Evidence of Effective	Leadership Practices			
Administrator:		School:		Date:
Summary				
of School				
Goals:				
		ucational leader who promotes the		g the development, articulation,
•		are shared and supported by the sc	-	1
Component	Unsatisfactory	Basic	Proficient	Distinguished
1a. Embracing the Mission	The school leader does not	The school leader inconsistently or	The school leader consistently and	To an exceptionally effective degree
	embrace or embed the District's	ineffectively embraces or embeds	effectively embraces and embeds	the school leader embraces and
	mission in educational programs,	the District's mission in educational	the District's mission in the school's	embeds the District's mission in the
	plans, activities, and actions.	programs, plans, activities, and	vision and many educational	school's vision and in all educational
		actions.	programs, plans, activities, and	programs, plans, activities, and
Evidence:			actions.	actions.
Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 1b. Communicating Vision	Unsatisfactory Communication of the vision and	Communication of the vision by the	Communication of the vision by the	Communication of the vision by the
•	Communication of the vision and goals by the school leader does	Communication of the vision by the school leader inconsistently or	Communication of the vision by the school leader focuses consistently	Communication of the vision by the school leader focuses consistently
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching,	Communication of the vision by the school leader focuses consistently and effectively on teaching, school	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching,
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success.	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success.	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success.	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues,
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others. The school's vision and goals
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others. The school's vision and goals reflect shared beliefs, sense of
1b. Communicating Vision and Goals	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others. The school's vision and goals
1b. Communicating Vision	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others. The school's vision and goals reflect shared beliefs, sense of
1b. Communicating Vision and Goals	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others. The school's vision and goals reflect shared beliefs, sense of
1b. Communicating Vision and Goals	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others. The school's vision and goals reflect shared beliefs, sense of
1b. Communicating Vision and Goals	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others. The school's vision and goals reflect shared beliefs, sense of
1b. Communicating Vision and Goals	Communication of the vision and goals by the school leader does not focus on teaching, school programs, and their impact on learning and student success, or the administrator is unaware of	Communication of the vision by the school leader inconsistently or ineffectively focuses on teaching, school programs, and their impact on learning and student success. Communication regarding school goals is unrelated to teaching, school programs, and their impact on	Communication of the vision by the school leader focuses consistently and effectively on teaching, school programs, and their impact on learning and student success. Stakeholders can describe the	Communication of the vision by the school leader focuses consistently and effectively focuses on teaching, school programs, and their impact on learning and student success, and this recognition occurs throughout the year, and in a variety of venues, both in the school and in the community setting as a model for others. The school's vision and goals reflect shared beliefs, sense of

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

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

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a. Advocating a Culture	The school leader is unaware of	The school leader ensures faculty	In addition to ensuring faculty and	In addition to ensuring faculty and
of Learning	the most current theories and	and staff are aware of the most	staff are aware of the most current	staff are aware of the most current
	practices.	current theories and practices.	theories and practices, the school	theories and practices, the school
			leader makes the discussion of these	leader makes the discussion of these
			a regular aspect of the school's	a regular aspect of the school's
			culture.	culture and provides structures and
				support to promote faculty's
				exploration of those theories in
				practice and their impact on student
				learning.
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Component	Unsatisfactory	Basic	Proficient	Distinguished
2b. Monitoring Student	The school leader does not:	The school leader inconsistently	The school leader consistently and	To an exceptionally effective degree
Learning	 Develop a structured, 	and/or ineffectively:	effectively:	the school leader:
	collective instructional	 Develops a structured, 	 Has developed a structured, 	 Develops a structured,
	planning process that	collective instructional	collective instructional	collective instructional
	uses student	planning process that uses	planning process that uses	planning process that uses
	achievement data to	student achievement data	student achievement data	student achievement data
	coordinate specific	to coordinate specific	to coordinate specific	to coordinate specific
	instructional initiatives	instructional initiatives	instructional initiatives	instructional initiatives
	toward overall goals of	toward overall goals of	toward overall goals of	toward overall goals of
	student achievement.	student achievement.	student achievement.	student achievement.
	 Establish structures for 	 Establishes structures for 	 Has established structures 	 Establishes structures for
	evaluation of student	evaluation of student	for evaluation of student	evaluation of student
	performance that are	performance that are based	performance that are based	performance that are based
	based on multiple	on multiple sources of data	on multiple sources of data	on multiple sources of data
	sources of data including	including student self-	including student self-	including student self-
	student self-evaluation	evaluation and reflection.	evaluation and reflection.	evaluation and reflection.
	and reflection.			

