

Arkansas Leader Excellence and Development System Rubric for Building/District Leaders Form A2

Self-Assessment
 Superintendent/Evaluator Initial Assessment
 Formative Assessment
 Summative Assessment

Name: _____ **Position:** _____
District: _____ **Building/School Assignment:** _____
School Year: _____ **Conference Date:** _____
Category Type:
 Probationary/Novice
 Inquiry
 Intensive

Standard 1 – Vision, Mission, and Goals

Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

Description: Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|---|---|---|--|--|
| 1 A. Collaboratively develop and implement a shared vision and mission <div style="text-align: center;">N/A <input type="checkbox"/></div> | <i>The leader</i> Does not participate in the development and/or implementation of the school/district's vision, mission, and goals <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Participates in the development and/or implementation of the school/district's vision, mission, and goals <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Involves staff and other appropriate stakeholders in the development of the school/district's vision, mission and goals Leads efforts in the implementation of the school/district's vision, mission and goals, relevant to the leadership role <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> In collaboration with appropriate stakeholders, initiates an annual revision of the school/district's vision, mission, and goals, relevant to the leadership role Uses the district's vision, mission, and goals to guide decision making <div style="text-align: center;"><input type="checkbox"/></div> |
| 1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning <div style="text-align: center;">N/A <input type="checkbox"/></div> | <i>The leader</i> Fails to collect and utilize data in determining the organization's effectiveness in accomplishing the school/district's vision, mission, and goals <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Collects, analyzes, and utilizes data occasionally to assess organizational effectiveness in accomplishing the school/district's vision, mission, and goals <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Collects, analyzes, and utilizes data regularly with leadership teams to assess organizational effectiveness and to make necessary modifications in accomplishing the school/district's vision, mission, and goals relevant to the leadership role <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Facilitates the collection, analysis, and utilization of data frequently with leadership teams and other stakeholders to assess organizational effectiveness and ensures necessary modifications are made to accomplish the school/district's vision, mission, and goals relevant to the leadership role <div style="text-align: center;"><input type="checkbox"/></div> |

Standard 1 – Vision, Mission, and Goals – *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|---|---|---|---|--|
| <p>1 C. Create and implement plans to achieve goals</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Does not have a school/ district improvement plan which focuses on the school/district's vision, mission, and goals</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Establishes and/or supports a school or district improvement plan which focuses on the school/district's vision, mission, and goals that is partially aligned with district, state, and federal policies</p> <p>Plans to accomplish goals are broad</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Collaborates with all appropriate stakeholders to establish and/or support a school improvement plan, which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the school/district's vision, mission, and goals, relevant to the leadership role</p> <p>Ensures that improvement plans are implemented with fidelity</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Communicates school/district goals and actions frequently (at least quarterly, if applicable) with all appropriate stakeholders as a strategic document used for planning to support the attainment of the school/district's vision, mission, and goals, relevant to the leadership role</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p>1 D. Promote continuous and sustainable improvement</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Does not support a process for monitoring the school or district's progress to achieve the school/district's vision, mission, and goals</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Supports a process to monitor the school or district's progress to achieve the school/district's vision, mission, and goals</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Facilitates and supports a systematic and ongoing process of monitoring the school or district's progress to achieve the school/district's vision, mission, and goals established in the improvement plan(s)</p> <p>Makes appropriate judgments based on data to accomplish the goals</p> <p>Provides school/district improvement reports to stakeholders recognizing areas for improvement and celebrating success</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Advocates at district, regional, and state levels for fiscal, human, and technological resources to accomplish the vision of learning</p> <p>Engages in the political process to advocate for appropriate changes in curriculum, instruction, assessment, and/ or resource allocation</p> <p>Provides school/district improvement reports to stakeholders, at least quarterly, recognizing areas for improvement and celebrating success</p> <p style="text-align: center;"><input type="checkbox"/></p> |

