

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission and high expectations for every student.</b>				
<b>Element A. High Expectations for All</b>				
<b>The vision and goals establish high, measurable expectations for all students and educators.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators	Uses single sources of information and data about what is currently occurring and what represents best practice or uses only popular stances to shape a vision, mission, and goals	Uses several information sources and some data to inform to shape a vision, mission, and goals with expectations for students and educators	Selects and organizes data about current processes and outcomes and connects that data with best information sources to set a vision, mission, and goals with high, measurable expectations for all students and educators	Engages others in understanding information from a variety of sources and in data analysis to assist them in focusing a vision, mission, and goals which include high, measurable expectations for all students and educators.
2. Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets)	Treats expressions of vision, mission, and goals as isolated statements	Scrutinizes expressions of vision, mission, and goals for congruence with school, district, state, and federal policies	Ensures that the overall meaning and expressions contained within vision, mission, and goals are aligned with school, district, state, and federal policies	Leads others to know and use school, district, state, and federal policies as a method of aligning vision, mission, and goals with the larger context  Engages others in analysis of the ways in which the vision, mission, and goals

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				relate to high levels of achievement
3. Incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities	Uses a small circle of stakeholders to shape the vision, mission, and goals, which are limited in scope	Invites input from many individuals in school population and community when creating vision, mission, and goals	Includes a sampling of the various stakeholders-- including the school population and community--to arrive at consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.	Provides education and guidance about demographics, research, and best practices to those engaged in setting vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
4. Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves	Expresses no regard for equity in opportunities to learn and achieve	Explores what equity of opportunity to learn and achieve means across diverse student populations	Provides leadership, resources, information, time, and facilities to ensure that every student has equitable, appropriate, and effective learning	Provides examples from within the learning environment of fulfillment of a vision of learning in which every student has equitable, appropriate, and

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at high levels			opportunities and achieves at high levels.	effective learning opportunities and achieves at high levels

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<b>Element B. Shared Commitments to Implement the Vision, Mission, and Goals</b>				
The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared	Offers approaches to creating a shared vision, mission, and goals which are not inclusive	Experiments with processes for creating and evaluating ways to involve staff and community in a shared vision, mission, and	Implements techniques which engage the staff and community in supporting shared vision, mission, and goals.	Demonstrates ways in which the leader himself or herself has instituted and evaluated processes which engage the staff and

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vision, mission, and goals		goals.	Evaluates techniques used to engage the staff and community in supporting shared vision, mission, and goals.	community in supporting shared vision, mission, and goals
2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals	Ignores diverse stakeholders, especially those who espouse opposing positions	Acknowledges differences among stakeholders' views	Builds common focus among stakeholders holding a variety of perspectives including conflicting opinions	Analyzes with staff and aspiring leaders the processes used for building common focus and consensus among those holding differing points of view
3. Develops shared commitments and	Limits sharing of focus and responsibilities	Shares information and directs responsibilities for	Enables staff and community members	Leads staff and community members to reflect on the

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responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes		making decisions and evaluating actions and outcomes with staff and community	through development of knowledge and skills and through empowerment to make decisions  OR  Enables staff and community members through development (of knowledge and skills) and empowerment to evaluate their actions and the outcomes of their decisions	quality of their decisions and the consistency with the expressed vision, mission, and goals
4. Communicates and acts from shared vision, mission, and goals so educators and the	Shows no regard for espoused vision, mission, and goals in personal actions or in the work of	Espouses through word and action commitment to shared vision, mission, and goals at general or global	Models personal commitment to shared vision, mission, and goals through word and action	Assesses with staff and community the effectiveness of their adherence to words and

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community understand, support, and act on them consistently	others	levels	<p>OR</p> <p>Leads others to consistent adherence to words and actions which demonstrate commitment to shared vision, mission, and goals</p>	<p>actions which demonstrate commitment to shared vision, mission, and goals</p> <p>OR</p> <p>Plans for improvement in expression of and commitment to vision, mission, and goals to insure continuing fit with community demographics</p>
5. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student	Separates vision, mission, and goals from equitable, appropriate, and effective learning opportunities for every student.	Links the statements of vision, mission, and goals with equitable, appropriate, and effective learning opportunities for every student.	Uses commitments in the vision, mission, and goals as the basis for ensuring equitable, appropriate, and effective learning opportunities for every student.	Provides examples of the ways in which vision, mission, and goals are connected with and enacted through equitable, appropriate, and effective learning opportunities for

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<b>Element C. Continuous Improvement toward the Vision, Mission, and Goals</b>				
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1. Uses or develops data systems and other sources of information (e.g., test	Does not provide or seek information sources--including data systems--to	Seeks sources of information--including data systems--which	Ensures that sources of information--including data systems--are used a)	Creates data systems and information sources for assessing student progress

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scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement	a) assess whether goals for students progress are being met and b) specify areas for improvement	provide information which can be used a) to assess whether goals for students progress are being met and b) to specify areas for improvement	to assess whether goals for students progress are being met and b) to specify areas for improvement	and planning for improvement
2. Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects	Makes decisions on factors other than data, research, and best practices	Consults data, research, and best practices when making decisions regarding planning, programs, and activities and also when reviewing work	Bases decisions regarding planning, programs, and activities as well as review of work on data, research, and best practices	Explains the relationship between (a) data, research, best practices and (b) plans, programs, activities, and program review



