

DOMAIN I INSTRUCTIONAL LEADERSHIP  
STANDARD 1 – INSTRUCTIONAL LEADERSHIP

High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
1.1 Promotes a Positive Learning Culture	<ul style="list-style-type: none"><li>• Leader provides little or no evidence that the leader promotes a positive culture.</li><li>• Leader shows little or no evidence of recognizing and/or celebrating staff success.</li><li>• Leader ignores or makes excuses for poor teacher performance.</li><li>• Leader has little or no evidence that assessments are used to determine what is needed to improve the learning culture.</li><li>• Leader demonstrates little or no evidence of using must haves (e.g. effective rounding, thank you notes, phone calls, key words at key times, aligned evaluation with desired behaviors, and successful employee coaching.)</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently promotes cooperation and cohesion.</li><li>• Leader inconsistently uses praise to promote a positive school culture.</li><li>• Leader inconsistently uses assessment methods to improve the culture.</li><li>• Inconsistently demonstrates use of organizational excellence (e.g. effective rounding, thank you notes, phone calls, key words at key times, aligned evaluation with desired behaviors, and successful employee coaching.)</li></ul>	<ul style="list-style-type: none"><li>• Leader consistently promotes cooperation and cohesion.</li><li>• Leader uses assessments to determine what is needed to improve the learning culture.</li><li>• Leader implements organizational excellence strategies (e.g. effective rounding, thank you notes, phone calls, key words at key times, aligned evaluation with desired behaviors, and successful employee coaching.)</li></ul>	<ul style="list-style-type: none"><li>• Leader models and consistently promotes cooperation and cohesion among staff using multiple methods to assess school culture.</li><li>• Leader promotes a culture in which teachers hold themselves accountable to the highest standards.</li><li>• Leader is a model of organization excellence (e.g. effective rounding, thank you notes, phone calls, key words at key times, aligned evaluation with desired behaviors, and successful employee coaching.)</li></ul>
1.2 Demonstrates Knowledge of Curriculum and Instruction	<ul style="list-style-type: none"><li>• Leader provides little or no evidence of the alignment of curriculum and instruction.</li><li>• Leader shows little or no evidence of monitoring student progress in a systematic way.</li></ul>	<ul style="list-style-type: none"><li>• Leader does not consistently demonstrate a thorough knowledge of the alignment of curriculum and instruction.</li><li>• Leader monitors student progress but there is no system in place to ensure the achievement gap is closed at all grade levels.</li></ul>	<ul style="list-style-type: none"><li>• Leader ensures that curriculum, instruction and assessments are aligned in all classrooms and within all grade levels.</li><li>• Leader is monitoring student progress in a systematic way to begin to implement change and lead to close the achievement gap.</li></ul>	<ul style="list-style-type: none"><li>• Leader provides evidence that curriculum, instruction and assessments are vertically and horizontally aligned in all classrooms and within all grade levels (e.g. instructional focus calendars.)</li><li>• Leader reinforces elements of high quality instruction including engagement, alignment, rigor, relevance, and relationships.</li><li>• Leader monitors student in a systematic way and at all grade levels to close the achievement gap.</li></ul>
Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective

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<b>1.3 Applies Best Practices to Student Learning, especially in the area of reading and other foundational skills</b>	<ul style="list-style-type: none"><li>• Leader provides little or no evidence of an instructional/ curricular focus in reading, math, and writing.</li><li>• Leader focuses on procedural/management aspects of the teaching process rather than instructional strategies.</li><li>• Leader leaves instructional practice to the discretion of the teachers and allows instructional practices that research demonstrates do not have a positive impact on student learning (i.e., round robin reading, writing as punishment).</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently applies research-based strategies in reading, math, and writing.</li><li>• Leader sets expectations for instructional classroom practices without communicating the research-based rationale for the practice and/or with little continuity from year to year.</li><li>• Leader inconsistently provides conceptual guidance to teachers regarding effective instructional practices.</li></ul>	<ul style="list-style-type: none"><li>• Leader effectively supports the use of research based programs to ensure reading, math and writing success.</li><li>• Leader applies knowledge about curriculum and instructional best practices through modeling, collaborative curriculum and lesson development, and programmatic instructional decisions.</li><li>• Leader implements appropriate strategies to improve instructional program; provides guidance on effective classroom practices; and emphasizes success for all students with research-based programs.</li><li>• Leader conveys a clear expectation that instruction in reading comprehension strategies will be incorporated in all content areas.</li><li>• Leader gives extra attention and support to new teachers relative to their instructional practice.</li></ul>	<ul style="list-style-type: none"><li>• Leader is able to apply research-based strategies in reading, math, and writing to ensure success across all grade levels</li><li>• Leader consistently applies knowledge about curriculum and instructional through modeling, collaborative curriculum and lesson development, and programmatic instructional decisions.</li><li>• Leader uses a system to check for engagement, alignment, rigor and relationships.</li><li>• Leader actively addresses pedagogical and/or content instructional issues that can impact student achievement using a variety of strategies including targeted professional development, reflective questions for collaborative teams and individual teacher assistance plans.</li></ul>
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DOMAIN I INSTRUCTIONAL LEADERSHIP
STANDARD 2 – managing the learning environment