Standard 1 – Vision, Mission, and Goals – Continued

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary <i>(Includes Proficient)</i> |
|---|--|--|---|--|
| <p>1 E. Monitor and evaluate progress and revise plans</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i> Fails to support, monitor or revise the school/district improvement plan(s)</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Sporadically monitors the school/district improvement plan(s) but does not support or facilitate mid-course corrections</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Regularly supports or facilitates at least semi-annually the monitoring and revising of priorities, goals, and actions stated in the school improvement plan in order to make corrections</p> <p>Utilize data to ensure that instructional priorities of the school/ district improvement plan are being implemented with fidelity</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Actively participates in school/district leadership teams to monitor effectiveness of the school/district improvement plan(s) and to support/facilitate revisions</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p><i>Comments:</i></p> | | | | |

Standard 2 – Teaching and Learning

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Description: A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|---|--|---|--|---|
| <p>2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations</p> <p style="text-align: center; margin-top: 20px;">N/A <input type="checkbox"/></p> | <p><i>The leader</i> Fails to demonstrate a belief in and commitment to high academic expectations for students and/or staff</p> <p style="text-align: center; margin-top: 20px;"><input type="checkbox"/></p> | <p><i>The leader</i> Demonstrates a belief in and commitment to high academic expectations for some, but not all, students and/or staff</p> <p>Collects, analyzes, and/or utilizes survey data but findings are seldom used to impact decision-making</p> <p>Provides minimal support for mission and belief statements of the school/district</p> <p>Occasionally engages in dialogue with staff and provides limited opportunities to share</p> <p style="text-align: center; margin-top: 20px;"><input type="checkbox"/></p> | <p><i>The leader</i> Demonstrates a belief in and commitment to high academic expectations for all students and/or staff</p> <p>Examines and utilizes data regularly collected through various means (e.g. culture/climate surveys, opinion surveys, needs assessment) to ensure a nurturing learning environment for all students and/or staff</p> <p>Reinforces and supports mission and belief statements of the school/district and uses them to guide collaborative decision-making</p> <p>Engages regularly in dialogue with staff and provides opportunities to share innovations that have resulted in higher student achievement.</p> <p style="text-align: center; margin-top: 20px;"><input type="checkbox"/></p> | <p><i>The leader</i> Promotes the school/district's mission and beliefs to all appropriate stakeholders</p> <p>Engages all stakeholders in frequent conversations focused on the application of the school/district's mission and beliefs</p> <p style="text-align: center; margin-top: 20px;"><input type="checkbox"/></p> |

Standard 2 – Teaching and Learning - *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|---|--|---|--|--|
| <p>2 B. Create a comprehensive, rigorous, and coherent curricular program</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i> Neglects to ensure that staff is implementing standards with fidelity</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Ensures/supports the implementation of state teaching and learning standards</p> <p>Ensures/supports discussions regarding alignment of standards, instruction, and assessment</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Collaborates with staff to ensure the implementation of a developmentally appropriate curriculum that is fully aligned with standards</p> <p>Ensures the alignment of standards, instruction, and assessment</p> <p>Ensures that implemented curriculum demonstrate connections within and between different content areas</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Leads and supports discussions with staff throughout all grade levels and content areas to ensure standards are implemented</p> <p>Provides and engages in multiple, on-going opportunities for curricular meetings across grade levels within the school/district to ensure horizontal and vertical curricular alignment between all grade levels and across all content areas</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p>2 C. Create a personalized and motivating learning environment for students</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i> Neglects to ensure/support utilization of differentiated instruction</p> <p>Fails to celebrate accomplishments of student achievement or growth</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Supports implementation of instructional strategies and interventions that may lead to differentiated instruction for some but not all students</p> <p>Facilitates recognition and celebration of student accomplishments and achievement on an infrequent basis</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Ensures/supports the application of differentiated teaching strategies and use of rich curricular materials for all students</p> <p>Ensures/supports the use of educational technologies and other appropriate resources to address learning needs of diverse student populations (including students with disabilities; cultural or linguistic differences; gifted and talented; or students from disadvantaged socio-economic backgrounds)</p> <p>Ensures/supports that staff is giving students multiple opportunities for success and provides viable interventions to support student growth</p> <p>Facilitates/supports a well-defined process that celebrates student achievement and accomplishments, which are communicated to the community</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Ensures/supports the effective use and design of differentiated teaching strategies, curricular materials, educational technologies, and other outside resources (beyond what is provided at building or district level) appropriate to address diverse student populations</p> <p>Empowers students, staff and other stakeholders to create and implement strategies to reach all learners</p> <p style="text-align: center;"><input type="checkbox"/></p> |

