most effectively during the limited time available in meetings? | What changes are needed to ensure that you are consistently prepared and on time or early? | How can you address sidebar conversations that tend to communicate disrespect and cause distractions for those in attendance? |

Student Achievement

Table 11: Planning and Goal Setting

| | |
|--|---|
| The leader demonstrates planning and goal setting to improve student achievement. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ Goals and strategies reflect a clear relationship between the professional actions of teachers and leaders and student achievement. ❑ Strategies in school improvement specify quantifiable changes in professional practice (for example, frequency of delivery, percentage of faculty delivering strategy, quality of implementation in terms of adherence to protocols). ❑ Student achievement gains (improvements) associated with clearly defined leadership initiatives are documented and cross-tabbed with changes in professional practice. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers can identify on request evidence (data) that describes the frequency of professional actions or strategies. ❑ Teachers routinely document and discuss changes in classroom practice and their relationship to improvements in student behavior or achievement. ❑ Lesson plans and data are shared in teams via face-to-face meetings or electronically. |

continued on next page →

| Scale | | | |
|---|---|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement successful new initiatives.</p> | <p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p> | <p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement.</p> | <p>Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>What specific school-improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?</p> | <p>What system is in place to ensure that your best ideas and thinking are shared with colleagues, particularly when there is evidence at your school of improved student achievement?</p> | <p>To what extent do goals and strategies reflect a clear relationship between the actions of teachers and the impact of those actions on student achievement?</p> | <p>What processes have you developed to make sure all goals are both measurable and specific?</p> |

Table 12: Student Achievement Results

| | |
|---|---|
| The leader demonstrates evidence of student improvement through student achievement results. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> School improvement goals are achieved within +/- 5 percent of the SMART goal for the school. <input type="checkbox"/> School improvement goals are achieved within +/- 5 percent of the SMART goal for the targeted subgroup. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher leaders monitor student achievement gains by short-cycle preassessments and postassessments. <input type="checkbox"/> Evidence of schoolwide progress monitoring is documented, charted, and posted in high-traffic areas of the school. |

continued on next page →

| Scale | | | |
|---|--|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages but also in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level.</p> <p>Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p> | <p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students who has previously been identified as needing improvement.</p> | <p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p> | <p>Indifferent to the data, the leader blames students, families, and external characteristics.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time allocated to essential instructional and learning needs, teacher assignments, curriculum, leadership practices, or other variables in order to improve student achievement.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>What new challenges are emerging in terms of student achievement, and what explicit and effective interventions do you see as necessary to continue to improve student achievement results?</p> | <p>What learning have you pursued to help you recognize the critical role professional practices play in terms of improving student achievement for all learners?</p> | <p>To what extent have you taken decisive action in terms of teacher assignments, scheduling of time and opportunities, and adjusting curriculum to improve student achievement? What tools or support do you need to more consistently take such actions?</p> | <p>How large is the gap between current performance and the established target performance at your school?</p> <p>What leadership actions are being considered to close the gap between current performance and the target performance at your school?</p> |

Table 13: Instructional Leadership Decisions

| | | | |
|---|--|--|---|
| The leader demonstrates the use of student achievement data to make instructional leadership decisions. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader initiates changes in the content, scope, or sequence of the curriculum informed by data. ❑ The leader makes data accessible in high-visibility areas that invite conversation. ❑ The leader updates and refers to the data regularly during faculty and team meetings. ❑ The leader documents relationships between student achievement data and teacher practices within the school or across the district. ❑ The leader routinely shares data with colleagues. ❑ The leader is proactive in publishing findings that demonstrate relationships between professional practice and student achievement results. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers report instances in which the leader made adjustments in content, pacing, scope, or sequence of the curriculum. ❑ Teachers routinely make accessible data that depict formative achievement results. ❑ Teachers have received training in data-driven decision making. ❑ A responsive system is in place to train teachers new to the school or district in data analysis and to provide refresher training when requested. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data-analysis skills.</p> | <p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data.</p> <p>The leader systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p> | <p>The leader is aware of state and district results, has discussed those results with staff, but has not linked specific decisions to the data.</p> | <p>The leader is unaware of or indifferent to the data.</p> |

continued on next page →

| Coaching Questions | | | |
|---|---|---|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>To what degree do you help faculty reflect on best practices or emerging research?</p> <p>How might you, as the instructional leader, encourage decision making on the basis of achievement and teaching data?</p> | <p>What do you need to do to ensure that your faculty receive professional development in data analysis and make changes in their instruction based on that analysis?</p> | <p>To what degree have you instituted a review of data at informal levels?</p> <p>Why is publically displaying data so important to promoting a culture of data-driven decision making?</p> | <p>What resources and colleagues are available to you to ensure that connections between student achievement results and professional practices (including schedules, time, staffing) are documented and recognized?</p> |

Table 14: Student Requirements and Academic Standards

| | |
|--|--|
| The leader demonstrates understanding of student requirements and academic standards. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader provides an expectation that examples of proficient student work are posted throughout the building, department, or school system. <input type="checkbox"/> The leader ensures that each faculty meeting or staff gathering includes some discussion and focus on student achievement gains. <input type="checkbox"/> The leader systematically reviews anchor papers as exemplars of student performance. <input type="checkbox"/> Report cards include detailed student performance in terms of demonstrating proficiency on specific standards as part of each reporting period. <input type="checkbox"/> Standards have been weighted to prioritize those that are most important. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers display examples of proficient student work in a variety of ways, in a majority of classrooms. <input type="checkbox"/> Teachers deliver instruction and pace curriculum to align with prioritized standards. <input type="checkbox"/> Teachers deliver instruction and pace curriculum to align with standards-based report cards. <input type="checkbox"/> Teachers report administrative support and expectations for depth of student learning. <input type="checkbox"/> Teachers report an expectation that they administer increasingly rigorous common formative assessments to demonstrate proficiency of specific standards. |

continued on next page →

| Scale | | | |
|---|---|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work. | The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building. | Standards are posted and required training has been conducted, but the link between standards and student performance is not readily evident to faculty or students. | Classroom curriculum is considered a matter of individual discretion. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards. |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| What strategies have you employed or considered employing to examine and discuss student work during faculty meetings or professional development? How do you use anchor papers in professional learning community (PLC), department, or data team meetings? | Why is it important that leaders help reduce variance in terms of teacher requirements for academic standards by posting expectations and offering needed professional development? | How frequently do you link standards and student performance by providing examples of proficient work? | To what degree do your report cards reflect student progress in terms of demonstrating proficiency of standards? How might you communicate student progress toward achieving proficiency of standards to parents, teachers, and students? |