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3. Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities	Either does not plan and implement change or bases change on factors other than data	Incorporates some use of data when planning and implementing change	Plans and implements change strategies based upon data  OR Engages staff and community stakeholders in applying data to planning and implementing change strategies	Demonstrates how to use data to plan for change and for the engagement of various internal and external stakeholders
4. Identifies and removes barriers to achieving the vision, mission, and goals	Does not assess barriers to achieving the vision, mission, and goals	Demonstrates awareness of barriers to achieving the vision, mission, and goals	Identifies and removes barriers to achieving the vision, mission, and goals	Reflects with others on changes at all levels within the organization that are needed to fully achieve the vision, mission, and goals
5. Incorporates the vision and goals into planning (e.g., strategic plan, school	Separates planning, change strategies, and instructional programs from vision and	Consults the vision and goals when planning, selecting change strategies,	Aligns vision and goals with planning, change strategies, and instructional	Uses the vision and goals on a regular basis as the foundation for setting short

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improvement plan), change strategies, and instructional programs	goals	and designing instructional programs.	programs	range goals, deciding on expenditures, and setting meeting agendas
6. Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals	Uses criteria other than the vision, mission, and goals when selecting resources	Considers the vision and goals when selecting resources	Insures that resources which promote the achievement of the vision, mission, and goals are available and are used	Screens multiple sources for cutting edge resources to best promote the achievement of the vision, mission, and goals  OR Encourages others to develop resources which promote the achievement of the vision, mission, and goals are available and are used
7. Revises plans, programs, and activities based on systematic	Does not conduct reviews or make revisions based on	Employs some evidence and reviews of progress toward the vision, mission,	Revises plans, programs, and activities using systematic evidence of	Uses systematic evidence of progress toward the vision, mission, and goals

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evidence and reviews of progress toward the vision, mission, and goals	systematic evidence of progress toward the vision, mission, and goals.	and goals when revising plans, programs, and activities	progress toward the vision, mission, and goals.	to predict trends and patterns of need and opportunity in plans, programs, and activities
<b>Performance Expectation 2: Teaching and Learning</b>				
Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.				
<b>Element A. Strong Professional Culture</b>				
A strong professional culture supports teacher learning and shared commitments to the vision and goals.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Develops shared understanding, capacities, and commitment to high expectations for all	Perceives high expectations as cheerleading targeted to one kind of student	Knows the literature on the impact of expectations on student outcomes	Offers opportunities at classroom, school, and/or system level for educators to share successful	Varies the quantity and type of opportunities for teachers to understand multiple ways to express

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students and closing achievement gaps	population	<p>OR</p> <p>Recognizes that there is a relationship among rigor of curriculum, motivation created by kinds of tasks assigned, encouragement through personal relationship, and academic and behavioral growth of students</p>	<p>behaviors, skills, and activities</p> <p>OR</p> <p>Provides a forum for problem-solving and continuous improvement as educators seek to ensure that students perceive and respond to high expectations</p> <p>OR</p> <p>Solicits examples of <i>outcomes</i> that show enactment of high expectations that fit the needs and perceptions of the student population</p>	<p>high expectations in assignments offered</p> <p>encouragement</p> <p>instructional support</p> <p>alignment of content and language with student backgrounds and cultures</p>
2. Guides and supports	Offers no opportunities for	Initiates professional	Installs professional	Organizes a long-term plan

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<p>job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.</p>	<p>professional development</p> <p>OR</p> <p>Provides only “sit and get” sessions for contact hours</p>	<p>learning opportunities that apply best practices to classrooms, schools, individual students, and learning objectives for diverse ages and all curricular areas</p>	<p>learning with performance-based components</p> <p>OR</p> <p>Ensures that professional learning for educators focuses on the characteristics and demographics of learners</p>	<p>for continuous improvement of job-embedded standards based professional learning that is built on</p> <p>data on student achievement</p> <p>feedback from participants</p> <p>continuous survey of literature, examples from a variety of settings, and research</p>

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3. Models openness to change and collaboration that improves practices and student outcomes.	Resists change and collaboration	Assesses the impact of change and collaboration  OR Plans for change and collaboration	Applies change that results in improved teaching and learning  OR Collaborates with superordinates, colleagues, and subordinates to install practices across a variety of settings which improve teaching and learning	Positions behaviors and ideas so that educators across a wide spectrum of experience and ability levels can follow
4. Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning	Denies time and resources for building a culture that supports professional collaboration	Uses residual funds and facilities to provide time and resource to foster a culture of openness and collaboration	Views resources for professional learning as high priority  OR Allocates appropriate funds and facilities to foster a culture of	Seeks special monies for projects/programs designed to intensify opportunities and results in professional learning  OR Creates ways of organizing

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improvement			openness and collaboration that leads to improvement through sharing, analysis of outcomes, and planning	to increase time and resources for professional learning
5. Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning	Does not engage in stating vision and goals	Includes some leaders and staff in stating vision and goals	Provides structure and organization for leaders and staff at all levels to discuss their personal beliefs, values, and practices and then to assess relationship of these to the stated vision and goals	Instructs leaders and staff in processes that will enable them to examine their beliefs, values, and practices in light of stated vision and goals  OR Installs mechanisms for regular reflections on the goodness of fit of personal beliefs, vision and practices with stated vision and goals
6. Provides ongoing feedback using data, assessments, and evaluation methods that	Provides no data-based feedback	Uses some clearly defined sources as the basis for feedback and practice	Provides feedback that includes multiple clearly defined sources	Differentiates some of data sources on which feedback is based according to