Standard 2 – Teaching and Learning - *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary <i>(Includes Proficient)</i> |
|--|--|--|--|---|
| <p>2 D. Supervise instruction</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Fails to fully implement/support district policies and procedures for supervising/evaluating instruction</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Implements/supports district policies and procedures regarding supervision and evaluation of instruction</p> <p>Monitors/supports classroom instruction but inconsistently provides feedback to assist staff in their efforts to improve instructional practices</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Monitors/supports classroom instruction formally and informally on a frequent basis</p> <p>Provides/supports staff with timely, detailed feedback to assist them in their efforts to improve instructional practices</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Assists staff in becoming reflective practitioners (i.e. collects and utilizes data to enhance their own teaching and classroom environment)</p> <p>Implements/supports a program of peer coaching/instructional facilitation</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p>2 E. Develop assessment and accountability systems to monitor student progress</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Fails to ensure/support that staff develop and use formative assessments that are aligned with standards to monitor student progress and guide instruction</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Ensures/supports the use and development of formative assessments that are aligned with standards to monitor student progress and guide instruction</p> <p>Encourages staff to improve instructional practices based on assessment results</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Collaborates with staff to analyze student performance data and use results to inform programmatic and instructional decisions</p> <p>Encourages development and analysis of frequent formative assessments, aligned to state assessments, to monitor student progress and to diagnose efficacy of teaching practices</p> <p>Ensures/supports that staff is substantiating quality of their instructional practices with evidence of student mastery on well-developed assessments</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Facilitates through distributed leadership the development and utilization of rigorous, authentic, performance-based, interdisciplinary assessments of student learning</p> <p style="text-align: center;"><input type="checkbox"/></p> |

Standard 2 – Teaching and Learning - *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary <i>(Includes Proficient)</i> |
|---|---|---|---|---|
| <p>2 F. Develop the instructional and leadership capacity of staff</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i> Neglects to provide support of opportunities for staff to develop their instructional or leadership capacities</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Supports staff opportunities to access research-based practices focusing on enhancement of their instructional and leadership capacities</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Encourages and supports staff participation in job-embedded opportunities to access research-based practices that focus on enhancement of their instructional and leadership capacities</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Ensures sustainability or leadership and empowers staff to seek opportunities to demonstrate skills as instructional leaders at building, district, and state levels</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p>2 G. Maximize time spent on quality instruction</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i> Has no evidence to support the use of maximizing time spent on quality instruction</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader.....</i> Designs/supports processes and practices to protect instructional time from interruptions</p> <p>Recognizes the impact and value of instructional time for quality instruction and student learning</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Implements/supports processes and practices to protect instructional time from interruptions and maximizes time spent on quality instruction</p> <p>Emphasizes/supports the expectation for bell-to-bell learning that is engaging and varied to ensure learner involvement.</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i> Systematically analyzes impact of time spent on quality instruction to improve student achievement</p> <p style="text-align: center;"><input type="checkbox"/></p> |