Table 15: Student Performance

| | |
|---|---|
| The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader supports the analysis and translation of each academic standard into student language. <input type="checkbox"/> The leader facilitates the process of standards being prioritized. <input type="checkbox"/> The link between standards and student performance is made evident by posted displays of proficient student work throughout the building. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers have participated in prioritizing academic standards by content area. <input type="checkbox"/> Teachers routinely discuss how to emphasize and instruct prioritized power standards. <input type="checkbox"/> Teachers have received training in data-driven decision making. <input type="checkbox"/> A responsive system is in place to train new teachers in data analysis and provide refreshers as needed. |

continued on next page →

| Scale | | | |
|---|---|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>Power standards are used and shared with other buildings.</p> <p>Standards are viewed as essential building blocks because they provide enduring understanding and leverage across content areas as well as a foundation for the next grade or course level.</p> <p>Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.</p> | <p>Each academic standard has been analyzed and translated into student-accessible language.</p> <p>Power standards are widely shared by faculty members and are visible throughout the building.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p> | <p>Standards have been analyzed but are not translated into student-accessible language.</p> <p>Power standards are developed but not widely known or used by faculty.</p> <p>Student work is posted throughout the building, but it does not reflect proficient work.</p> | <p>Power standards have not been developed.</p> <p>Student work is not posted.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>To what degree do you use faculty meetings to discuss standards and review student work?</p> <p>To what degree does a system exist in your school to make sure standards are posted and professional development around standards is provided and supported for all faculty members?</p> | <p>What strategies have you considered to ensure that all teachers understand the importance of adhering to the requirements of academic standards in their classrooms?</p> <p>How do you promote posting of proficient student work—in prominent and visible locations throughout your school—at all levels?</p> | <p>To what extent do you personally promote student-friendly standards and student-generated rubrics done in students' own words?</p> | <p>What is currently done to help students understand standards?</p> |

Decision Making

Table 16: Factual Basis for Decisions

| | | | |
|--|---|---|--|
| <p>The leader employs a factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.</p> | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader's record documents a reliance on state and district student achievement data to guide decisions. <input type="checkbox"/> The leader can cite examples of practices that have been changed, discontinued, or initiated as a result of data analysis. <input type="checkbox"/> A system is in place that ensures due diligence in decision making that is informed by a variety of achievement data, data about teaching practices, and leadership decisions impacting the entire school. <input type="checkbox"/> Data are evident in all decisions, from staffing assignments to program discontinuation.. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The faculty reports that the leader is reliant on facts and evidence to make decisions. <input type="checkbox"/> Teachers are expected to produce evidence (data) as part of any proposal for additional resources or innovation. <input type="checkbox"/> Teachers recognize that decisions based on factual evidence trump mandates from the leader or staff consensus around an issue. | |
| <p>Scale</p> | | | |
| <p>Exemplary</p> | <p>Proficient</p> | <p>Progressing</p> | <p>Not Meeting Standards</p> |
| <p>Decision making is neither by consensus nor by leadership mandate, but is consistently based on the data.</p> <p>Data are reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs.</p> <p>The leader can cite specific examples of practices that have been changed, discontinued, or initiated based on data analysis.</p> <p>A variety of data sources, including qualitative and quantitative, are used.</p> <p>Data sources include state, district, school, and classroom assessments.</p> <p>Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</p> | <p>The pattern of decision making reflects a clear reliance on state and district student achievement data.</p> | <p>Some decisions are based on data, but others are the result of personal preference and tradition.</p> | <p>Data are rarely used for decisions.</p> <p>The predominant decision-making methodology is mandated from the leader or based on what is popular.</p> |

continued on next page →

| Coaching Questions | | | |
|--|---|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| To what degree is a system in place that ensures due diligence in decision making informed by a variety of student achievement data? | How might you augment your current data-collection system to provide added insights (for yourself and your faculty) that student achievement data alone cannot provide? | What is needed to ensure that the vast majority of decisions are informed by a reliance on multiple sources of student achievement data? | Why is it necessary to consistently consult multiple sources of evidence (data) to eliminate the perception that decisions are based on the popularity of an idea or the personal preference of the leader? |

Table 17: Decision-Making Structure

| | |
|--|---|
| The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader clarifies the decision-making method to be employed with all major decisions. <input type="checkbox"/> The leader engages in shared decisions with the staff, using data to the greatest extent possible to support those decisions. <input type="checkbox"/> The leader identifies relationships between student achievement and professional practice to engage faculty and staff in the reflection and inquiry needed to make sound decisions. <input type="checkbox"/> The leader utilizes perception data to augment the understanding of teaching and learning to better inform decisions. <input type="checkbox"/> The leader makes a conscious effort to use decision-making processes to empower others and distribute leadership and responsibility to promote schoolwide initiatives. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers report the leader’s eagerness to engage and involve staff and faculty in key decisions. <input type="checkbox"/> Staff and faculty report multiple opportunities for input on decisions. <input type="checkbox"/> Teachers trust the leader to make informed and thoughtful decisions on all matters affecting them. |

continued on next page →

| Scale | | | |
|--|--|---|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions.</p> <p>The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions.</p> <p>Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.</p> | <p>The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.</p> | <p>The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.</p> | <p>The leader's approach to decision making has no clear method and demoralizes or bewilders the staff.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>What processes have been effective in distinguishing levels of decision making in your setting?</p> | <p>How will you ensure that your use of consensus and unilateral decision making, when necessary, is predictable and clearly defined for your staff and faculty in the future?</p> | <p>To what degree do you utilize perception data to augment the understanding of teaching and learning to better inform decisions?</p> | <p>What are you doing now to establish a clearly defined protocol for making decisions that affect your staff and faculty?</p> |