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
Component 2d. Sustaining a School- wide Focus on Instruction and Learning	The school leader does not: • Know and hold teachers accountable for knowing and applying principles of effective instruction in teaching students. • Have a working knowledge of district's curriculum design, implementation, evaluation, and refinement.	The school leader inconsistently and/or ineffectively: • Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students. • Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement. • Supports the achievement	The school leader consistently and effectively: • Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students. • Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement. • Supports the achievement	To an exceptionally effective degree the school leader: • Knows and holds teachers accountable for knowing and applying principles of effective instruction in teaching students. • Has a working knowledge of district's curriculum design, implementation, evaluation, and refinement. • Supports the achievement
	 Support the achievement of all students and staff or promote, recognize, or celebrate these efforts and accomplishments throughout the school year. Protect the teaching and learning process from issues that distract from instruction and student learning. Participate in learning activities with teachers 	of all students and staff or promote, recognize, or celebrate these efforts and accomplishments throughout the school year. • Protects the teaching and learning process from issues that distract from instruction and student learning. • Participates in learning activities with teachers and students as a learning leader.	of all students and staff or promote, recognize, or celebrate these efforts and accomplishments throughout the school year. • Protects the teaching and learning process from issues that distract from instruction and student learning. • Participates in learning activities with teachers and students as a learning leader.	of all students and staff or promote, recognize, or celebrate these efforts and accomplishments throughout the school year. • Protects the teaching and learning process from issues that distract from instruction and student learning. • Participates in learning activities with teachers and students as a learning leader.

	and students as a learning leader.		
Evidence:			

Domain 3: Management of the Learning Organization

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Solving Problems or	The school leader ineffectively	The school leader inconsistently	The school leader consistently and	To an exceptionally effective degree
Concerns	addresses issues as they arise, in	addresses issues as they arise, in a	effectively addresses issues as they	the school leader consistently and
	an untimely manner, and does	timely manner, and works to prevent	arise, in a timely manner, and works	effectively addresses issues as they
	not work proactively to prevent	potential problems. Operational	to prevent potential problems.	arise, in a timely manner, and works
	potential problems. Operational	procedures are inconsistently	Operational procedures are designed	to prevent potential problems.
	procedures are not designed and	designed and managed to maximize	and managed to maximize	Operational procedures are designed
	are not managed to maximize	opportunities for learning for all	opportunities for learning for all	to anticipate potential problems and
	opportunities for learning for all	students.	students.	managed to maximize opportunities
	students.			for learning for all students.
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Component	Unsatisfactory	Basic	Proficient	Distinguished
3b. Managing Resources	The school leader inconsistently	The school leader inconsistently	The school leader consistently and	To an exceptionally effective degree
	and ineffectively manages fiscal	manages fiscal and physical	effectively manages fiscal and	the school leader maximizes fiscal
	and physical resources	resources responsibly and efficiently.	physical resources responsibly and	and physical resources. This is
	responsibly and efficiently. The	The school leader inconsistently	efficiently. The school leader	always done in a responsible
	school leader does not protect	protects instructional time by	protects instructional time by	manner. The school leader
	instructional time by managing	managing operational procedures to	managing operational procedures to	consistently protects instructional
	operational procedures to	maximize student learning. The	maximize student learning. The	time by managing operational
	maximize student learning. The	school leader inefficiently manages	school leader efficiently manages his	procedures to enhance student
	school leader rarely manages his	his or her time so that teaching and	or her time so that teaching and	learning. The school leader
	or her time and teaching and	learning is not always made the	learning are the highest priority.	efficiently manages his or her time
	learning are rarely the highest	highest priority.		so that teaching and learning are the
	priority.			highest priority.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c. Working within	The school leader is not aware of	The school leader is limited	The school leader is consistently	To an exceptionally effective degree
policies, laws and	policies, laws, and regulations	awareness of policies, laws, and	knowledgeable about and complies	the school leader is knowledgeable
regulations	that govern the school and	regulations that govern the school	with policies, laws, and regulations	about and complies with policies,
•	district and ignores or subverts	and district and periodically uses this	that govern the school and district	laws, and regulations that govern the
	some policies, laws and	knowledge with limited effectiveness	and uses this knowledge effectively	school and district and uses this
	regulations.	to bring about significant and	to bring about significant and	knowledge to collaborate with
		positive change in teaching and	positive change in teaching and	stakeholders to bring about
		learning. The school leader	learning.	significant and positive change in
		sometimes implements district		teaching and learning.
		policies/regulations with a negative		
		attitude.		