Standard 2 – Teaching and Learning - *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary <i>(Includes Proficient)</i> |
|--|---|---|--|---|
| <p>2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Fails to encourage the appropriate use of technology to support teaching and learning</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Inconsistently encourages the use of technology by staff and students to extend their learning and instruction</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Promotes and supports appropriate use of technology by staff and students as an integral part and extension of learning and instruction.</p> <p>Monitors the effective use of technology for instructional purposes and provides timely feedback to staff about their use of technology</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Evaluates use of technology to ensure the most effective integration into the teaching and learning process, ensuring adequate allotment of human and fiscal resources to maximize technology infrastructure and use</p> <p>Ensures that opportunities exist to promote the use of technology throughout the school/district as appropriate</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p>2 I. Monitor and evaluate the impact of the instructional program</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Fails to develop specific processes to monitor and evaluate the impact of the instructional program on student achievement.</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Occasionally facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality.</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Regularly facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality.</p> <p>Establishes systems and structures for continuous and collaborative analysis of antecedents (adult actions) and results indicators (student data).</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Frequently collaborates with stakeholders to update the instructional program based upon the results of various sources of data.</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p><i>Comments:</i></p> | | | | |

Standard 3 – Managing Organizational Systems and Safety

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Description: Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high performing, orderly and safe learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|--|---|---|---|--|
| <p>3 A. Monitor & evaluate the management and operational systems</p> <p>N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Ignores management of budget, technology, personnel, facilities, and transportation to the point where fiscal management, cleanliness, human resources, and safety issues are a concern</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Maintains budget, technology, personnel, facilities, and transportation to minimal standards of fiscal management, human resources, safety, and cleanliness</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Supervises budget, technology, personnel, facilities, and transportation to maximize student learning</p> <p>Following regular reviews, modifications reflect changes indicated from the review of budget, technology, facilities, and transportation reports</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Establishes, updates, and ensures a systematic program for ensuring the management and operational systems are functioning for the benefit of the school/district.</p> <p><input type="checkbox"/></p> |
| <p>3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources</p> <p>N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Lacks knowledge of relevant budget(s), facilities, personnel, and technological resources</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Demonstrates knowledge of budget(s), facilities, personnel, and technological resources</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Manages the budget(s) and determines staff assignments and distribution of materials and resources, including technological resources to effectively address student learning needs</p> <p>Obtains and allocates funds based on student needs within the framework of federal, state, and district policies and works with staff to determine how school financial resources can be equitably and effectively allocated to support student learning needs</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Works with all appropriate stakeholders to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support teacher needs to maximize student learning</p> <p><input type="checkbox"/></p> |

Standard 3 – Managing Organizational Systems and Safety – *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary <i>(Includes Proficient)</i> |
|--|---|---|--|---|
| 3 C. Promote and protect the welfare and safety of students and staff | <i>The leader</i> Neglects to implement/support district policies and procedures <input type="checkbox"/> | <i>The leader</i> Inconsistently implements/supports policies and procedures that provides a safe, healthy, orderly learning and working environment <input type="checkbox"/> | <i>The leader</i> Implements/participates in developing policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment <input type="checkbox"/> | <i>The leader</i> Initiates a continuous review of policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment <input type="checkbox"/> |
| 3 D. Develop the capacity for distributed leadership N/A <input type="checkbox"/> | <i>The leader</i> Neglects to facilitate use of distributed leadership in management of the organization <input type="checkbox"/> | <i>The leader</i> Recognizes the need for distributed leadership in management of the organization but provides limited opportunities for staff leadership development Inconsistently delegates management of specified responsibilities to appropriate staff <input type="checkbox"/> | <i>The leader</i> Provides leadership development opportunities for staff Delegates management of specified responsibilities to appropriate staff <input type="checkbox"/> | <i>The leader</i> Provides leadership development opportunities for staff designed to enhance management of the organization and to foster career development of staff Effectively matches the strengths of individual leaders to their delegated areas of responsibility and seeks methods to enhance areas identified for growth. <input type="checkbox"/> |

Standard 3 – Managing Organizational Systems and Safety – *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|--|--|--|---|--|
| <p>3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning</p> <p>N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Neglects to consider scheduling that maximizes student learning</p> <p>Does not provide appropriate instructional planning and resources and/or lacks an understanding of how to schedule for maximum student learning</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Monitors schedules to maximize student learning but does not ensure time is spent by staff planning and implementing meaningful activities to improve student learning</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Supports planning and instructional time by developing/supporting schedules and staffing that maximize student learning and provide for individual and collaborative planning opportunities for staff</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Systematically evaluates the effect of scheduling on collaborative planning and student achievement</p> <p>Supports and ensures the development and review of scheduling, instructional practices, staffing, and use of resources that maximize student learning</p> <p><input type="checkbox"/></p> |
| <p><i>Comments:</i></p> | | | | |

Standard 4 – Collaborating with Families and Stakeholders

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Description: In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children. Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning.