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
2.1 Manages the Organization, Operations, Facilities and Resources in ways that Maximize the use of Resources in an Instructional Organization.	<ul style="list-style-type: none"> <li>Leader demonstrates little or no evidence that instructional time is protected or distractions are minimized.</li> <li>The allocation of fiscal, human and material resources is not equitable or linked to the SIP. Instructional programs lack adequate materials.</li> <li>Staffing decisions are not responsive to identifiable instructional needs and state requirements (i.e., certification, class size, etc.).</li> <li>Leader does not prevent the recurrence of problems or anticipate the occurrence of new problems.</li> </ul>	<ul style="list-style-type: none"> <li>Leader inconsistently protects instructional time and minimizes distractions.</li> <li>The leader inconsistently directs staff regarding the scheduling of instructional time; the allocation of fiscal, human and material resources; staffing; and the budget planning process.</li> <li>Leader inconsistently uses problem-solving skills and knowledge for long-range planning.</li> </ul>	<ul style="list-style-type: none"> <li>Leader protects instructional time and minimizes distractions to ensure that students have adequate opportunities to learn rigorous content.</li> <li>The leader directs staff regarding the scheduling of instructional time, the allocation of fiscal, human, and material resources, and the development of the budget and related staffing.</li> <li>Leader develops an efficient budget planning process that provides for the input of staff and other stakeholders.</li> <li>Leader ensures that teachers and staff have necessary materials, equipment and staff development opportunities.</li> <li>Leader uses problem-solving skills and knowledge of strategic, long-range and operational planning.</li> </ul>	<ul style="list-style-type: none"> <li>Leader consistently gives the highest priority to the protection of instructional time to ensure that students have adequate opportunities to learn rigorous content.</li> <li>Leader equitably allocates fiscal, human and material resources while monitoring staff feedback to adjust for changing instructional and organization situations.</li> <li>Leader creatively seeks additional resources (money, staff, time, and staff development opportunities) through grants and community partnerships.</li> <li>Leader uses problem-solving skills and knowledge of strategic and long-range planning to allocate resources that focus on teaching and learning in creative ways.</li> </ul>

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2.2 Fulfills Legal and Contractual Obligations	<ul style="list-style-type: none"> <li>Leader does not show little or no evidence of developing and administering policies, rules, and routines to provide a safe school environment.</li> <li>Leader shows little or no evidence of ensuring that school is in compliance with state mandates.</li> <li>Leader takes an adversarial approach to managing contractual agreements; and does not apply legal principles.</li> <li>Leader shows little or no evidence of applying legal principles to the management of the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Leader has developed some policies, rules and routines to provide a safe school environment.</li> <li>Leader inconsistently enforces existing policies, rules and routines.</li> <li>The leader’s management of contractual agreements and legal principles is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Leader establishes and enforces clear rules, procedures, and routines; ensures the school is a safe environment and in compliance with state mandates.</li> <li>Leader directs staff and teachers to follow policies, rules, procedures and routines to provide a safe school environment.</li> <li>Leader effectively manages contractual agreements and addresses potential problems.</li> <li>Leader applies legal principles to promote educational equity.</li> </ul>	<ul style="list-style-type: none"> <li>Leader actively monitors key indicators of a safe environment and develops procedures and practices to address concerns as they become evident.</li> <li>Leader establishes, enforces and practices clear policies, rules, procedures, routines and mandates in order to provide a safe school environment and to anticipate the possibility of unexpected events.</li> <li>Leader empowers all staff to proactively address issues of school safety.</li> <li>Leader effectively uses contractual agreements and legal principles to enhance the learning environment.</li> </ul>

DOMAIN I INSTRUCTIONAL LEADERSHIP  
STANDARD 3 – LEARNING, ACCOUNTABILITY, AND ASSESSMENT

*High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
3.1 Monitors the Success of All Students in the Learning Environment	<ul style="list-style-type: none"><li>• Leader is unable to articulate relevant school data, is not actively engaged in a plan to involve all staff in student data, and makes little or no effort to monitor and evaluate the effectiveness of the curriculum, instruction, and assessment.</li><li>• Leader rarely visits classrooms and is not visible around school.</li><li>• Leader has little positive contact with students.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently articulates formative and summative data, monitors the effectiveness of the curriculum, instruction and assessment, but the data is not shared in a timely manner. Inconsistent efforts are made to monitor and evaluate the effectiveness of curriculum, instruction and assessment in response to the data.</li><li>• The Leader inconsistently visits classrooms and is inconsistently visible around the school.</li><li>• Leader has some positive contact with students.</li></ul>	<ul style="list-style-type: none"><li>• Leader clearly articulates formative and summative data to monitor the effectiveness of the curriculum, instruction and assessment. Data is shared with others and appropriate adjustments are made in response to the data.</li><li>• Leader makes frequent visits to classrooms, collecting data related to teaching and learning to monitor the implementation of research-based instructional practices or the impact of targeted professional development.</li><li>• Leader has frequent positive contact with students.</li></ul>	<ul style="list-style-type: none"><li>• Leader regularly uses a comprehensive monitoring plan that includes the triangulation of data from multiple sources, an analysis of both formative and summative data so the leader can make sound decisions and evaluate the effectiveness of curricular, instructional programs, and organizational operations.</li><li>• Leader actively shares data with all school constituents, solicits feedback and input prior making adjustments in educational program.</li><li>• Leader makes scheduling classrooms visitation a standard practice, examining both classroom data and assessment data to progress monitor the implementation of research-based instructional practices and the impact of targeted professional development.</li><li>• Leader has daily positive contact with students.</li></ul>

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<b>3.2 Aligns Assessment Processes with Curriculum and Instruction to Promote Effective Student Performance</b>	<ul style="list-style-type: none"><li>• Leader shows little or no evidence of delineating systems to assess curriculum needs and the impact of instructional practices.</li><li>• Leader shows little or no evidence of understanding how formative and summative assessments practices in the classroom are used to focus instruction and direct the use of instructional resources.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently uses formative and summative assessment tools that are aligned to district and state curriculum expectations to monitor and evaluate continuous progress throughout the school.</li><li>• Leader inconsistently promotes or supports the direct connection between elements of the assessment results and curriculum and instructional practices.</li></ul>	<ul style="list-style-type: none"><li>• Leader consistently uses throughout the school formative and summative assessment tools that are aligned to district and state curriculum expectations are used throughout the school.</li><li>• Leader promotes and supports the direct connection between elements of the assessment results and instructional practice.</li><li>• Leader actively monitors and evaluates the effectiveness of curriculum, instruction, and assessment by collaborating with staff to analyze the results of assessments and impact on instruction.</li></ul>	<ul style="list-style-type: none"><li>• Leader systematically aligns formative and summative assessment tools and protocols to analyze the curriculum needs based on state standards and the needs and goals of the students.</li><li>• Leader publicly connects elements of the assessment results with instructional practice.</li><li>• Leader empowers others to build individual accountability so staff will take ownership for monitoring and evaluating the effectiveness of the curriculum, instruction, and assessment.</li></ul>