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

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

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

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

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Demonstrating a	The school leader does not hold	The school leader inconsistently	The school leader consistently and	To an exceptionally effective degree,
Personal and Professional	him or herself and/or others to	and/or ineffectively holds him or	effectively holds him or herself and	the school leader consistently and
Code of Ethics	high standards to ethical	herself and others to high standard	others to high standards of ethical	effectively holds him or herself and
- Understanding	behavior, nor confront with	of ethical behavior and confronts	behavior and confronts with	others to high standards of ethical
ones impact on	evidence those who fail to meet	with evidence those who fail to meet	evidence those who fail to meet this	behavior and confronts with
the school and	this expectation.	this expectation.	expectation.	evidence those who fail to meet this
				expectation.
community	The school leader does not	The school leader rarely conducts	The school leader conducts most of	
- Respecting the	participate actively in	the business of the school by	the business of the school by	The school leader conducts every
rights and dignity	teacher/administrator	positioning him or herself as a	positioning him or herself as a	meeting as an opportunity for
of all	professional development and	lifelong learner.	learner. The school leader often	collaborative learning. The school
	does not make his or her learning		makes his/her learning public, and	leader always actively participates in
	public.	The school leader inconsistently	often participates in professional	the professional learning activities
		and/or ineffectively creates and	development activities with	with their staff. The school leader
	The school leader does not	supports rules and routines that	teachers, sometimes leading them.	consistently and effectively makes
	demonstrate concern for the	respects and protects the rights of all		his/her own learning public. The
	rights and dignity of teachers,	stakeholders.	The school leader consistently and	school leader regularly conducts
	students and parents.		effectively creates and supports	professional development, using
			rules and routines that respects and	best practices.
			protects the rights of all	
			stakeholders.	To an exceptionally effective degree,
				the school leader consistently and
				effectively creates and supports
				rules and routines that respects and
				protects the rights of all
				stakeholders; and actively confronts
				efforts by others who might seek to
				infringe on these rights.
Evidence:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Growing and developing professionally - Resilience	The school leader does not or reluctantly participates in professional development activities that are aligned with his/her professional needs and aligned with the goals of the school or district. The school leader does not: - Acknowledges errors or weaknesses when confronted with evidence - Accepts advice/feedback - Learns from mistakes	The school leader inconsistently participates in professional development activities that are aligned with his/her professional needs and aligned with the goals of the school or district. The school leader inconsistently and/or ineffectively: - Acknowledges errors or weaknesses when confronted with evidence - Accepts advice/feedback - Learns from mistakes	The school leader chooses and participates in professional development activities that are aligned with his/her professional needs and aligned with the goals of the school or district. The school leader consistently and effectively: - Acknowledges errors or weaknesses when confronted with evidence - Accepts advice/feedback - Learns from mistakes	To an exceptionally effective degree the school leader chooses and participates in professional development activities that are aligned with his/her professional needs and aligned with the goals of the school or district. The school leader facilitates and leads professional development opportunities for their colleagues. The school leader: - Identifies errors and weaknesses by citing evidence from practice as well as accepting it from others - Makes errors/weaknesses public along with evidence and progress toward improvement - Learns from mistakes and invites system wide learning resulting from personal and organizational failures

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