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improve practice.		OR Offers feedback on an unscheduled, irregular basis	OR Delivers feedback on a regular basis  OR Links data and feedback to improvement in teaching and learning	individual needs  OR Aggregates data to offer unit, school, and/or system-level feedback
7. Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.	Does not use individual professional development plans	Ensures that individual professional learning plans exist	Leads others to design and implement professional learning plans  OR Conducts periodic checks on progress made with professional learning plans with special attention to the <i>outcomes</i> – improvement in teaching and in learning	Models ways to use professional learning plans for professional growth and change  OR Leads others to monitor their own progress regarding improvements resulting from professional learning plans  OR



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				Encourages revision of professional learning plans on a regular basis to promote greater progress

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<b>Element B. Rigorous Curriculum and Instruction</b>				
Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Develops shared understanding of rigorous curriculum and standards-based instructional	Does not understand how to use rigorous curriculum and instruction to improve student learning across	Knows ways to use rigor and standards-based materials, student work, and data on student	Organizes people and information so that there is common focus in using rigor and standards-based	Models the use of rigor and standards-based principles to differentiate the ways in which others

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programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs	diverse populations	progress to adjust curriculum and instruction to meet diverse needs	materials, student work, and data on student progress to adjust curriculum and instruction to meet diverse needs	are led to redesign their work  OR Uses examples of student and teacher work to clarify and promote shared understanding of best use of rigorous curriculum and appropriate instructional practices to promote high levels of achievement in all students
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments,	Does not provide leadership in using rigorous curriculum or effective, differentiated instructional practices	Offers opportunities through random events and meetings for educators to understand, apply, and reflect upon the use of rigorous curriculum and instruction, aligned content standards, assessments,	Arranges for comprehensive and sequential opportunities for all educators to understand, apply, and reflect upon the use of rigorous curriculum and instruction, aligned content standards,	Leads and/or participates in formal and informal sessions which focus on appropriate use of rigor in curriculum and effective instructional practices to increase achievement for

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and evaluation methods		and evaluation methods	assessments, and evaluation methods	every student
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning	Does not know how to differentiate instruction for diverse learners	Knows how to differentiate instruction using a variety of strategies, resources, and accommodations	Installs regular opportunities for all educators to increase their knowledge of instructional approaches and to examine practices for “goodness of fit” with their learners  OR Organizes forums for educators to share examples of successful (in process and product) student learning	Leads sessions on differentiated teaching strategies and their relationship to various student needs and backgrounds  OR Shares examples of effective approaches to differentiation with internal and external audiences
4. Identifies and uses high-quality research and data-	Is unaware of research about student	Reads some of the literature and research on	Applies research to target instructional practices	Involves other local leaders in screening

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based strategies and practices that are appropriate in the local context to increase learning for every student.	characteristics and instructional strategies for promoting achievement across diverse populations of learners	using instructional practices to promote student achievement for all learners	appropriate for the local student population  Provides educators with knowledge of and encouragement for using strategies that hold promise for improving learning in the local context	research and/or collecting local examples of effective ideas  Applies research-based approaches when conducting professional learning and other events for adult educators

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1. Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs	Does not understand how to use rigorous curriculum and instruction to improve student learning across diverse populations	Knows ways to use rigor and standards-based materials, student work, and data on student progress to adjust curriculum and instruction to meet diverse needs	Organizes people and information so that there is common focus in using rigor and standards-based materials, student work, and data on student progress to adjust curriculum and instruction to meet diverse needs	Models the use of rigor and standards-based principles to differentiate the ways in which others are led to redesign their work  OR Uses examples of student and teacher work to clarify and promote shared understanding of best use of rigorous curriculum and appropriate instructional practices to promote high levels of achievement in all students
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional	Does not provide leadership in using rigorous curriculum or effective, differentiated instructional practices	Offers opportunities through random events and meetings for educators to understand, apply, and reflect upon the use of rigorous curriculum and instruction, aligned content	Arranges for comprehensive and sequential opportunities for all educators to understand, apply, and reflect upon the use of rigorous curriculum and instruction, aligned	Leads and/or participates in formal and informal sessions which focus on appropriate use of rigor in curriculum and effective instructional practices to increase achievement for

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
development, assessments, and evaluation methods		standards, assessments, and evaluation methods	content standards, assessments, and evaluation methods	every student
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning	Does not know how to differentiate instruction for diverse learners	Knows how to differentiate instruction using a variety of strategies, resources, and accommodations	Installs regular opportunities for all educators to increase their knowledge of instructional approaches and to examine practices for “goodness of fit” with their learners  OR  Organizes forums for educators to share examples of successful (in process and product) student learning	Leads sessions on differentiated teaching strategies and their relationship to various student needs and backgrounds  OR  Shares examples of effective approaches to differentiation with internal and external audiences