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<b>3.3 Uses a Variety of Benchmarks, Learning Expectations, and Feedback Measures to Ensure Accountability for All Participants Engaged in the Educational Process</b>	<ul style="list-style-type: none"><li>Leader shows little or no evidence of providing constructive feedback regarding individual performance of staff and generally does not use supervisory and coaching models to improve teaching and learning and to establish individual accountability.</li></ul>	<ul style="list-style-type: none"><li>Leader inconsistently recognizes staff accomplishments using data.</li><li>Leader inconsistently builds the knowledge and skills of the instructional staff so they can identify and address instructional concerns.</li></ul>	<ul style="list-style-type: none"><li>Leader sets clear expectations for student learning in collaboration with staff with some attention to progress monitoring.</li><li>Leader uses appropriate supervisory models for low, middle, and high performers, using occasional coaching and some attention to improving satisfactory performance.</li><li>Leader regularly uses multiple sources of data as the basis of acknowledging staff accomplishments</li><li>Leader promotes individual accountability, staff ownership in order to create alignment with school vision and goals.</li></ul>	<ul style="list-style-type: none"><li>Leader promotes and participates in multiple strategies with staff and students that sets clear learning expectations and provides periodic feedback on progress toward those outcomes.</li><li>Leader uses appropriate supervisory and coaching models are used to improve teaching and learning.</li><li>Leader promotes a culture of individual accountability with recognition of specific contributions so faculty and staff feel ownership with the vision and goals of the school.</li></ul>

**DOMAIN II OPERATIONAL LEADERSHIP**  
**STANDARD 4 COMMUNICATION**

*High Performing Leaders express ideas clearly and correctly, orally, in writing, and in multi-media presentations for different audiences – students, teachers, colleagues, parents, community members, and others.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>4.1. Expresses Ideas Clearly Orally, in Writing and in Multi-Media Presentations for a Variety of Audiences</b>	<ul style="list-style-type: none"><li>• Leader shows little or no evidence of effective verbal and written skills to communicate with clarity, conciseness and appropriateness.</li><li>• Leader makes patterns of errors in grammar, pronunciation, diction, and /or syntax.</li><li>• Leader provides little or no evidence that Multi-Media presentations are used in various settings.</li></ul>	<ul style="list-style-type: none"><li>• There is a lack of clarity or focus when communicating verbally or in writing to multiple audiences.</li><li>• Leader occasionally makes errors in grammar, pronunciation, diction, and / or syntax.</li><li>• Leader inconsistently uses Multi-Media presentations to a variety of audiences.</li></ul>	<ul style="list-style-type: none"><li>• Leader possesses verbal and written skills to communicate with clarity, conciseness and appropriateness to multiple audiences.</li><li>• Leader consistently uses multi-media presentations to enhance the impact of materials being presented to various audiences.</li></ul>	<ul style="list-style-type: none"><li>• Leader possesses and implements effective verbal, written and presentation skills that are charismatic and influence multiple audiences within and beyond the school.</li><li>• Leader uses and models Multi-Media presentations with a variety of elements to enhance the impact in various settings.</li></ul>
<b>4.2. Conflict and crisis communication</b>	<ul style="list-style-type: none"><li>• Leader shows little or no evidence of perceiving needs and concerns of others, dealing tactfully with them and managing conflict.</li><li>• Leader shows little or no evidence of handling crises communications and contentious situations.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently perceives the needs and concerns of others, dealing tactfully with them and managing conflict.</li><li>• Leader inconsistently handles crises communications and contentious situations.</li></ul>	<ul style="list-style-type: none"><li>• Leader perceives the needs and concerns of others, dealing tactfully with them and managing conflict.</li><li>• Leader consistently handles crises communications and defuses contentious situations.</li></ul>	<ul style="list-style-type: none"><li>• Leader anticipates crisis situations and proactively communicates within and beyond the school to prevent contentious situations.</li><li>• Leader effectively champions conflict resolution as a communication strategy within and beyond the school.</li></ul>



DOMAIN II OPERATIONAL LEADERSHIP  
STANDARD 5 – DECISION-MAKING STRATEGIES

*High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
5.1 Plans Effectively, Using Critical Thinking and Problem Solving Techniques	<ul style="list-style-type: none"><li>• Leader provides little or no opportunity for input from teachers and staff on all important decisions.</li><li>• Leader provides little or no opportunity for teachers and staff to be involved in policy development.</li><li>• Leader provides little or no evidence of involvement of the school leadership team in decision-making.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently provides opportunities for input from teachers and staff on all important decisions.</li><li>• Leader inconsistently provides opportunities for teachers and staff to be involved in policy development.</li><li>• Leader inconsistently involves the school leadership team in decision-making.</li></ul>	<ul style="list-style-type: none"><li>• Leader provides opportunities for input from teachers and staff on all important decisions.</li><li>• Leader provides opportunities for teachers and staff to be involved in policy development.</li><li>• Leader clarifies the decision-making method for major decisions and shares decisions with staff, using data to support those decisions.</li></ul>	<ul style="list-style-type: none"><li>• Leader integrates input from teachers and staff in strategic planning, consensus-building and policy development.</li><li>• Leader provides time for collaborative problem solving and promotes the development of collaborative skills with staff.</li><li>• Leader facilitates and models decision-making methods, utilizing multiple source data.</li></ul>