Table 18: Decisions Linked to Vision

| | | | |
|--|--|--|--|
| The leader links decisions to vision, mission, and strategic priorities. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader can document how decisions align with the mission, vision, and strategic priorities of the school or district. <input type="checkbox"/> The leader ensures that the vision, mission, and improvement plans are visible to visitors, employees, and students. <input type="checkbox"/> The leader consults and references elements of the mission and vision as part of his or her decision-making process. <input type="checkbox"/> The leader intentionally provides written guidelines for decision making to reduce unnecessary confusion. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> When asked, a majority of teachers and staff are able to describe the mission, vision, and strategic priorities. <input type="checkbox"/> Teachers report that decisions are routinely filtered through the mission and vision of the school. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The current mission, vision, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.</p> <p>The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.</p> | <p>The decisions of the leader are consistent with the mission, vision, and strategic priorities of the organization.</p> | <p>While the mission, vision, and priorities may be visible, they are not consistently linked to the leader's decisions.</p> | <p>The leader is unaware of or disconnected from the organization's mission, vision, and strategic priorities.</p> <p>There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>How do you promote and foster continuous improvement with new staff?</p> <p>What changes might you make to your decision-making process for further improvement?</p> | <p>How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?</p> | <p>Why is it necessary to explicitly reference your mission and vision, even though they are visibly posted in high-traffic areas of your school?</p> | <p>How might you better align your decisions with the mission and vision of your school?</p> |

Table 19: Decisions Evaluated for Effectiveness

| | | | |
|---|---|---|---|
| The leader evaluates decisions for effectiveness and revises where necessary. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader has an established record of evaluating and revising decisions based on new information and insights. ❑ The leader has a regular pattern of decision review and <i>sunsetting</i> junctures, which is when previous decisions are reevaluated in light of emerging data or trends. ❑ The leader models decision making based on care and concern for students and staff. ❑ The leader explicitly references mission, vision, and strategic priorities in the decision-making process. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers and staff consistently describe a defined process of evaluating and revisiting decisions and programs. ❑ Teachers cite examples in which the leader values learning opportunities gained from “honest bad news,” or discussions of what is not working, which teachers can engage in without fear of embarrassment or reprisal. ❑ A culture of candor exists in which those who interact with the leader feel safe to discuss what is not working as freely as they discuss successful practices. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and <i>sunsetting</i> in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of “honest bad news” in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p> | <p>The leader has a record of evaluating and revising decisions based on new information.</p> | <p>The leader has new information and appears to be willing to reconsider previous decisions, but he or she does not have a clear record of making changes.</p> | <p>There is little or no evidence of reflection and reevaluation of previous decisions.</p> |

continued on next page →

| Coaching Questions | | | |
|--|--|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| How do you continue to clarify the decision-making process in a dynamic, changing environment? | Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations? | What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis? | When do you take time with your leadership team to reflect on decisions that have been made? Do you evaluate decisions on the basis of student achievement? |

Communications

Table 20: Two-Way Communication With Students

| The leader demonstrates two-way communication with students. | | | |
|--|--|--|---|
| Leadership Evidence <ul style="list-style-type: none"> <input type="checkbox"/> The leader knows students by name and regularly greets them by name. <input type="checkbox"/> The leader is proactive in talking and listening to students. <input type="checkbox"/> The leader is visible at key junctures and locations throughout the school day. | | Teacher Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for teacher communication with students are clearly delineated. <input type="checkbox"/> Teachers are supported and resourced in methods to engage at-risk students. <input type="checkbox"/> Teachers are responsible for interacting with students outside of their grade level or course lists. <input type="checkbox"/> Teachers are expected to know something about each student beyond the classroom. <input type="checkbox"/> Teachers understand the unique needs and interests of each student in their classroom. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader goes to exceptional lengths to listen to students. Listening strategies may include focus groups, surveys, student advisory committees, and numerous one-on-one student conversations.</p> <p>Discussions with students reveal that they know that the leader will listen to them and treat them with respect.</p> | <p>The leader knows students' names, regularly greets students by name, and is proactive in talking with and listening to students.</p> <p>The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.</p> | <p>The leader knows most students' names, is visible, often greets students by name, and talks with students frequently.</p> | <p>The leader does not know students' names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions when students are likely to be present.</p> <p>Many students do not know the leader's name or recognize the leader on sight.</p> |

continued on next page →

| Coaching Questions | | | |
|--|--|---|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| How do you communicate the feedback from students with all of your stakeholders as part of your continuous improvement planning? | How confident are you that you are accessible to all students? Are there times during the school day when you deliberately make yourself available to students? | How do you utilize data gathered from students to inform decisions about student achievement and school policies? | Specifically, what are you doing as a leader that communicates interest in your students every day? |