<b>Performance Expectation 2: Teaching and Learning</b>				
<b>Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.</b>				
<b>Element B. Rigorous Curriculum and Instruction</b>				
<b>Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.	Is unaware of research about student characteristics and instructional strategies for promoting achievement across diverse populations of learners	Reads some of the literature and research on using instructional practices to promote student achievement for all learners	Applies research to target instructional practices appropriate for the local student population  OR Provides educators with knowledge of and encouragement for using strategies that hold promise for improving learning in the local context	Involves other local leaders in screening research and/or collecting local examples of effective ideas  Applies research-based approaches when conducting professional learning and other events for adult educators

<b>Performance Expectation 2: Teaching and Learning</b>				
<b>Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.</b>				
<b>Element C. Assessment and Accountability</b>				
<b>Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve vision, mission, and goals.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning	Does not use aligned, standards-based accountability data to improve the quality of teaching and learning.	Seeks sources of aligned, standards-based accountability data	Aligns standards-based goals with outcome data to improve teaching and learning	Offers prototypes for developing and using aligned, standards-based accountability data to improve the quality of teaching and learning
2. Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality	Uses single sources of information for decisions about student learning and program quality	Recognizes the kinds of sources that can be used for program evaluation and student assessment	Appropriately matches different kinds of data and assessments with the kinds of information needed to make sound judgments about program effectiveness and student achievement	Leads other educators to understand (a) the kinds of sources available for decision making about programs and learning outcomes and (b) the criteria to be considered in matching those sources with information needed
3. Guides regular analyses and disaggregation of data about all students to improve instructional	Does not encourage regular data analysis	Periodically, at irregular and and/or unscheduled intervals, promotes analyses and	Provides the knowledge and time needed for effective analyses and disaggregation of data to	Seeks new sources of data  OR Assists in matching data



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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
programs.		disaggregation of data to address student needs and program quality	improve instruction  Schedules opportunities for educators to work together to analyze data and plan for instructional improvement	sources to specified goals and targeted student needs/opportunities
4. Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.	Does not use technology or performance management systems	Studies tools available for use of technology and/or performance management  OR Pilots small scale implementation of technologies and/or performance management systems	Applies appropriate technology and performance management systems to address stated goals and to adjust programs and resources for improvement	Explores cutting edge technologies and other assessment tools  OR Collaborates with colleagues to improve the quality of the technology and program management tools
5. Interprets data and communicates progress	Either does not understand data and the relationship	Demonstrates surface-level	Organizes and interprets data so that individual	Leads others to organize data so that results have

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
toward vision, mission, and goals for educators, the school community, and other stakeholders.	between reports and goals, or does not provide explanations that can be understood by those internal and external to the organization	understanding of findings  OR Enables others to have limited understanding of the relationship of the data to expressed goals	educators and stakeholders across a variety of positions can understand the results and plan for future improvement	meaning in terms of expressed goals  OR Leads other educators to know strategies for communicating complex findings so that many individuals can understand the meaning of the data in terms of expressed goals

<b>Performance Expectation 3: Managing Organizational Systems and Safety</b>				
<b>Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</b>				
<b>Element A. Effective Operational Systems</b>				
<b>Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system	Does not provide for continuous improvement of the operational system	Is episodic in leading improvement of operational systems  OR Knows some of the tools needed for continuous improvement of operational systems and/or uses them with limited effectiveness	Improves the operational system on a continuous basis by using appropriate tools in effective ways	Models effective use of tools (such as problem-solving skills and knowledge of strategic, long-range, and operational planning), which results in continuous improvement of the operational system  OR Encourages others to apply tools effectively to improve the operational systems of their own units or of the district
2. Maintains the physical plant for safety, ADA requirements, and other	Fails to maintain physical plant(s) which support student learning and which	Knows the requirements of maintaining physical plant(s) which support	Maintains the physical plant(s) which support student learning and which	Leads other educators and community stakeholders to understand the

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
access issues to support learning of every student	ensure adherence to safety, ADA, and other access issues	student learning and which ensure adherence to safety, ADA, and other access issues	ensure adherence to safety, ADA, and other access issues	relationship between well-maintained and accessible physical plants and student learning
3. Develops and facilitates communication and data systems that assure the timely flow of information	Does not facilitate the timely flow of information	Employs systems which have mixed results in providing timely flow of information.	Develops and facilitates communication and data systems that assure the timely flow of information.	Engages others in developing and facilitating improvements to communication and data systems
4. Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning	Shows no understanding or use of equipment and technologies which are effective and which support student learning	Explores options for equipment and technologies which are effective and which support student learning  OR Provides some equipment and technologies which are	Ensures that equipment and technologies which are effective and which support student learning are acquired and maintained	Leads others to explore tools, technologies, and applications which are effective, especially with regard to student learning

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		effective and which support student learning		
5. Distributes and oversees responsibilities for leadership of operational systems	Either hoards or ignores the responsibilities associated with leading operational systems	Analyzes duties and responsibilities associated with leading operational systems and/or assigns tasks to others with limited success	Assigns and reviews the duties and responsibilities associated with leading operational systems	Engages others in analyzing duties and responsibilities associated with leading operational systems and/planning for appropriate assignments  OR Shares examples of effective distribution and review of responsibilities for leading operational systems
6. Evaluates and revises processes to continuously improve the operational	Does not conduct reviews of operational system	Conducts reviews of the operational system	Evaluates and revises processes to continuously improve the operational	Engages others in evaluating the success with which duties and