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High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
5.2 Collects and Analyzes Data as the basis for Decisions related to Continuous School Improvement	<ul style="list-style-type: none"><li>• Leader has little or no evidence that important school-based data is collected, analyzed and/or used.</li><li>• Leader has no or little evidence of working with school teams (e.g. SWST) to create a school environment that is comfortable using data.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently uses multiples sources of formative and summative data (i.e. about resources, programs, practices and results) to design and implement accountability systems and improve the teaching/learning process.</li><li>• Leader inconsistently disaggregates data for subgroups of students and makes decisions for continuous school improvement.</li><li>• Leader inconsistently uses data to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners’ diverse needs.</li><li>• Leader inconsistently works with school teams (e.g. SWST) to create a school environment that is comfortable using data.</li></ul>	<ul style="list-style-type: none"><li>• Leader uses multiples sources of formative and summative data (i.e. about resources, programs, practices and results) to design and implement accountability systems and improve the teaching/learning process.</li><li>• Leader disaggregates data for subgroups of students and makes decisions for continuous school improvement.</li><li>• Leader uses data to make recommendations regarding the design, implementation, and evaluation of a curriculum and instruction/interventions that fully accommodates learners’ diverse needs.</li><li>• Leader works with school teams (e.g. SWST) to create a school environment that is comfortable using data.</li></ul>	<ul style="list-style-type: none"><li>• Leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment and intervention that have been based on the analysis of formative and summative data.</li><li>• Leader engages all of the staff in the analysis of student achievement data and facilitates the identification of priority needs and the continuous refinement of school improvement efforts based on the data.</li><li>• Leader uses data from state, district, school and classroom to make specific and observable changes in teaching, curriculum, and to determine leadership decisions.</li><li>• Leader utilizes successful schools with similar demographics to identify strategies for improving student achievement.</li></ul>

DOMAIN II OPERATIONAL LEADERSHIP  
STANDARD 6 – TECHNOLOGY

*High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
6.1 Plans and Implements the Integration of Technological and Electronic Tools to Improve Teaching and Learning (e.g. teachers in classrooms)	<ul style="list-style-type: none"><li>Leader makes little or no use of technology to enhance student learning, support instructional improvement and assessment of student learning, or to provide staff assistance and professional development.</li></ul>	<ul style="list-style-type: none"><li>Leader inconsistently plans for, monitors and supports the use of technological resources and tools throughout the school to enhance student learning and the professional development of the staff.</li><li>Leader inconsistently uses and promotes technology and information systems to enrich curriculum and instruction, to monitor instructional practices, and to provide staff assistance needed for improvement.</li><li>Leader inconsistently supports teachers in using technology for student assessment and for use of data to improve instruction.</li><li>Leader inconsistently uses technology to evaluate the impact of instructional initiatives.</li></ul>	<ul style="list-style-type: none"><li>Leader actively plans for, monitors and supports the use of technological resources and tools throughout the school to enhance student learning and the professional development of the staff.</li><li>Leader uses and promotes technology and information systems to enrich curriculum and instruction, to monitor instructional practices, and to provide staff assistance needed for improvement.</li><li>Leader supports teachers in using technology for student assessment and for use of data to improve instruction.</li><li>Leader uses technology to evaluate the impact of instructional initiatives.</li></ul>	<ul style="list-style-type: none"><li>Leader identifies and supports teacher leaders to plan and integrate the technological and electronic tools for improving teaching and learning in the school and district.</li><li>Leader shares technology tools with others to improve instruction</li><li>Leader designs and implements staff development in the infusion of technology into the curriculum.</li></ul>

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Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>6.2 Plans and Implements the Integration of Technological and Electronic Tools in Management and Research (e.g. leaders' use)</b>	<ul style="list-style-type: none"><li>• Leader makes little or no use of technology to assist in the management of the school or to conduct research.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently creates and communicates a vision of technology integration for the school community.</li><li>• Leader inconsistently models the use of technology as a tool in support of both educational and community activities.</li><li>• Leader inconsistently applies and assesses current technologies for school management, business procedures, and scheduling.</li></ul>	<ul style="list-style-type: none"><li>• Leader creates and communicates a clear vision of technology integration for the school community.</li><li>• Leader models the use of technology as a tool in support of both educational and community activities.</li><li>• Leader applies and assesses current technologies for school management, business procedures, and scheduling.</li><li>• Leader models and promotes ethical and legal practices in the use of technology by students, staff, and administration.</li></ul>	<ul style="list-style-type: none"><li>• Leader uses technology tools to access, collect and analyze data, interpret results, and communicate findings to integrate technological and electronic tools in management and research.</li></ul>
<b>6.3 Plans and Implements the Integration of Technological and Electronic Tools in Communication</b>	<ul style="list-style-type: none"><li>• Leader makes little or no use of technology tools (i.e., email, presentation software, ActivTechnology, CrossPointe and electronic phone messaging) to communicate with staff, colleagues and parents.</li><li>• Leader engages in little or no communication with staff, colleagues, and parents.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently uses technology tools (i.e., email, presentation software, ActivTechnology, CrossPointe and electronic phone messaging) to communicate with staff, colleagues and parents.</li></ul>	<ul style="list-style-type: none"><li>• Leader uses technology tools (i.e., email, presentation software, ActivTechnology, and electronic phone messaging) to communicate with staff, colleagues and parents.</li></ul>	<ul style="list-style-type: none"><li>• Leader uses technology tools (i.e., email, presentation software, ActivTechnology, CrossPointe, Sharepoint, and electronic phone messaging) to communicate with staff, colleagues and parents.</li></ul>