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|---|---|---|---|--|
| <p>4 A. Collect and analyze data and information pertinent to the educational environment</p> <p>N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Neglects to support, collect and/or analyze appropriate data to implement strategies focused on improved student learning</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Collects, analyzes and/or supports the use of data to make decisions that enhance the educational environment, but inconsistently collaborates with staff</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Consistently involves and supports appropriate staff in the collection and analysis of data to make decisions that enhance the educational environment and address diverse student needs</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Collaborates with internal and external stakeholders in the process of collecting and analyzing data based on current research methods to identify and address diverse student needs</p> <p>Uses assessment and research methods to identify and address diverse student needs</p> <p><input type="checkbox"/></p> |
| <p>4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources</p> <p>N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Neglects to support the formation of cultural connections within the school community</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Utilizes and/or supports established methods and resources to develop an appreciation and understanding of the school community's cultural diversity</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Facilitates and supports connections between the school and community by integrating the community's social, cultural and intellectual resources to support the school community's cultural diversity</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Secures external resources to expand the school's appreciation of the community's diverse cultural, social, and intellectual resources</p> <p>Collaborates with a variety of external stakeholders to heighten multi-cultural diversity</p> <p><input type="checkbox"/></p> |

Standard 4 – Collaborating with Families and Stakeholders – *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|--|--|---|--|---|
| <p>4 C. Build and sustain positive relationships with families and caregivers</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Neglects to build relationships with families and caregivers</p> <p>Tolerates an unwelcoming environment</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Attempts to build relationships with families and caregivers by providing some resources and support to welcome families as members of the school/district community</p> <p>Involves families and caregivers in some decisions concerning their children's education</p> <p>Communicates with families and caregivers primarily through limited resources</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Participates in frequent interactions with families and caregivers that are open, respectful, and welcoming</p> <p>Involves families and caregivers consistently in decision making about their children's education</p> <p>Communicates with families and caregivers through a variety of methods; (i.e., school events, newsletters, community events, and websites)</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Utilizes multiple methods of communication to elicit family and caregivers' perceptions about the school/district</p> <p>Secures external resources to provide enriching educational opportunities for students' families and caregivers</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p>4 D. Build and sustain productive relationships with community partners</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Neglects to develop partnerships with the community, making no effort to reach out to community partners</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Utilizes existing partnerships between school and community but does not seek to extend partnerships</p> <p>Demonstrates an awareness of community services by occasionally making these services known to families and children</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Applies communication and collaboration strategies to develop family and local community partnerships</p> <p>Proactively collaborates with community agencies for health, social, and other services to support families and children</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Works to increase the types and number of organizations with whom the district partners in order to deepen relationships</p> <p>Embraces and advertises benefits provided by community agencies that support health, social and other services to families and children</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p><i>Comments:</i></p> | | | | |

Standard 5 – Ethics and Integrity

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Description: Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve the learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|--|---|---|---|--|
| <p>5 A. Ensure a system of accountability for every student’s academic and social success</p> | <p><i>The leader</i></p> <p>Fails to implement a data-based system of accountability to make decisions that focus on the success of every student</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Implements a data-based system of accountability to fulfill the professional obligation to regularly monitor progress of each student’s and subpopulation’s progress in meeting school standards with limited results</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Utilizes a data-based system to create and implement a school improvement plan that fulfills ethical obligations to:</p> <ul style="list-style-type: none"> • regularly monitor progress of each student’s and subpopulation’s progress in meeting school/district’s academic standards • promote social success by monitoring standards of student behavior that are collaboratively developed and clearly communicated to stakeholders and equitably applied to all students <p>Ensures legal and equitable allocation of fiscal, human, and material resources to meet students’ academic and social needs</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Frequently collaborates with internal and external stakeholders to ensure a culture that promotes a data-driven system supporting every child through the implementation of practices emphasizing legal and ethical treatment of all students.</p> <p style="text-align: center;"><input type="checkbox"/></p> |