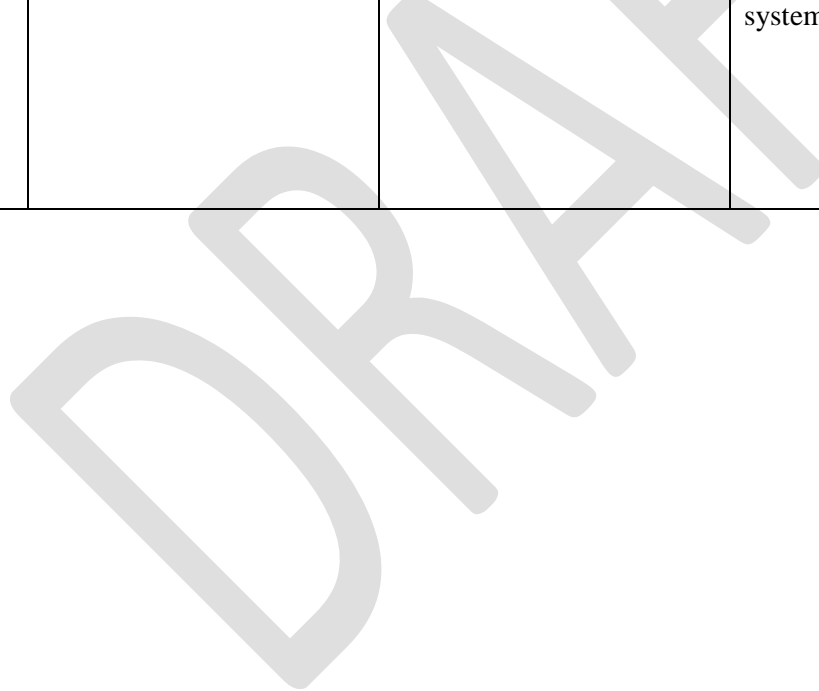
**Performance Expectation 3: Managing Organizational Systems and Safety**

**Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.**

**Element A. Effective Operational Systems**

**Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.**

Indicator	Not Evident	Emerging	Proficient	Exemplary
system			system.	responsibilities associated with leading operational systems have been executed and in planning for improvement



<b>Performance Expectation 3: Managing Organizational Systems and Safety</b>				
<b>Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</b>				
<b>Element B. Aligned Fiscal and Human Resources</b>				
<b>Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning	Either fails to adhere to monetary guidelines or fails to direct resources toward teaching and learning	Understands monetary guidelines and develops capability of directing resources toward teaching and learning	Adheres to monetary guidelines and effectively directs resources toward teaching and learning	Enables others to understand importance of abiding by monetary guidelines and ways to direct resources toward teaching and learning
2. Allocates funds based on student needs within the framework of federal and state rules	Does not allocate funds in ways that meet state and federal rules	Understands ways to meet state and federal rules while allocating funds to meet student needs	Allocates funds based on student needs within the framework of federal and state rules.	Teaches others ways to use funding to simultaneously meet student needs and meet federal and state fiscal mandates
3. Aligns resources (such as time, people, space, and money) to achieve the vision and goals	Does not relate use of resources with vision and goals	Explores ways to use resources to achieve vision and goals	Aligns resources (such as time, people, space, and money) to achieve the vision and goals.	Uses vision and goals to seek additional resources and new ways to manage existing resources
4. Implements practices to	Does not recruit and retain	Investigates and	Implements practices to	Interacts with highly

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
recruit and retain highly qualified personnel	highly qualified personnel	experiments with ways to recruit and retain highly qualified personnel	recruit and retain highly qualified personnel	qualified personnel to seek the best ways to recruit and retain additional highly qualified personnel  Engages employees throughout the organization to support the recruitment and retention of highly qualified personnel
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals	Does not appropriately assign personnel	Assigns some personnel to address some of the diverse student needs, legal requirements, and equity goals	Assigns personnel to address diverse student needs, legal requirements, and equity goals	Demonstrates how to match talent and experience of personnel with diverse student needs, legal requirements, and equity goals
6. Conducts personnel evaluation processes that	Does not conduct meaningful personnel	Employs personnel evaluation processes that	Conducts personnel evaluation processes that	Relates personnel evaluation policies to



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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
enhance professional practice, in keeping with district and state policies	evaluations	offer limited benefit in promoting future employee growth	lead to improved professional practice and comply with district and state policies.	improved professional practice in ways that all employees can understand  Explains compliance with district and state policies, and, when possible, relates the policy to sound operational practices
7. Seeks and secures additional resources needed to accomplish the vision and goals.	Does not strive to increase resources for accomplishing the vision and goals	Responds to opportunities which are presented to add resources for accomplishing the vision and goals	Seeks and secures additional resources needed to accomplish the vision and goals.	Networks effectively to connect with a variety of sources of additional resources which can be focused on accomplishing the vision and goals