Table 21: Two-Way Communication With Faculty and Staff

| The leader demonstrates two-way communication with faculty and staff. | | | |
|---|---|--|--|
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader’s meetings and informal interactions with staff are characterized by open, two-way discussions. <input type="checkbox"/> The leader knows all staff and can document efforts to recognize individual contributions and personal milestones of staff members. <input type="checkbox"/> The leader is an active listener with faculty and staff. <input type="checkbox"/> The leader schedules open blocks in his or her schedule to be available to staff. <input type="checkbox"/> The leader’s calendar reflects numerous individual and small-group meetings with staff at every level. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Faculty members regularly have opportunities for one-on-one meetings with the leader. <input type="checkbox"/> Teachers and staff report that the leader takes an interest in their lives outside of school. <input type="checkbox"/> Staff and faculty are confident that they would gain a respectful hearing from the leader regarding matters of importance. <input type="checkbox"/> Teachers are expected to know something about each student beyond the classroom. <input type="checkbox"/> Teachers have some understanding of the unique needs and interests of each student in their classroom. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader engages in active listening with the faculty and staff.</p> <p>The leader’s calendar reflects numerous individual and small-group meetings with staff at every level, not just with direct reports.</p> <p>Bus drivers, cafeteria workers, and new teachers report confidence in their ability to gain a respectful hearing from the leader.</p> | <p>Faculty meetings include open, two-way discussions.</p> <p>Faculty members regularly have the opportunity for one-on-one meetings with the leader.</p> <p>The leader knows all staff members and makes an effort to recognize the personal and individual contributions of each one.</p> | <p>The leader typically limits his or her listening to questions during faculty meetings.</p> | <p>Faculty meetings consist of reading announcements, with little or no interaction.</p> |

continued on next page →

| Coaching Questions | | | |
|---|---|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| How might you institutionalize an even deeper level of communication with your staff and faculty? | What additional opportunities are presented to you to listen deeply and actively to the concerns and ideas of your faculty and staff? | How might you modify your current meetings to increase your level of communication with your faculty and staff, to hear their concerns, and to learn from their experiences? | To what degree do you invite questions and comments to check for understanding beyond the opportunity to do this in faculty meetings? |

Table 22: Two-Way Communication With Parents and the Community

| | |
|--|---|
| The leader demonstrates two-way communication with parents and the community. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader uses multiple forms of communication with parents and the community, including newsletters, personal briefings, telephone hotline, voice mail and email, and website frequently asked questions (FAQs). ❑ The leader systematically conducts open forums, focus groups, brief online and back-to-school surveys, and extensive use of technology, targeting email broadcasts and inviting feedback from constituents at various junctures in the school year. ❑ Key decisions are informed by parent and stakeholder input. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Parents report that the leader is available to visit informally about their concerns when approached at school events. ❑ Parents and students are confident that they would gain a respectful hearing from the leader regarding matters of importance. ❑ Survey data reveal that parents and stakeholders view their opinions as valued. |

continued on next page →

| Scale | | | |
|---|--|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology.</p> <p>Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p> | <p>The leader conducts frequent interactions with parents and community members, including newsletters, personal briefings, personal visits and calls, and the use of technology (for example, voice mail, hotlines, email, websites), where appropriate.</p> <p>There is clear evidence of decisions based on input from parents and community members.</p> | <p>Parents and community members receive a respectful hearing when they initiate the conversation.</p> | <p>Parents and community members have little or no role to play in leadership decision making.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>How does feedback from parents and community members inform decision making in the school or district?</p> | <p>Can you articulate the benefits that could be gained by the school if parents and community members believed you were accessible and understood the rationale for most decisions?</p> | <p>Knowing that some parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—initiate communication with parents and stakeholders?</p> | <p>What committees or teams currently include parents?</p> <p>To what degree are you currently accessible to parents and community stakeholders?</p> <p>Are there weekly protected times when parents know they can meet with you?</p> |

Table 23: Analysis of Input and Feedback

| | | | |
|--|---|--|---|
| The leader actively listens and analyzes input and feedback. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ Formal observations and other documentation demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information. ❑ The leader has an established and effective communication plan that ensures regular and formative input, feedback, and access. ❑ The leader can cite examples that demonstrate his or her receptivity to ideas from multiple sources and perspectives. ❑ The leader maintains a yearlong listening system for parents, students, faculty, and staff. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers report that their suggestions are always noted and often acted upon by the leader. ❑ Teachers can cite examples in which the leader elicited feedback on topics and responded with a defined action plan. ❑ Teachers recognize the leader's expectation for frequent planned and unplanned input and feedback. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>In addition to what is identified here as proficient, the leader models open communication.</p> <p>The leader listens purposefully and actively.</p> <p>The leader is able to read the situation and respond accordingly.</p> <p>The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.</p> | <p>Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information.</p> <p>The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.</p> | <p>The leader appears to listen to others, but often relies on his or her interpretation of events rather than seeking out alternative perspectives and interpretations.</p> <p>Analysis of listening data occurs rarely.</p> | <p>The leader hears what others say but relies on his or her personal interpretation.</p> <p>The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.</p> |

continued on next page →

| Coaching Questions | | | |
|--|---|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| How will you capture ideas provided by staff, parents, students, and your community in such a way that important concerns become priorities and priorities produce effective action plans? | How do you document conversations and meetings sufficiently to ensure that you deepen mutual understanding with your audiences? | What strategies might help you capture key details from your routine communications? | To what extent are you able to describe situations in which you invited input from others to resolve challenges that arise? What are some of the ways that you gather feedback in your decision-making process? |

Faculty Development

Table 24: Faculty Proficiencies and Needs

| | |
|--|--|
| The leader demonstrates understanding of the link between professional learning and student learning. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Professional development is determined on the basis of student achievement data. <input type="checkbox"/> Professional development is determined on the basis of teacher competency data. <input type="checkbox"/> Individualized professional learning plans are aligned with school improvement priorities. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff members describe ways that professional development is differentiated. <input type="checkbox"/> Teachers have a process to develop individualized learning plans. <input type="checkbox"/> Faculty requests are filtered to ensure that they relate to student achievement. <input type="checkbox"/> Teachers can report their learning needs as they relate to student learning needs. |

continued on next page →

| Scale | | | |
|---|---|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader has demonstrated a record of differentiated professional development for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs.</p> <p>The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.</p> | <p>Faculty development reflects the prioritized needs of the school improvement plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculty (coaching, mentoring, collaborative teams, and peer scoring).</p> | <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings rather than incorporating the use of collaboration, study teams, and so on.</p> | <p>Professional development is typically one size fits all, and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?</p> | <p>What system do you use to prioritize learning needs and empower faculty to create individualized learning plans?</p> | <p>What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?</p> | <p>How are professional learning opportunities linked to individual faculty needs?</p> |