Standard 5 – Ethics and Integrity – *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|--|---|--|---|--|
| <p>5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior</p> | <p><i>The leader</i></p> <p>Demonstrates a lack of self-control characterized by a frequent loss of temper and continual reluctance to discuss sensitive topics</p> <p>Does not reflect about his/her professional efficacy</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Generally maintains self-control but occasionally exhibits anger and defensiveness when dealing with sensitive subjects and personal attacks</p> <p>Engages in reflective practice through active listening, observing, questioning, and sharing multiple perspectives</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Exerts self-control consistently as characterized by dignity, empathy, respect, reflection, self-evaluation, and self-control even when dealing with sensitive subjects and personal attacks</p> <p>Identifies his/her professional strengths and weaknesses by engaging in reflective practice on his/her own work through active listening, observing, questioning, sharing multiple perspectives, and hypothesis testing</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Is an exemplar of emotional intelligence characterized by exerting self-control, treating self and others with dignity, empathizing with others, respecting self and others, and collaborating in making substantive decisions</p> <p>Consistently exerts self-control in dealing with sensitive subjects and personal attacks even in the most difficult and confrontational situations</p> <p>Enhances professional efficacy of self and staff by modeling reflective practice through active listening, observing, finding capacities, questioning, and sharing multiple perspectives, and hypothesis testing</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p>5 C. Safeguard the values of democracy, equity, and diversity</p> | <p><i>The leader</i></p> <p>Allows personal preferences, beliefs, and/or biases to trump impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Occasionally allows personal preferences, beliefs and/or biases to interfere with attempts to employ impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Models impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Uses leadership as an opportunity to empower stakeholders with opportunities to create and nurture a learning community characterized by mutual respect, individuality, and pursuit of individual and common good</p> <p style="text-align: center;"><input type="checkbox"/></p> |

Standard 5 – Ethics and Integrity – *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|---|--|--|---|---|
| 5 D. Consider and evaluate the potential moral and legal consequences of decision-making | <i>The leader</i> Relies primarily on emotional reactions and personal preferences to make substantive decisions <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Inconsistently relies on school policy and procedures to make and explain substantive decisions <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Makes and explains substantive decisions based on ethical and legal principles inherent in law, school policy and procedures <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Utilizes a model of ethical reasoning that addresses empathy, individual rights, equity, professional obligations, utility, and legality that inform the intentions and substance of school policy and procedures to: <ul style="list-style-type: none"> • make and explain substantive decisions • revise and/or create individual school guidelines and procedures <div style="text-align: center;"><input type="checkbox"/></div> |
| 5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling | <i>The leader</i> Occasionally allows personal preferences, beliefs, and/or biases to trump individual rights, liberties, equitable treatment, and dignity of those in his/her scope of influence and care <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Consistently enforces policies, laws, and regulations enacted by local, state, and federal authorities Provides limited opportunities for cultural awareness and efficacy <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Pro-actively facilitates decision making that promotes individual rights and liberties outlined in policies, laws, and regulations enacted by local, state, and federal authorities <div style="text-align: center;"><input type="checkbox"/></div> | <i>The leader</i> Establishes and nurtures a climate of care and social justice by serving as an exemplary protector of individual rights and liberties and assisting colleagues in developing dispositions and practices that ensure that individual student needs are the focus of all curricular, instructional, and assessment practices <div style="text-align: center;"><input type="checkbox"/></div> |
| <i>Comments:</i> | | | | |

Standard 6 – The Education System

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Description: Leaders understand that public schools belong to the public and contribute to the public good. Leaders develop relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, public awareness, and policies. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Education leaders advocate for education and students in professional, social, political, economic, and other arenas.