<b>Performance Expectation 3: Managing Organizational Systems and Safety</b>				
<b>Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</b>				
<b>Element C. Protecting the Welfare and Safety of Students and Staff</b>				
<b>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being	Does not provide systems that support student and staff learning and well-being.	Creates the foundations for collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.	Establishes collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.	Leads others to see the need for systems and leadership that support student and staff learning and well-being  Relates through examples the relationship of an environment that supports student and staff learning and well-being to student achievement
2. Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior	Creates and monitors guidelines for accountable behavior within a closed circle of individuals	Consults a variety of stakeholders in advisory roles when developing, implementing, and monitoring guidelines and norms for accountable behavior.	Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior	Ensures that the parents, teachers, and students involved in developing, implementing, and monitoring guidelines and norms for accountable behavior represent a cross

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
				section of the organization and the community  Teaches others how to assume a perspective that encompasses all persons and best practices when developing, implementing, and monitoring guidelines and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan	Provides no comprehensive safety and security plan.	Drafts a safety and security plan for obvious and pressing needs	Develops and monitors a comprehensive safety and security plan.	Demonstrates to others how the safety and security plan relates to a safe environment for teaching and learning

<b>Performance Expectation 4: Collaborating with Families and Stakeholders</b>				
<b>Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</b>				
<b>Element A. Collaboration with Families and Community Members</b>				
<b>Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children	Does not provide opportunities to connect resources in schools, families, and the community to increase learning of students and adults	Seeks links among resources in the schools, families, and community which can promote learning for students and adults, especially those providing direct care to children	Coordinates and focuses resources within schools, families, and the community to increase learning for students and adults, especially those providing direct care to children	Shares ways to foster connections among resources within schools, families, and the community with those internal and external to the organization  Seeks new opportunities for including new resources in the coordinated effort to increase learning for students and adults, especially those providing direct care to children
2. Involves families in decision making about	Excludes families from the decision making processes	Creates opportunities for families to have input into	Involves families in decision making about	Teaches families of diverse student populations

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
their children's education	associated with their children's education	decisions made about their children's education	their children's education.	strategies for making appropriate, well-informed decisions
3. Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages	Does not seek to ensure that public information strategies fit with the abilities and needs of the families and the community	Experiments with techniques which hold promise for providing public information strategies appropriate to the needs and abilities of stakeholders to communicate with families and community members	Uses effective public information strategies appropriate to the needs and abilities of stakeholders to communicate with families and community members	<p>Shares the rationale behind the effective public information strategies chosen</p> <p>Reviews the efficiency and effectiveness of strategies used to communicate with families and community members</p> <p>Seeks new ways to continue effective public information strategies appropriate to the needs and abilities of stakeholders to</p>

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
				communicate with families and community members as demographics and opportunities change
4. Applies communication and collaboration strategies to develop family and local community partnerships	Does not develop community and local partnerships	Explores the ways in which communication and collaboration strategies might be used to develop family and local community partnerships.	Applies communication and collaboration strategies to develop family and local community partnerships	Shares with others the processes and outcomes of successful family and community partnerships developed through the use of communication and collaboration strategies
5. Develops comprehensive strategies for positive community and media relations	Fails to develop comprehensive strategies for positive community and media relations	Designs planning efforts with the goals of developing comprehensive strategies for positive community and media	Develops comprehensive strategies for positive community and media relations	Demonstrates to others the development process for creating comprehensive strategies for positive community and media

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		relations		relations  Explains to others the strategies used and reasons for their effectiveness

<b>Performance Expectation 4: Collaborating with Families and Stakeholders</b>				
<b>Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</b>				
<b>Element B. Community Interests and Needs</b>				
<b>Leaders respond and contribute to community interests and needs in providing the best possible education for their children.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education	Avoids contact with key stakeholders and other community members,	Seeks to identify key stakeholders and community members and their positions regarding education	Engages with key stakeholders and other community members, including those with a variety of perspectives on education	Trains others to engage with key stakeholders and other community members, including those with a variety of perspectives on education
2. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics	Does not seek to understand a diverse community in meaningful ways	Investigates assessment strategies and research methods which lead to understanding and accommodation of diverse student and community conditions and dynamics.	Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.	Explains how findings from appropriate assessment strategies and research methods lead to understanding and accommodation of diversity  Seeks to customize assessment strategies and research methods to a



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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
				<p>particular context in order to increase understanding and accommodation of diversity</p> <p>Seeks to customize assessment strategies and research methods to a particular context in order to increase understanding and accommodation of diversity</p>
3. Seeks out and collaborates with community programs serving students with special needs	Does not contact existing community programs for students with special needs	Identifies the location and offerings of community programs serving students with special needs	Seeks out and collaborates with community programs serving students with special needs	Initiates dialogue with those in charge of community programs serving students with special needs and explains the role of education and potential collaboration
4. Capitalizes on diversity	Views homogeneity	Studies the ways in which	Capitalizes on diversity	Demonstrates through

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
(such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs	among students as desirable	aspects of diverse groups can enrich the school community and strengthen educational programs.	(such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.	examples and personal modeling the advantages for educational communities and programs created by diversity
5. Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning	Does not engage in culturally appropriate ways to share responsibilities for teaching and learning	Attempts in small efforts or pilot programs to develop cultural competence for engaging communities in improving teaching and learning.	Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.	Explains to others the behaviors, language, and attitudes that will create cultural competence for engaging communities in improving teaching and learning in sharing