DOMAIN II OPERATIONAL LEADERSHIP  
STANDARD 7 HUMAN RESOURCE DEVELOPMENT

High Performing Leader recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
7.1 Recruits, Selects, Nurtures and Retains Effective Personnel	<ul style="list-style-type: none"><li>• Leader has little or no involvement in the selection and hiring of staff.</li><li>• School selection and hiring practices may violate district procedures.</li><li>• There is little or no evidence of an orientation and no support plan for the school year.</li><li>• There is little or no evidence of any personal involvement with staff and no method developed to collect information about staff members.</li><li>• Leader has little or no evidence of aligning supervision and evaluation with desired behaviors.</li><li>• Leader has little or no evidence of incorporating the ‘must haves’ regarding retaining staff (e.g. 30 – 90 day follow-up interviews).</li></ul>	<ul style="list-style-type: none"><li>• Leader has limited involvement in the recruiting and hiring process resulting in the lack of staff diversity and quality.</li><li>• District guidelines are inconsistently followed when hiring personnel.</li><li>• Leader provides limited support for orienting staff to the school culture and minimal support throughout the school year.</li><li>• Leader has minimal relationships with staff and inconsistently anticipates what could go wrong from day to day.</li><li>• Leader inconsistently aligns supervision and evaluation with desired behaviors.</li><li>• Leader inconsistently incorporates the must haves regarding retaining staff (e.g. 30 – 90 day follow-up interviews).</li></ul>	<ul style="list-style-type: none"><li>• Leader identifies staffing needs and effectively recruits and selects a high quality, diverse staff and holds them accountable for student learning.</li><li>• Leader consistently follows district procedures when recruiting and hiring.</li><li>• Leader conducts exit interviews to improve retention of effective personnel.</li><li>• Leader orients new staff and provides support throughout the year.</li><li>• Leader has a system for aligning supervision and evaluation with desired behaviors.</li><li>• Leader incorporates the must haves regarding retaining staff (e.g. 30 – 90 day follow-up interviews).</li><li>• Leader maintains professional relationships with staff to create a personalized approach to a positive work environment, is aware of potential issues, and anticipates what could go wrong from day to day.</li></ul>	<ul style="list-style-type: none"><li>• Leader facilitates a deliberate orientation to school culture and ensures retention of new staff by developing a personalized support plan throughout the school year.</li><li>• Leader develops and nurtures professional relationships with staff and systematically collects information about staff members that supports a personalized approach to the creation of a positive work environment (e.g. preference cards, rounding.)</li><li>• Leader is aware of informal and formal groups and relationships among teachers and staff as well as being sensitive of issues in the school in order to promote the forward motion of the school.</li></ul>

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Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
7.2 Develops Teacher Mentor and Partnership Programs	<ul style="list-style-type: none"><li>There is little or no evidence of teacher mentorship designed to improve the quality of the instructional program.</li><li>Leader provides little or no coaching to staff.</li></ul>	<ul style="list-style-type: none"><li>Leader inconsistently demonstrates support for the teacher mentor program for new teachers through recruitment of mentors and general oversight of the program throughout the school year.</li><li>Leader inconsistently coaches staff to improve teaching and learning</li></ul>	<ul style="list-style-type: none"><li>Leader demonstrates support for the teacher mentor program for new teachers through recruitment of mentors and general oversight of the program throughout the school year.</li><li>Leader coaches staff to improve teaching and learning.</li></ul>	<ul style="list-style-type: none"><li>Leader develops mentor and partnership programs within the school and with community members that serve as an exemplary model for the school district.</li><li>Leader provides job embedded time to teachers to mentor, shadow, coach and develop lessons that improve the quality of instruction.</li></ul>

**DOMAIN II OPERATIONAL LEADERSHIP**  
**STANDARD 7 HUMAN RESOURCE DEVELOPMENT**

*High Performing Leader recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>7.3 Designs and Implements Comprehensive Professional Growth Plans for ALL staff-paid and volunteer</b>	<ul style="list-style-type: none"><li>• Leader provides little or no evidence of promoting professional learning communities.</li><li>• Leader provides little or no evidence that quality school-level professional development is occurring.</li><li>• Leader does not usually attend staff development activities.</li></ul>	<ul style="list-style-type: none"><li>• Professional Learning Communities exist, but the leader inconsistently follows up to monitor their progress on instructional practices, interventions and /or action research.</li><li>• Leader inconsistently has staff develop professional development plans and these are only reviewed by the leader in a cursory manner.</li><li>• Leader inconsistently attends professional development activities with staff.</li></ul>	<ul style="list-style-type: none"><li>• Leader pursues improvement of his/her own professional development by staying informed about current research and theory.</li><li>• Leader continuously exposes teachers and staff to cutting edge ideas about how to be effective.</li><li>• Leader ensures that teachers and staff have necessary professional development opportunities that directly enhance their teaching.</li><li>• Leader provides for teachers to think, plan, and work together in learning communities whose goals are aligned with those of the school and district.</li><li>• Leader ensures that all staff is afforded opportunities for professional development and growth in their area of job responsibility.</li></ul>	<ul style="list-style-type: none"><li>• Leader systematically engages teachers and staff in discussions about current research and theory, including continually involving teachers and staff in reading articles and books about effective practices.</li><li>• Leader designs and demonstrates an ability to implement for all staff, paid and volunteer, well-planned, context-appropriate professional development programs based on reflective practice and research on student learning.</li><li>• Leader uses observations, collaborative reflection, and adult learning and change strategies to form comprehensive professional growth plans for self, teachers, and other school personnel.</li><li>• Leader identifies current and future leaders and then develops, trains, and equips those leaders in a cost-effective manner.</li></ul>

DOMAIN II OPERATIONAL LEADERSHIP  
STANDARD 8 – ETHICAL LEADERSHIP

*High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
8.1 Acts with Integrity, Fairness and Honesty in an Ethical Manner	<ul style="list-style-type: none"><li>There is evidence that the leader has taken actions that call to question the commonly accepted tenets of integrity, fairness and/or honesty.</li><li>Leader provides little or no evidence of moral, ethical, or legal beliefs, actions, and behaviors.</li><li>Leader uses the influence of the office for personal gain.</li></ul>	<ul style="list-style-type: none"><li>Leader makes and explains decisions based inconsistently upon moral, ethical, and legal implications of policy options and legal practices.</li><li>Leader inconsistently demonstrates respect for the rights of others with regard to confidentiality and dignity and is honest in all interactions.</li><li>Leader inconsistently combines impartiality, sensitivity to student diversity, and ethical considerations in interactions with others in the school and community.</li><li>Leader acts in a manner inconsistent with stated values and beliefs related to integrity and honesty.</li><li>Leader inconsistently treats people in the school fairly, equitably, and with respect.</li></ul>	<ul style="list-style-type: none"><li>Leader makes and explains decisions based upon moral, ethical, and legal implications of policy options and legal practices.</li><li>Leader demonstrates respect for the rights of others with regard to confidentiality and dignity and is honest in all interactions.</li><li>Leader combines impartiality, sensitivity to student diversity, and ethical considerations in interactions with others in the school and community.</li><li>Leader acts in a manner consistent with stated values and beliefs related to integrity and honesty.</li><li>Leader treats all people in the school fairly, equitably, and with respect.</li><li>Leader uses the influence of the office to enhance educational programs rather than for personal gain.</li></ul>	<ul style="list-style-type: none"><li>Leader develops and manifests a professional code of ethics and embraces diversity, integrity, and the dignity of all people.</li><li>Leader consistently respects confidentiality, dignity and engages in honest interactions.</li><li>Leader makes and explains decisions based on moral, ethical and legal implications.</li></ul>



DOMAIN II OPERATIONAL LEADERSHIP  
STANDARD 9 – CHANGE

*High Performing Leaders are reflective and fulfill responsibilities for change agent and situational awareness and the pacing of various change initiatives – when to push, when to support, when to back off and encourage others to push.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
9.1 Is Reflective, Resilient, and Self-Aware in the role of a Change Agent	<ul style="list-style-type: none"><li>• Leader rarely seeks opportunities to reflect with colleagues and teachers.</li><li>• Leader disparages the perceptions of others regarding his/her leadership of the change process.</li><li>• Leader does not seek feedback.</li><li>• Leader does not persevere and/or is not able to overcome setbacks.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently seeks opportunities to reflect with colleagues and teachers</li><li>• Leader cannot clearly articulate how he/she is perceived by others</li><li>• Leader inconsistently seeks feedback from others and/or is reactive to feedback received.</li><li>• Leader inconsistently perseveres and overcomes setbacks.</li></ul>	<ul style="list-style-type: none"><li>• Leader consistently seeks opportunities to reflect with colleagues and teachers</li><li>• Leader can articulate how he/she is perceived by others and the impact of this perception in the execution of actions related to change initiatives.</li><li>• Leader seeks feedback from others with an attitude of humility and willingness to improve.</li><li>• Leader exhibits a resilience to persevere and overcome setbacks.</li></ul>	<ul style="list-style-type: none"><li>• Leader intentionally promotes and participates in reflection and collegial interaction among teachers and colleagues, focused on teaching and learning and can identify areas of change in response to the reflection.</li><li>• Leader consistently seeks feedback through processes that support collaboration, collective decision making and shared responsibility and makes appropriate adjustments in the change process.</li></ul>

DOMAIN II OPERATIONAL LEADERSHIP  
STANDARD 9 – CHANGE

High Performing Leaders are reflective and fulfill responsibilities for change agent and situational awareness and the pacing of various change initiatives – when to push, when to support, when to back off and encourage others to push.

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
9.2 Fulfills Responsibilities for Change Agent	<ul style="list-style-type: none"><li>• Leader is unable to articulate the need/impact of change within or outside the school organization.</li><li>• Leader demonstrates a reluctance to challenge the status quo and relies on the explanation of “that’s the way we have always done it” as a response to individuals questioning the status quo.</li><li>• When change is required because of state or district requirements, or obvious data measures, the leader portrays the changes negatively with a focus on blaming outside groups.</li><li>• Actions by the leader related to change initiatives are reactive and fragmented in nature.</li><li>• Leader cannot articulate the difference between first order (minor changes to work already doing, reversible changes) and second order change (new paradigm changes).</li></ul>	<ul style="list-style-type: none"><li>• Leader may change a course of action when confronted with a setback or obstacle but lacks skills, knowledge, and/or confidence to persist through the change process.</li><li>• Leader inconsistently challenges the status quo.</li><li>• Leader’s attempts to address change demonstrate a lack of awareness of situational factors and the pace that individuals can accommodate new ways of working.</li></ul> <p>Leader is inconsistent in selection of strategies for first order (minor changes to work already doing, reversible changes) and second order change (new paradigm changes).</p>	<ul style="list-style-type: none"><li>• Leader effectively implements continuous improvements and is generally successful in facilitating the change that results in positive outcomes.</li><li>• Leader understands the developmental levels of the change process so that actions are congruent.</li><li>• Leader consistently challenges the status quo.</li><li>• Leader encourages people to express opinions that may be contrary to those of individuals in positions of authority.</li><li>• Leader consistently selects appropriate strategies for first order (minor changes to work already doing, reversible changes) and second order change (new paradigm changes).</li></ul>	<ul style="list-style-type: none"><li>• Leader effectively and systematically champions continuous improvements and innovation in the department.</li><li>• Leader systematically considers more effective and efficient ways of doing things.</li><li>• Leader uses processes that support collaboration; collective decision making and shared responsibility around change initiatives are clearly evident, particularly for second-order changes.</li><li>• Leader demonstrates an understanding of the interconnectedness of all dimensions of educational practice and is sensitive to the fact that change in one dimension will influence all others.</li></ul>

DOMAIN II OPERATIONAL LEADERSHIP  
STANDARD 9 – CHANGE

*High Performing Leaders are reflective and fulfill responsibilities for change agent and situational awareness and the pacing of various change initiatives – when to push, when to support, when to back off and encourage others to push.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
9.3 Leads the Change Process Based Upon Situational Awareness and Pacing of Various Change Initiatives	<ul style="list-style-type: none"><li>• Leader does not demonstrate an awareness of situational factors and the pace that individuals can accommodate with new ways of working.</li><li>• When change is required, leader portrays it negatively, blaming others.</li><li>• Leader’s actions related to change initiatives are reactive and fragmented in nature.</li><li>• Leader does not adapt pace or leadership styles to the needs of the situation (e.g., directive, non-directive).</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently demonstrates an awareness of situational factors and the pace that individuals can accommodate with new ways of working.</li><li>• Leader implements the pacing of the change process either too slow or too fast.</li><li>• Leader demonstrates inconsistent follow through and support for change.</li><li>• Leader inconsistently adapts leadership styles to the needs of the situation (e.g., directive, non-directive).</li></ul>	<ul style="list-style-type: none"><li>• Leader provides strong evidence of a plan or strategy to affect the required change.</li><li>• Leader recognizes and implements change, giving consideration to pace, with regard to impact on customers and individuals.</li><li>• Leader adapts leadership styles to the needs of the situation (e.g., directive, non-directive).</li></ul>	<ul style="list-style-type: none"><li>• Leader systemically plans and implements more effective and efficient operational changes.</li><li>• Leader recognizes how decisions made in his/her assigned area of responsibility/department may impact other cost centers and plans accordingly.</li></ul>