Table 25: Leading Professional Development

| | | | |
|--|---|---|---|
| The leader personally leads professional development sessions. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader manages professional development for colleagues and faculty several times each year. <input type="checkbox"/> Faculty requests are filtered to ensure that they relate to student achievement. <input type="checkbox"/> Professional development is determined on the basis of teacher competency data. <input type="checkbox"/> The leader has a system to assist staff and faculty in developing individualized learning plans. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers report that professional development is determined on the basis of student achievement data. <input type="checkbox"/> Teachers can cite multiple examples in which the leader provided professional development by modeling, guiding, and facilitating independent practice with a specific strategy. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues. The leader routinely shares learning experiences with other administrators and colleagues throughout the system. | The leader devotes faculty meetings to professional development, not announcements. The leader personally leads professional development at various times throughout the school year. | The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but he or she relies on others to lead each professional development opportunity. | The leader displays little or no evidence of new learning or sharing that learning with colleagues. |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| To what extent do you have a system for sharing insights and learning from professional development activities? How do you help colleagues in other schools benefit from powerful professional development? | What are some of the actions you take to communicate the importance of professional learning for you and your staff? | How do you ensure that you are keeping up with the research and are fluent with best practices that can help develop your faculty and staff? | How often do you devote portions of faculty meetings to professional development, such as sharing of personal experiences with colleagues or showcasing successful practices? |

Table 26: Formal and Informal Feedback

| | | | |
|--|--|--|--|
| <p>The leader provides formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance.</p> | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader is careful to adhere to district personnel policies when providing feedback to teachers following observations. ❑ The leader routinely provides feedback relative to school improvement goals and areas of focus. ❑ The purpose of feedback from the leader is to improve performance and build capacity. ❑ The leader recognizes individuals and teams for demonstrating best practices. ❑ The leader provides feedback that describes ways to enhance performance and reach the next level. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers look forward to regularly scheduled formal and informal observations because the leader provides explicit feedback about observed performance. ❑ Teachers report recognition as team members and as individuals. ❑ Teachers describe feedback from the leader in terms of recognizing strengths and suggestions to take their teaching to a new level. | |
| <p>Scale</p> | | | |
| <p>Exemplary</p> | <p>Proficient</p> | <p>Progressing</p> | <p>Not Meeting Standards</p> |
| <p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader’s focus on accurate, timely, and specific recognition. The leader balances individual recognition with team and organizationwide recognition.</p> | <p>The leader provides formal feedback consistent with the district personnel policies and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff. Corrective and positive feedback is linked to organizational goals, and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p> | <p>The leader adheres to personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance.</p> | <p>Formal feedback is nonspecific. Informal feedback is rare, nonspecific, and not constructive.</p> |

continued on next page →

| Coaching Questions | | | |
|--|---|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school?</p> <p>What might you do to ensure that they see this important connection?</p> | <p>What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?</p> | <p>How do you currently recognize faculty in providing feedback and affirmation to them?</p> <p>To what extent do you acknowledge the efforts of teams as well as that of individuals?</p> | <p>How can frequent, focused, and constructive feedback support teachers in improving their practice?</p> |

Table 27: Modeling Coaching and Mentoring

| | |
|---|---|
| The leader models coaching and mentoring. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader engages in coaching to improve teaching and learning, which is evident in formal and informal observations. <input type="checkbox"/> The leader engages in coaching to improve teaching and learning as an active participant in professional development during regularly scheduled meetings. <input type="checkbox"/> The leader explicitly structures faculty development to conform to the National Staff Development Council (NSDC) standards. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> A vast majority of teachers actively participate in scheduled professional learning communities or data teams. <input type="checkbox"/> Teachers can cite examples in which the leader led professional development by modeling at least one research-based best practice during the past semester. <input type="checkbox"/> Teachers seek out the leader for knowledge and insight about best practices. |

continued on next page →

| Scale | | | |
|---|---|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader is deliberate in establishing development structures that conform to the NSDC standards.</p> <p>The leader coaches other administrators on successful observation strategies.</p> <p>The leader is seen by his or her staff as capable of coaching them to improve, yet willing to hold them accountable for performance that is not considered acceptable.</p> <p>Multiple examples exist verifying that a standards-based professional learning community (PLC) and action research are evident in context, process, and content.</p> | <p>The leader engages in coaching to improve teaching and learning and is receptive to innovative teaching strategies and practices; the leader is also willing to facilitate new approaches to instruction through action research.</p> <p>The leader monitors classroom visits in which the actual activity corresponds to the planned activity.</p> <p>The leader actively coaches instructional staff for improvement of classroom practice.</p> <p>A system has been developed that provides for regular observation of classrooms.</p> <p>Observations are not just used for rating purposes; they also are used for coaching and professional development opportunities.</p> <p>The leader has organized faculty into an effective learning and action research community wherein coaching and mentoring occurs formally and informally among the faculty.</p> | <p>The leader is able to identify certain effective instructional strategies and complete observation processes, but he or she needs to develop more prescriptive assistance about strategies and practices to help teachers refine and improve their effectiveness.</p> | <p>The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task.</p> <p>Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.</p> |

continued on next page →

| Coaching Questions | | | |
|---|---|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| To what extent are faculty members aware of the NSDC standards for faculty development? What might you do to ensure each faculty member is fluent with the NSDC standards and is able to delineate or define them to colleagues? | Do you currently have a framework for your informal observations that ensures quality and meaningful feedback as perceived by each teacher? | To what extent does your feedback provide sufficient examples and modeling to guide teachers to improve their instruction? | How might you improve the effectiveness of your classroom observations to ensure that you provide meaningful feedback about specific and proven effective instructional strategies? |

Leadership Development

Table 28: Mentoring Emerging Leaders

| The leader mentors emerging leaders to assume key leadership responsibilities. | | | |
|--|--|---|---|
| Leadership Evidence <ul style="list-style-type: none"> <input type="checkbox"/> The leader has personally mentored and trained at least one assistant who is capable of taking over on a moment's notice. <input type="checkbox"/> The leader can cite examples in which he or she coached several emerging leaders to assume greater and greater levels of responsibility. <input type="checkbox"/> The leader has a system for mentoring potential leaders that is shared with colleagues. | | Teacher Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Teachers acknowledge the leader's assistance in coaching and mentoring emerging leaders. <input type="checkbox"/> Teachers report a career ladder opportunity in terms of responsibilities when working with this leader. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| The leader has coached or mentored multiple administrators who have assumed administrative positions and responsibilities. Multiple administrators throughout the system cite this leader as a mentor and reason for their success. | The leader has personally mentored at least one emerging leader to assume leadership responsibility at an administrative level, with positive results. | The leader provides some training to an emerging administrator who may, in time, be able to independently assume a leadership role. | People under the leader's direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others. |

continued on next page →

| Coaching Questions | | | |
|--|---|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| Do you have a system to ensure that you encourage key assistants to pursue job opportunities when they become available? How might you embed this preparation into their job duties, and what changes do you need to make to help build such leadership capacity at your school? | What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities? | When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders? | How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal? |

Table 29: Identification of Potential Future Leaders

| | |
|---|--|
| The leader consistently identifies potential future leaders. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader has a system for identifying and growing potential leaders that goes beyond district personnel guidelines. ❑ A defined mentorship program for potential leaders exists in the school or system. ❑ The school improvement process is designed to develop leadership capacity from existing faculty. ❑ The leader engages key stakeholders across the district to develop systems that promote leadership identification and development. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. ❑ Teachers at the school report that leadership development is supported and encouraged. ❑ Teachers not only recognize that leadership development is encouraged, but each can describe how to participate. |

continued on next page →

| Scale | | | |
|--|---|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader routinely identifies and recruits new leaders.</p> <p>The leader has specifically identified at least two new leaders in the past year and has entered them into the ranks of leadership training.</p> <p>The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths, even when they had not initially considered a leadership career.</p> <p>The leader helps other leaders to identify and recruit potential leadership candidates.</p> | <p>The leader has specifically identified and recruited new leaders.</p> | <p>The leader follows personnel guidelines for accepting applications for new leaders.</p> | <p>The leader does not recognize the need for leadership in the system.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>To what degree do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities?</p> | <p>How have you designed the school improvement process to develop leadership capacity from existing faculty?</p> | <p>What process do you employ to encourage participation in leadership development?</p> | <p>What process is available to you that helps you screen and develop potential leaders?</p> |

Table 30: Delegation and Trust

| | | | |
|--|---|--|---|
| The leader provides evidence of delegation and trust in subordinate leaders. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader delegates full authority to selected individuals regarding a range of responsibilities at every level of the organization. ❑ Delegation is evident in personnel evaluations, throughout the school improvement plan, in meeting facilitation, and in multiple tasks of daily operations. ❑ The leader explicitly delegates authority and responsibility to improve organizational effectiveness and to empower the next generation of leadership. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. ❑ Faculty and staff can cite examples of delegation wherein the leader supported the staff member’s decision. ❑ Faculty members report a climate of trust that empowers those delegated to exercise leadership throughout the school. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>Staff members throughout the organization are empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p> | <p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p> | <p>The leader sometimes delegates but also maintains decision-making authority that could be delegated to others.</p> | <p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p> |

continued on next page →

| Coaching Questions | | | |
|--|--|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| To what extent do you have a systematic process in place for delegating authority to subordinates? | How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams? In what areas do faculty and staff members bring expertise to improve the quality of decisions at your school? | Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty? How might you use the function of delegation to empower staff and faculty at your school? | What factors prevent you from releasing responsibilities to staff? |

Time, Task, and Project Management

Table 31: Organization of Time and Projects

| | |
|--|---|
| The leader organizes time and projects for effective leadership. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project and task accomplishments are publicly celebrated. <input type="checkbox"/> Project challenges encourage input from a variety of sources, and adjustments based on that input are made in a timely fashion. <input type="checkbox"/> The leader organizes available human resources, time, and materials to ensure timely project completion. <input type="checkbox"/> Calendar responds to conflicts to protect school or system priorities. <input type="checkbox"/> The leader is able to manage multiple projects and timelines by strategically delegating time, resources, and responsibilities. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers can describe the major deadlines and priorities of school improvement and other related projects. <input type="checkbox"/> Teachers are provided sufficient support, material resources, and time to implement school priorities. <input type="checkbox"/> Changes in practices are designed to build on existing structures and practices. <input type="checkbox"/> Milestones are communicated in terms of impact and connections to current initiatives. |

continued on next page →

| Scale | | | |
|---|--|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader maintains a daily prioritized task list.</p> <p>Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>The leader's calendar is free of conflicts and focused on the leader's priorities and organization.</p> <p>The leader applies project management to systems thinking throughout the organization.</p> | <p>The use of organizational tools is evident by supporting documentation provided by the leader.</p> <p>Project and task accomplishments are publicly celebrated, and project challenges are open for input from a wide variety of sources.</p> | <p>Projects are managed using lists of milestones and deadlines but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p> | <p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>How are projects organized to ensure that best practices are considered for innovation within the school and across the district?</p> | <p>What system do you have in place to respond to project challenges or successes with flexibility and agility?</p> | <p>How might you begin to organize your work and communicate responsibilities to your faculty that clarify project goals, milestones, deadlines, and resource needs?</p> | <p>What steps can you take to organize major projects to include timelines, project plans, action steps, resources, and the people responsible?</p> |

Table 32: Fiscal Stewardship

| | | | |
|---|--|--|---|
| The leader provides fiscal stewardship by completing projects on schedule and within budget. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader uses knowledge of the budget process, line items, and funding sources to maximize resources to achieve strategic priorities. ❑ The leader has a documented history of managing complex projects and meeting deadlines. ❑ The leader adheres to a defined protocol of action to direct funds to best practices to increase student achievement. ❑ The leader has extended capacity at his or her school by pursuing grants and partnerships and combining community resources. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers can describe examples wherein the leader redirected budgets to improve instruction and increase student achievement. ❑ Faculty and staff have learned to expect that projects will be completed on schedule and within budget. ❑ Teachers are able to describe the leader’s protocol for accessing school resources, when requested. ❑ Teachers report the leader’s advocacy for the school by describing partnerships and proactive pursuit of additional resources. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader regularly saves resources of time and money for the organization, and he or she proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p> | <p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement based on best practices and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p> | <p>The leader sometimes meets deadlines but only at the expense of breaking the budget; or, the leader meets budgets but fails to meet deadlines.</p> | <p>The leader has little or no record of keeping commitments for schedules and budgets.</p> |

continued on next page →

| Coaching Questions | | | |
|---|--|---|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| Do you have a systematic method for pursuing grants, partnerships, and combining community resources to increase student achievement? | To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated? | Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience, and how did you apply lessons from it? | When resources are limited, what actions do you take as the school leader to allocate them most efficiently? |

Table 33: Project Objectives and Plans

| | |
|--|--|
| The leader establishes clear objectives and coherent plans for complex projects. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader manages projects with clear, written tasks in terms of milestones, deadlines, and ownership of each task (responsibilities). <input type="checkbox"/> The leader ensures that project management documents are revised and updated following each major event (milestone). <input type="checkbox"/> The leader demonstrates awareness of the interdependent aspects of bringing a project to conclusion to all involved by publishing a Gantt chart or other visual of project progress. <input type="checkbox"/> The leader uses projects to build systems thinking in the manner in which tasks are delegated, achievements celebrated, and learning is realized. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers have learned from the leader a specific process for project management, which has been demonstrated within the school on multiple occasions. <input type="checkbox"/> Teachers report how the leader’s project management approach has resulted in valuable midcourse adjustments. <input type="checkbox"/> Most faculty and staff report that projects at this school are completed on time and on budget. |

continued on next page →

| Scale | | | |
|--|--|---|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build systems thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas so accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p> | <p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and he or she communicates those changes to the appropriate people in the organization.</p> <p>The leader uses examples to differentiate between a task and a project.</p> | <p>The impact of changes in one task is not clear or is rarely documented.</p> <p>The leader's ability to multitask includes tasks that are, in actuality, projects composed of multiple tasks.</p> | <p>There is little or no evidence of project management against goals, resources, timelines, and results.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>How prepared are you to describe the importance of systems thinking as it pertains to project management at your school?</p> | <p>To what extent are tasks and major tasks delineated in your overall project design?</p> <p>What might you do to emphasize the most important components over minor tasks?</p> | <p>How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school?</p> | <p>What changes in your practice are needed to ensure projects are realistically designed, carefully implemented, and supported with sufficient time and resources?</p> |

Technology

Table 34: Use of Technology to Improve Teaching and Learning

| | | | |
|--|---|---|---|
| The leader demonstrates the use of technology to improve teaching and learning. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader is fluent with technology as an end user. <input type="checkbox"/> The leader is able to identify the link between technology systems and specific teaching and learning objectives. <input type="checkbox"/> The leader leverages technology for greater efficiency and convenience for teachers, parents, and students. <input type="checkbox"/> The leader coaches the staff on applications that link technology with school improvement. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers are encouraged to broaden their own use of technology in their classrooms. <input type="checkbox"/> Teachers report how the leader brings Internet resources for lesson planning, data gathering, and student engagement to the attention of faculty and staff. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader serves as a model for technology implementation to other organizations.</p> <p>The links between technology implementation and learning success are clear and public.</p> <p>The leader provides evidence of greater efficiency, improved quality of information, and more responsive, effective communication.</p> <p>The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.</p> <p>The leader relentlessly pursues emerging best practices (for example, web-based lessons).</p> | <p>The leader can document adherence to the following International Society for Technology in Education (ISTE) standards.</p> <ul style="list-style-type: none"> • Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. • Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning. | <p>The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but he or she does not always differentiate between technology implementation and a clear impact on teaching and learning.</p> | <p>The leader does not display personal competence in the use of required technology applications.</p> <p>The leader does not link the installation of technology to specific teaching and learning objectives.</p> |

continued on next page →

| Coaching Questions | | | |
|--|--|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| How do you intend to coach your staff and faculty in the coming year, in terms of integrating technology into learning activities and managing data in each classroom? | What resources and training will you need to better advocate for instructional technology or to model improvements in communication, analysis, and presentation to your faculty and staff? | To what degree do you rely on faculty and staff to demonstrate the link between technology applications and teaching and learning? | What have you done as a leader to leverage technology for greater efficiency and convenience for teachers, parents, students, and yourself? |

Table 35: Personal Proficiency in Electronic Communication

| The leader demonstrates personal proficiency in electronic communication. | | | |
|--|---|--|---|
| Leadership Evidence <ul style="list-style-type: none"> <input type="checkbox"/> The leader is a proficient user of email, voice mail, word processing, databases, spreadsheets, presentation software, and district information systems. <input type="checkbox"/> The leader uses the aforementioned tools to differentiate communication and to stay abreast of current practices, trends, and patterns within the school and across the district. <input type="checkbox"/> The leader creates opportunities for staff and students to experiment with new learning and application of emerging technologies (for example, wikis, social networks, Twitter, Skype, and emerging camera technologies). | | Teacher Evidence <ul style="list-style-type: none"> <input type="checkbox"/> Teachers have multiple opportunities to increase their level of fluency with technology through a menu of technology tools available at school and through the school from home. <input type="checkbox"/> Teachers report the leader’s level of innovation and fluency with basic technology tools (for example, software, email, and Internet searching). | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| The leader creates new opportunities for learning and uses the organization as an example of effective technology implementation. Leading by example, the leader provides a model of new learning. | The leader personally uses email, word processing, spreadsheets, presentation software, databases, and district software. Personal study and professional development reflect a commitment to continued learning. | The leader has mastered some, but not all, software required for proficient performance. The leader takes the initiative to learn new technology. | The leader has limited literacy with technology. There is little or no evidence of the leader taking a personal initiative to learn new technology. |

continued on next page →

| Coaching Questions | | | |
|---|--|--|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| To what extent are you currently involved with coaching others to refine and expand their skills in leveraging instructional technology to improve student achievement? | <p>What personal skills with technology would your staff identify as your strengths as a school leader (for example, spreadsheets, presentation software, and district management systems)?</p> <p>Is there a professional development structure to familiarize new staff with technology expectations at your school?</p> | In the coming school year, how might you schedule learning opportunities for yourself to acquire new competencies and sharpen your level of fluency with technology? | What steps can you take to develop your technology skills to minimize your dependency on others for information? |

Personal Professional Learning

Table 36: Personal Understanding of Research Trends

| | |
|---|---|
| The leader demonstrates personal understanding of research trends in education and leadership. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader engages in professional development that is directly linked to the needs of the school, district, or organization. <input type="checkbox"/> Professional readings are carefully selected to build capacity and improve the leader’s performance. <input type="checkbox"/> The leader pursues additional readings and resources to support professional development provided for colleagues. <input type="checkbox"/> The leader promotes the application of lessons from the research, provides case studies to subordinates and colleagues, and analyzes local data to identify emerging best practices in teaching and learning. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers cite examples of how the leader encourages participation in action research. <input type="checkbox"/> Teachers report that the leader promotes learning from the evidence at hand at school. <input type="checkbox"/> Teachers report how the leader contributes learning received outside of school to faculty and staff to inform current practices and extend conversations around lessons in the research. |

continued on next page →

| Scale | | | |
|---|---|---|--|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations. | Personal reading, learning, and teaching in education and leadership research trends are evident and documented. | Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions. | Little or no evidence of personal learning and research. |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| What system needs to be established to promote action research, disseminate meaningful case studies, and develop learning tools? How might you lead the creation of such a system? | How might you ensure that your leadership is characterized by applied learning from each professional development session you attend? | To what extent is the professional development you receive directly aligned with the needs identified at your school or within your district? | What is needed to provide you regular access to educational research findings or professional learning opportunities to help you grow as a leader? |

Table 37: Personal Professional Focus

| | |
|--|--|
| The leader creates a personal professional focus. | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The leader’s professional development plan is limited to learning that is directly linked to the needs of the school or system. <input type="checkbox"/> The leader’s professional learning is related to district or school improvement efforts. <input type="checkbox"/> Professional readings and reflections are used to directly impact one’s performance. | <p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers recognize the alignment between the leader’s professional learning and school or district needs. <input type="checkbox"/> Teachers report that the leader attends and actively participates in all professional development required of teachers to promote deep implementation. |

continued on next page →

| Scale | | | |
|---|--|--|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader approaches every professional development opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are home grown rather than externally generated.</p> | <p>The leader engages in professional development that is directly linked to organizational needs.</p> <p>The leader gives priority to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional development that is required of other leaders in the organization.</p> <p>In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.</p> | <p>The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional development for colleagues but does not fully engage in it and set an example of active participation.</p> | <p>The leader might introduce a professional development program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional development focus aligned with the school or district goals.</p> |
| Coaching Questions | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>What has been most effective in creating a focus on professional learning?</p> <p>How might you lead this effort across the district?</p> | <p>To what degree do you explicitly identify the focus areas for professional development in faculty, grade-level, and department meetings?</p> | <p>How do you prioritize your own learning needs in concert with the needs of the school or district?</p> | <p>What steps can you take to participate in professional learning focused on school and district goals with your staff?</p> |

Table 38: Professional Development Focus

| | | | |
|---|--|---|--|
| The leader creates a professional development focus. | | | |
| <p>Leadership Evidence</p> <ul style="list-style-type: none"> ❑ The leader ensures that professional development plans are limited in the number of changes. ❑ The leader establishes parameters for professional development that ensure each selected area is directly linked to the academic needs of students and learning needs of faculty. ❑ The leader has developed a clearly defined and communicated process for reviewing requests for professional development. ❑ The leader can cite examples in which his or her decision to deny applications that fail to meet criteria resulted in improved focus and improved performance. ❑ The leader can identify specific professional development offerings that have been discarded because they did not support school improvement or districtwide goals for improved achievement. | | <p>Teacher Evidence</p> <ul style="list-style-type: none"> ❑ Teachers report that the leader has established a process that ensures each collaborative meeting includes some professional development for all in attendance. ❑ Teachers understand the value of having criteria for effective professional development. ❑ Teachers can cite examples wherein the leader’s reluctance to approve teacher requests actually resulted in better alignment with school needs and more effective changes in teaching practice. | |
| Scale | | | |
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade-level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning.</p> <p>The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.</p> | <p>The professional development plan has focused areas of emphasis, and each of those areas is linked to the organization’s strategic objectives.</p> <p>The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals.</p> <p>The leader has a process for prior review of new professional development programs and rigorously applies it to applications for time and funding.</p> <p>Professional development priorities are linked to the needs of the school based on student achievement data.</p> | <p>Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists.</p> <p>Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.</p> | <p>Faculty requests are routinely approved, whether or not they are related to student achievement.</p> <p>The leader’s personal professional development agenda is based on preference, not organizational needs.</p> |

continued on next page →

| Coaching Questions | | | |
|---|--|---|---|
| Exemplary | Proficient | Progressing | Not Meeting Standards |
| <p>To what degree do you employ a systematic evaluation process to strategically eliminate, modify, or expand professional development to further support organizational goals? How might you lead the creation of such a system?</p> | <p>What is needed to determine the impact of your carefully selected professional development initiatives?</p> | <p>How has your leadership created an effective set of criteria that results in a limited number of initiatives that clearly align with your school or district's assessment needs?</p> | <p>In what ways do your current actions support focused professional development aligned with your school and district goals for student achievement?</p> |