<b>Performance Expectation 4: Collaborating with Families and Stakeholders</b>				
<b>Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</b>				
<b>Element C. Building on Community Resources</b>				
<b>Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Links to and collaborates with community agencies for health, social, and other services to families and children.	Isolates school services from other community agencies for health, social, and other services to families and children	Acquires information about services, funding, and location of community agencies serving families and children.	Links to and collaborates with community agencies for health, social, and other services to families and children.	Forges ways to strengthen offerings to families and children by arranging for services across school and community agencies to be complementary  Shares effective ways of collaborating with community agencies
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields,	Views school resources as separate from other community resources	Responds positively to requests from business, religious, political, and service organizations to share resources	Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (including facilities)	Explains the development of mutually beneficial relationships with business, religious, political, and service organizations which enable school and community resources to be shared

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<b>Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
parks, medical clinics, and so on).				
3. Uses public resources and funds appropriately and effectively.	Displays lack of skill and integrity in using public resources and funds appropriately and effectively.	Explores ways to maximize the use of public resources and funds	Uses public resources and funds appropriately and effectively for maximum benefit	Explains to others the allocation of funds and resources to maximize impact
4. Secures community support to sustain existing resources and add new resources that address emerging student needs.	Fails to engage community support for sustaining existing resources or adding new resources	Employs techniques designed to engage community support for sustaining existing resources and securing new resources	Secures community support to sustain existing resources and add new resources that address emerging student needs.	Demonstrates to others the effects of securing community support for maximizing existing and future resources to meet emerging student needs

<b>Performance Expectation 5: Ethics and Integrity</b>				
<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element A. Ethical and Legal Standards</b>				
<b>Leaders demonstrate appropriate ethical and legal behavior expected by the profession.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.	Appears unconcerned about personal and professional ethics, integrity, and justice	Sets and strives for high standards of personal and professional ethics, integrity, and justice in self and in others	Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.	Articulates and helps to define for self and others the highest of standards of professional ethics, integrity, justice, and fairness
2. Protects the rights and appropriate confidentiality of students and staff	Fails to maintain confidentiality	Meets the letter of the law with regard to rights and confidentiality of students and staff	Protects the rights and appropriate confidentiality of students and staff	Leads others to establish ways to protect rights and confidentiality in “borderline” or complex situations
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.	Does not engender trust	Is worthy of trust in personal ways	Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.	Coaches others to follow practice of consistently trustworthy behavior to enhance professional influence for the common good

<b>Performance Expectation 5: Ethics and Integrity</b>				
<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element B. Examining Personal Values and Beliefs</b>				
<b>Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Demonstrates respect for the inherent dignity and worth of each individual	Shows disrespect to some or all those in the organization and the community	Applies generally respectful tones of voice and behaviors with those in the organization and the community	Demonstrates respect for the inherent dignity and worth of each individual	Engages with others in conversation about a variety of verbal, nonverbal, and organizational ways to demonstrate respect for every person
2. Models respect for diverse community stakeholders and treats them equitably	Disregards the norms and standards of differing cultures and of those holding differing opinions	Shows attention to the norms and standards of differing cultures and of those holding differing opinions	Models respect for diverse community stakeholders and treats them equitably	Leads others in the study of ways to create equitable treatment for individuals of varying cultures, backgrounds, experiences, and opinions
3. Demonstrates respect for diversity by developing cultural competency skills and equitable practices	Fails to acquire skills for responding to cultural diversity with respect equitable practices	Studies the skills needed to show respect and equity across diverse populations	Demonstrates respect for diversity by developing cultural competency skills and equitable practices	Helps to describe and provide training in cultural competency and equitable practices

<b>Performance Expectation 5: Ethics and Integrity</b>				
<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element A. Ethical and Legal Standards</b>				
<b>Leaders demonstrate appropriate ethical and legal behavior expected by the profession.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
4. Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning	Does not reflect on personal assumptions, values, beliefs, and practices	Articulates personal assumptions, values, beliefs, and practices and their relationship to educational leadership	Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning	Describes for others the outcomes of personal assessment of assumptions, values, beliefs, and practices and the linkage to improvement of student learning
5. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals	Does not foster reflection of deeply held assumptions and beliefs that may conflict with vision and goals by others	Promotes reevaluation of deeply held assumptions and beliefs that may conflict with vision and goals by others	Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.	Trains others in ways to use a variety of strategies to lead others in safely examining deeply held assumptions and beliefs including those which may conflict with vision and goals.

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<b>Element A. Ethical and Legal Standards</b>				
<b>Leaders demonstrate appropriate ethical and legal behavior expected by the profession.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
6. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning	Ignores assumptions and beliefs that negatively affect students, educational environments, and every student learning.	Looks for ways to challenge and change assumptions and beliefs that negatively affect students, educational environments, and every student learning.	Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning	Adapts approaches to changing assumptions and beliefs to accommodate the diversity among students, staff, and community members

<b>Performance Expectation 5: Ethics and Integrity</b>				
<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element C. Maintaining High Standards for Self and Others</b>				
<b>Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.</b>				



Indicator	Not Evident	Emerging	Proficient	Exemplary
1. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth	Does not reflect on own work	Thinks about own work and looks at processes and outcomes	Reflects on own work, analyzes strengths and weaknesses, and revises goals for professional growth.	Enables others to understand analysis of work and reasons for goals for professional growth which are established
2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies	Does not engage in systematic professional growth	Seeks opportunities to learn about education, especially content, standards, assessment, data, teacher support, evaluation, and professional development strategies	Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.	Leads others to seek and commit to lifelong learning about educational practices
3. Develops and uses understanding of educational policies such as accountability to avoid	Either does not know or chooses not to use current educational policies	Seeks to understand the content and meaning of current educational policies and looks for	Applies clear understanding of educational policies (such as accountability) to meet	Teaches others the spirit and letter of educational policies and how to use those policies to meet