DOMAIN III GLOBAL LEADERSHP  
STANDARD 10 – VISION

*High Performing Leaders have a personal vision for their school/district and the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the larger organization and the school community.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
10.1 Has a Vision for their School that is aligned and supported by the District Vision and the School Community	<ul style="list-style-type: none"><li>• Leader shows little or no evidence of communicating district vision, mission and strategic priorities to stakeholders.</li><li>• Leader is unaware of or disconnected from the district’s vision, mission and strategic priorities.</li><li>• Leader provides little or no evidence of a relationship between leadership decisions and the district’s mission, vision and strategic priorities.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently communicates district vision, mission and strategic priorities to stakeholders.</li><li>• Leadership decisions at the school are inconsistently related to district vision, mission and strategic priorities.</li></ul>	<ul style="list-style-type: none"><li>• Leader establishes high, concrete goals and the expectation that all students and staff will meet them.</li><li>• Leader demonstrates behaviors that are consistent with his/her beliefs.</li><li>• Leader’s decisions are consistent with the vision, mission, and strategic priorities of the district.</li><li>• Leader directs stakeholders to implement district vision, mission and strategic priorities in the operation of the school.</li></ul>	<ul style="list-style-type: none"><li>• Leader intentionally integrates the district’s vision, mission and strategic priorities in all possible aspects of school operation and function.</li><li>• Leader regularly evaluates the quality of leadership against the standards and values implicit in the district’s mission, vision and strategic priorities</li><li>• Leader assures there is unquestioned inclusivity of all stakeholders in the implementation of the district’s vision, mission and strategic priorities.</li></ul>

DOMAIN III GLOBAL LEADERSHP  
STANDARD 10 – VISION

High Performing Leaders have a personal vision for their school/district and the knowledge, skills, and dispositions to develop, articulate, and implement a shared vision that is supported by the larger organization and the school community.

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
10.2 Has the Knowledge, Skills, and Dispositions to Develop, Articulate, and Implement a Shared Vision	<ul style="list-style-type: none"><li>• Leader shows little or no evidence of communicating a compelling purpose for the school.</li><li>• Leader demonstrates little or no congruence between stated priorities and what the staff believes the priorities should be.</li><li>• Leader and staff demonstrate little or no sense of ownership and active engagement in addressing school goals and student achievement efforts.</li><li>• Leader demonstrates little or no stakeholder involvement in leadership decisions.</li><li>• Leader shows little or no evidence of communicating a compelling purpose for the school.</li><li>• Leader demonstrates little or no utilization of available data and information to address school goals and student achievement needs.</li></ul>	<ul style="list-style-type: none"><li>• Leader demonstrates inconsistent cohesion or ownership among staff around the school's goals and improvement efforts.</li><li>• Leader inconsistently utilizes collaborative practice in developing and implementing a shared vision.</li><li>• Leader and staff inconsistently demonstrate little sense of ownership and active engagement in addressing school goals and student achievement efforts.</li><li>• Leader demonstrates inconsistent cohesion or ownership among staff around the school's goals and improvement efforts.</li><li>• Leader inconsistently bases goal and improvement efforts on data and available information</li></ul>	<ul style="list-style-type: none"><li>• Leader shares personal commitment with stakeholders within the school and in the community.</li><li>• Leader engages multiple groups including the SDMT, the leadership team, and SAC in the development and the actualizing of a shared vision.</li><li>• Leader consistently involves stakeholders are consistently involved in leadership decisions.</li><li>• Multiple sources of data and information are utilized and integrated in the development of vision and the development and implementation of action steps and accountability procedures.</li></ul>	<ul style="list-style-type: none"><li>• Leader is attentive to the needs and beliefs of others and creates capacity for discussion of different points of view relative to the vision of the school.</li><li>• Leader systematically uses collaborative practices to support goal formation aligned to the vision and the development and implementation of action steps and accountability procedures.</li><li>• Leader is attentive to the needs and beliefs of others and creates capacity for different points of view relative to the vision of the school.</li><li>• Leader uses collaborative practices to support goal formation aligned to the</li><li>• Leader develops a shared future orientation to school vision and goals utilizing all sources of data and information to assist with growth brought about by the incorporation of changing needs, data and priorities.</li></ul>

DOMAIN III GLOBAL LEADERSHP  
STANDARD 11 – COMMUNITY AND STAKEHOLDER PARTNERSHIPS

*High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively with the larger organization, and mobilize community resources.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<b>11.1 Collaborates with Families, Businesses, and Community Members and Works Effectively with the Larger Organization</b>	<ul style="list-style-type: none"><li>• Leader fails to involve families, businesses, and community members in meeting the needs of the school.</li><li>• Leader provides little or no evidence of working collaboratively with school leadership groups for school improvement efforts and with little or no focus on vision.</li><li>• Leader is unaware of the need for a consistent level of quality customer service.</li><li>• Leader is unable to define the customer in a school setting.</li><li>• Leader has little or no expectation that instructional and office spaces will be inviting and customer-friendly.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently involves families, businesses, and community members in meeting the needs of the school.</li><li>• Leader inconsistently works with school leadership groups to plan strategies for school improvement efforts.</li><li>• Leader is aware of need for consistent customer service, but has no plan is in place to provide it.</li><li>• Leader limits definition of customers to students and parents.</li></ul>	<ul style="list-style-type: none"><li>• Leader involves families, businesses, and community members in the planning and development of activities that affect the school.</li><li>• Leader works with school leadership groups such as SDMT, SAC, and PTO/Boosters to plan strategies for realization of the vision and in related school improvement efforts.</li><li>• Leader models positive relationships with students, staff, parents and community.</li><li>• Leader is highly visible with a warm, inviting front office.</li><li>• Leader views as customers all individuals and corporate entities that work with or have contact with the school.</li><li>• Leader directs staff about the need for quality customer service.</li><li>• Leader involves families in the education of their children based on the belief that all families have the best interests of their children in mind.</li></ul>	<ul style="list-style-type: none"><li>• Leader encourages leadership groups to consistently collaborate and empowers them to lead the planning of strategies for realization of the vision and in related school improvement efforts.</li><li>• Leader uses public information and research-based knowledge of issues and trends to collaborate with families and community members.</li><li>• Leader applies understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to craft frameworks for school, family, business, community, government, and higher education partnerships.</li><li>• Leader builds a culture around service and connects services to organizational value; scripts behaviors, creates teams, teaches service recovery, and develops standards of performance.</li></ul>

DOMAIN III GLOBAL LEADERSHP  
STANDARD 11 – COMMUNITY AND STAKEHOLDER PARTNERSHIPS

*High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively with the larger organization, and mobilize community resources.*

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
11.2 Mobilizes Community Resources and Responds to Diverse Community Interests and Needs	<ul style="list-style-type: none"><li>• Leader ignores the impact that community agencies and organizations can have on student achievement.</li><li>• Leader ignores or responds ineffectively to diverse community interests and needs (i.e., agreeing to requests even if they deviate from the school's focus or require excessive resources; making commitments that cannot be upheld because of competing/conflicting interests; inconsistent responsiveness that gives the appearance of favoritism).</li><li>• Leader shows little or no evidence of skills in developing relationships or communicating with media.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently demonstrates the ability to bring together the resources of family members and the community to positively impact student learning.</li><li>• Leader inconsistently models an understanding that schools are an integral part of the larger community by involving families, community groups and agencies in the school, at meetings and at school events.</li><li>• Leader attempts to respond to diverse community interests and needs but the method for communicating an interest or need is unclear to some constituents and the responsiveness is not always clear and/or timely.</li><li>• Leader inconsistently addresses student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services.</li><li>• Leader inconsistently develops a plan for a comprehensive program of community relations and effective relationships with the media.</li></ul>	<ul style="list-style-type: none"><li>• Leader demonstrates the ability to bring together the resources of family members and the community to positively impact student learning.</li><li>• Leader models an understanding that schools are an integral part of the larger community by involving families, community groups and agencies in the school, at meetings and at school events.</li><li>• Leader responds to diverse community interests and needs in a clear, responsiveness, and timely manner.</li><li>• Leader addresses student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services.</li><li>• Leader develops a plan for a comprehensive program of community relations and effective relationships with the media.</li></ul>	<ul style="list-style-type: none"><li>• Leader involves family members and community resources as an integral part of the school community for the benefit of students and their learning.</li><li>• Leader proactively advocates for diverse community interests.</li><li>• Leader has implemented a system for addressing family conditions affecting learning by collaborating with community agencies to integrated social, health, and other services.</li><li>• Leader consistently promotes positive relationships with media and motivates the school community to mobilize media and community resources.</li></ul>

DOMAIN III GLOBAL LEADERSHP  
STANDARD 12 – DIVERSITY

High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school, and the local community.

Indicator	Unsatisfactory	Needs Improvement	Effective	Highly Effective
12.1 Understands, Responds to and Influences the Personal, Political, Social, Economic, Legal and Cultural Relationships in the Classroom, School and the Local Community	<ul style="list-style-type: none"><li>• Leader fails to enforce district policy prohibiting discrimination and harassment on the basis of race, color, religion, sex, national origin, age, disability, marital status, or sexual orientation.</li><li>• Leader provides little or no evidence of being visible and involved in the community.</li><li>• Leader provides little or no evidence of involving various school communities in policy development, program planning, and assessment/evaluation processes.</li><li>• Leader provides little or no evidence of being involved in outreach to business, religious, political, and service organizations.</li><li>• Leader provides little or no evidence of providing leadership to attract, develop and retain a diverse workforce by creating a culture and climate of respect and inclusion.</li><li>• Leader provides little or no evidence that all students have equal access to all parts of the school’s curricular, co-curricular, and extracurricular.</li></ul>	<ul style="list-style-type: none"><li>• Leader inconsistently maintains high visibility and active involvement within the community</li><li>• Leader inconsistently promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation.</li><li>• Leader inconsistently involves various school communities in policy development, program planning, and assessment/evaluation processes.</li><li>• Leader inconsistently develops various methods of outreach aimed at business, religious, political, and service organizations.</li><li>• Leader inconsistently develops procedures and expectations that ensure that district policy on discrimination and harassment are in place and enforced equitably among all participants in the school.</li><li>• Leader inconsistently provides leadership to attract, develop and retain a diverse workforce by creating a culture and climate of respect and inclusion.</li><li>• Leader inconsistently assures that all students have equal access to all parts of the school’s curricular, co-curricular, and extracurricular offerings.</li></ul>	<ul style="list-style-type: none"><li>• Leader promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation.</li><li>• Leader involves various school communities in policy development, program planning, and assessment/evaluation processes.</li><li>• Leader develops various methods of outreach aimed at business, religious, political, and service organizations.</li><li>• Leader develops procedures and sets expectations that ensure that district policy on discrimination and harassment are in place and enforced equitably among all participants in the school.</li><li>• Leader assures that all students have equal access to all parts of the school’s curricular, co-curricular, and extracurricular offerings.</li></ul>	<ul style="list-style-type: none"><li>• Leader uses appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.</li><li>• Leader capitalizes on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students</li><li>• Leader maintains high visibility and active involvement within the community, including interactions with individuals and groups with conflicting perspectives.</li><li>• Leader provides leadership to attract, develop and retain a diverse workforce by creating a culture and climate of respect and inclusion.</li></ul>