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary (Includes Proficient) |
|---|--|--|--|--|
| <p>6 A. Advocate for children, families, and caregivers.</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Fails to advocate within the district, school, community, state, and/or national levels to meet needs of children and their families or caregivers</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Advocates on behalf of children, families, and caregivers within the district, school, community, state, and/or national levels to meet needs of children and their families or caregivers as situations arise</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>In addition to advocating on behalf of children, families and caregivers, the leader develops and/or participates in the development of a plan of action to advocate within the district, school community, state and/or national levels to meet needs of children, their families or caregivers</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Builds systems of support and advocacy within the school, community, state, and/or national levels to meet needs of children and their families or caregivers.</p> <p>Models and encourages other faculty members to proactively and regularly interact with children, families, and caregivers and engage them in understanding economic and political support needs of the school and district</p> <p style="text-align: center;"><input type="checkbox"/></p> |
| <p>6 B. Act to influence local, district, state, and national decisions affecting student learning</p> <p style="text-align: center;">N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Neglects development of relationships with policymakers who impact issues related to student learning or school/district work</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Develops limited relationships with policymakers who impact issues related to student learning or school/district work</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Develops relationships with a range of stakeholders and policymakers</p> <p>Actively participates in appropriate professional organizations which influence policy decisions</p> <p style="text-align: center;"><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Identifies, responds to, and influences issues, trends, and potential changes that affect the context of education and the way it is conducted at the local, district, state and/or national levels</p> <p style="text-align: center;"><input type="checkbox"/></p> |

Standard 6 – The Education System – *Continued*

| Functions | Not Meeting Standards | Progressing | Proficient | Exemplary <i>(Includes Proficient)</i> |
|--|--|--|--|---|
| <p>6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies</p> <p>N/A <input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Fails to stay abreast of emerging educational trends and initiatives</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Stays abreast of emerging educational trends and initiatives by reviewing current research and applying the research grounded leadership practices</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Stays abreast of emerging educational trends and initiatives by:</p> <ul style="list-style-type: none"> • attending professional conferences • participating in professional learning <p>Communicates pertinent educational research to staff to enhance professional practices and improve student learning</p> <p><input type="checkbox"/></p> | <p><i>The leader</i></p> <p>Promotes and evaluates implementation of emergent strategies based on pertinent educational research to enhance professional practices and improve student learning</p> <p><input type="checkbox"/></p> |
| <p><i>Comments:</i></p> | | | | |

AR LEADS Summative Scoring Report

| Performance Level Rating | | | | |
|--------------------------|--|--------------------------------------|-------------------------------------|------------------------------------|
| Standard 1: | <input type="checkbox"/> Not Meeting Standards | <input type="checkbox"/> Progressing | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
| Standard 2: | <input type="checkbox"/> Not Meeting Standards | <input type="checkbox"/> Progressing | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
| Standard 3: | <input type="checkbox"/> Not Meeting Standards | <input type="checkbox"/> Progressing | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
| Standard 4: | <input type="checkbox"/> Not Meeting Standards | <input type="checkbox"/> Progressing | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
| Standard 5: | <input type="checkbox"/> Not Meeting Standards | <input type="checkbox"/> Progressing | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |
| Standard 6: | <input type="checkbox"/> Not Meeting Standards | <input type="checkbox"/> Progressing | <input type="checkbox"/> Proficient | <input type="checkbox"/> Exemplary |

Overall Summative Rating

Not Meeting Standards
 Progressing
 Proficient
 Exemplary

Summary of Commendations

Recommended Area(s) of Growth

Expectations

ADMINISTRATOR/ LEADER SIGNATURE

DATE

SUPERINTENDENT/DESIGNEE SIGNATURE

DATE