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<b>Element C. Maintaining High Standards for Self and Others</b>				
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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores)		ways to use them to promote vision and goals	vision and goals and to avoid approaches that fall short of best practice	vision and goals and to avoid approaches that fall short of best practice
4. Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods	Ignores political conflicts in the educational arena	Seeks facts and information to assist others in understanding political conflicts over educational purposes and methods.	Leads educators and community members to sort through political conflicts and interests and remain focused on vision and goals	Varies language and complexity across diverse audiences when assisting others to sort through political conflicts and interests  Teaches other leaders how to be aware of political controversies and to simultaneously remain focused on vision and goals

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<b>Element C. Maintaining High Standards for Self and Others</b>				
<b>Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others	Does not seeks to balance personal and professional commitments and opportunities	Strives to balance personal and professional commitments and opportunities but has no consistent plan or approach for maintaining a healthy lifestyle	Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.	Teaches others about the concepts and practices related to balancing personal and professional commitments which lead to an emotionally, psychologically, and physically healthy lifestyle

<b>PERFORMANCE EXPECTATION 6: The Education System</b>
<b>Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</b>

<b>Element A. Exerting Professional Influence</b>				
<b>Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes	Does not engage with the public about mandates which affect educational programs	Develops opportunities for exchanges about mandates which affect educational programs and outcomes	Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.	Trains others to facilitate productive discussion with the public about a variety of mandates which affect continuous educational progress
2. Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education	Does not seek relationships with policymakers and stakeholders regarding education	Identifies key opinion leaders among stakeholders and policymakers who can help to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.	Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.	Teaches others techniques for developing relationships across a range of individuals which can be used to foster communication regarding issues, trends, and potential changes that affect the context and conduct of education.

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<b>Element A. Exerting Professional Influence</b>				
<b>Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals	Does not seek equity or appropriate provision to ensure opportunities for success for every student	Plans for components and changes that could lead to equity or appropriate provision to ensure opportunities for success for every student	Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, to enable every student to meet educational expectations and policy goals.	Trains others to advocate for equity or appropriate provision to ensure opportunities for success for every student

<b>Performance Expectation 6: The Education System</b>
<b>Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</b>

<b>Element B. Contributing to the Educational Policy Environment</b>				
<b>Leaders contribute to policies and political support for excellence and equity in education.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning	Shows minimal compliance with federal, state, and local mandates	Seeks to uphold and focus federal, state, and local laws, policies, regulations, and statutory requirements to support student learning.	Upholds and influences federal, state, and local laws, policies, regulations, and statutory requirements in support of learning for every student	Helps others to understand how to uphold and influence mandates to offer support in learning for every student
2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates	Does not use student data to change policies or provide information	Organizes student data in meaningful ways to provide information that is relevant and timely	Collects and effectively communicates data about educational performance using specifics about the local context to improve policies and to inform progressive political debates	Shows others how to organize and analyze data to communicate implications for improving policies and offering correct information for healthy debate
3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public	Does not provide communication which is clear and meaningful to decision makers	Seeks to understand how to communicate with decision makers in a variety of public political contexts	Communicates effectively with key decision makers in a variety of public political contexts to improve understanding of federal, state, and local	Shares strategies and language for communicating effectively with decision makers in a variety of public political contexts

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<b>Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</b>				
<b>Element B. Contributing to the Educational Policy Environment</b>				
<b>Leaders contribute to policies and political support for excellence and equity in education.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
understanding of federal, state, and local laws, policies, regulations, and statutory requirements			laws, policies, regulations, and statutory requirements.	
4. Advocates for increased support of excellence and equity in education	Does not encourage support of excellence and equity in education	Studies approaches for advocacy of excellence and equity in education	Advocates for increased support of excellence and equity in education	Engages others in offering advocacy for increased excellence and equity in education

<b>Performance Expectation 6: The Education System</b>				
<b>Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</b>				

<b>Element C. Policy Engagement</b>				
<b>Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families	Is either adversarial or indifferent in relationships with the school board, district and state education leaders, and policy actors	Develops cordial relationships with the school board, district and state education leaders, and policy actors	Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families	Leads others to acquire networks of contacts through whom they will inform and influence policies and policymakers in the service of children and families.
2. Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education	Shows indifference toward public policies that provide for present and future needs of children and families and improve equity and excellence in education.	Adheres to public policies that provide for present and future needs of children and families and improve equity and excellence in education.	Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.	Engages others to support public policies to provide for present and future needs of children and families and improve equity and excellence in education.
3. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning	Shows indifference toward public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	Endorses public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	Leads others to promote public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.



<b>Performance Expectation 6: The Education System</b>				
<b>Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</b>				
<b>Element C. Policy Engagement</b>				
<b>Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
4. Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures	Does not collect and analyze data on economic, social, and other emerging issues	Collects and analyzes data on economic, social, and other emerging issues that impact district and school planning, programs, and structures	Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures	Trains other educational leaders to work with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures