

Administrator (MDLP-WISD) - Original (v.2019)

Domain 1: Resilience (10.00%)

1.1 Constructive Reactions-The leader constructively reacts to disappointment and barriers to success

Ineffective	Minimally Effective	Effective	Highly Effective
The leader is defensive and resistant to the acknowledgement of error.	The leader acknowledges personal and organizational failures when confronted with evidence.	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.	In addition to "Effective"... The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.

1.2 Willingness to Admit Error - The leader demonstrates willingness to admit error and learn from it

Ineffective	Minimally Effective	Effective	Highly Effective
The leader is unwilling to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.	The leader is able to accept evidence of mistakes when offered by others. Some evidence of learning from mistakes is present.	The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. There is evidence of learning from past errors. Non-defensive attitude exists in accepting feedback and discussing errors and failures.	In addition to "Effective"... The leader shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization. The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.

1.3 Disagreement - The leader constructively handles disagreement with leadership and policy decisions

Ineffective	Minimally Effective	Effective	Highly Effective

The leader ignores or subverts executive and policy decisions that are unpopular or difficult.

The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.

The leader accepts and implements leadership and policy with fidelity. Initiatives are represented by the leader in a way that advocates for policies as if it is the leader's idea. The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.

In addition to "Effective"... The leader demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.

1.4 Dissent - The leader constructively handles dissent from subordinates

Ineffective

Dissent is absent due to a climate of fear and intimidation.

Minimally Effective

The leader tolerates dissent, but there is very little of it in public.

Effective

The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision. Defined structures and processes are in place for eliciting input.

Highly Effective

In addition to "Effective"... The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues. The leader recognizes and rewards thoughtful dissent. The leader uses dissenting voices to learn, grow and, where appropriate, acknowledge the leader's own error. The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.

1.5 Improvement of Specific Performance Areas - The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback

Ineffective

No evidence of reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.

Minimally Effective

The leader is aware of previous evaluations, but has not translated them into an action plan.

Effective

The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. Performance on each evaluation reflects specific and

Highly Effective

In addition to "Effective"... The leader's previous evaluations are combined with personal reflection and 360-degree feedback to formulate an

measurable improvements along the performance continuum from unsatisfactory, to needs improvement, to effective, to highly effective.

action plan that is reflected in the leader's daily choices of priorities, as well as in the organization's priorities. The influence of previous evaluations has an impact not only on the leader, but on the entire organization.

Domain 2: Personal Behavior and Professional Ethics (10.00%)

2.1 Integrity - The leader demonstrates integrity

Ineffective

The phrases "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments. The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.

Minimally Effective

The leader meets explicit written commitments. The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.

Effective

The leader meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments

Highly Effective

In addition to "Effective"... The leader meets commitments - verbal, written, and implied - without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The leader's commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.

2.2 Emotional Self-Control - The leader demonstrates emotional self-control

Ineffective

The leader loses his or her temper and is emotionally unstable. Conversations on any sensitive topic are brief or nonexistent

Minimally Effective

The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.

Effective

The leader deals with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.

Highly Effective

In addition to "Effective"... The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an

exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.

2.3 Ethical and Legal Compliance with Employees - The leader demonstrates compliance with legal and ethical requirements in relationship to employees

Ineffective

The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees.

Minimally Effective

The leader's conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees.

Effective

There are no instances of illegal or unethical conduct with employees or prospective employees, and no other conduct that crosses the line of policy or law.

Highly Effective

In addition to "Effective"... The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.

2.4 Tolerance - The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization

Ineffective

The leader suppresses other points of view and discourages disagreement or divergent thinking.

Minimally Effective

There is no punishment of alternative points of view, but little or no development or encouragement of those views exists.

Effective

The leader focuses evaluation on the achievement of the mission and adherence to values without penalizing differences in points of view that are within the framework of organizational requirements.

Highly Effective

In addition to "Effective"... The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards. The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.

2.5 Respect - The leader honors the time and presence of others

Ineffective

The leader frequently arrives late and

Minimally Effective

The leader generally arrives on time

Effective

The leader arrives on time and is

Highly Effective

In addition to "Effective"... The leader

is not prepared, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations, distractions during planned or unplanned meetings). The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.

and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings). The leader is occasionally fluent with agenda items in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue. Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.

prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings. The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue. Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader. Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.

consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time. The leader models respect for others by arriving early to all meetings, and has developed and shared a system to consistently encourage, welcome, and recognize diverse opinions - even when such opinions differ from those of the leader. Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.

Domain 3: Student Achievement (10.00%)

3.1 Planning and Goal Setting - The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement

Ineffective	Minimally Effective	Effective	Highly Effective
Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school/district improvement plan and the impact on student achievement. Results show steady improvements based on these leadership initiatives.	In addition to "Effective"... The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives.

3.2 Student Achievement Results - The leader demonstrates evidence of student improvement through student achievement results

Ineffective	Minimally Effective	Effective	Highly Effective
Indifferent to the data, the leader	Some evidence of improvement exists,	The leader reaches the required	In addition to "Effective"... A

blames students, families, and external characteristics. The leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.

but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.

numbers, meeting performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.

consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.

3.3 Instructional Leadership Decisions - The leader demonstrates the use of student achievement data to make instructional leadership decisions

Ineffective

The leader is unaware of or indifferent to the data.

Minimally Effective

The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data

Effective

The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data. The leader systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.

Highly Effective

In addition to "Effective"... The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills.

3.4 Student Requirements and Academic Standards - The leader demonstrates understanding of student requirements and academic standards

Ineffective

Classroom curriculum is considered a

Minimally Effective

Standards are posted and required

Effective

The link between standards and

Highly Effective

In addition to "Effective"... Every

matter of individual discretion. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards.

training has been conducted, but the link between standards and student performance is not readily evident to faculty or students.

student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.

faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.

3.5 Student Performance - The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards

Ineffective

Power standards have not been developed. There is no student work posted.

Minimally Effective

Standards have been analyzed, but are not translated into student-accessible language. Power standards are developed, but not widely known or used by faculty. Student work is posted, but does not reflect proficient work throughout the building.

Effective

Each academic standard has been analyzed and translated into student-accessible language. Power standards are widely shared by faculty members and are visible throughout the building. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.

Highly Effective

In addition to "Effective"... Power standards are used and shared with other buildings. Standards are viewed as essential building blocks because they provide enduring understanding and leverage across content areas, and provide a foundation for the next grade or course level. Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.

Domain 4: Decision Making (10.00%)

4.1 Factual Basis for Decisions - The leader employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practice

Ineffective

Data is rarely used for decisions. The predominant decision making methodology is mandated from the leader or based on what is popular.

Minimally Effective

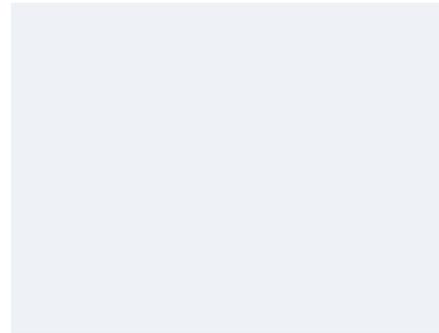
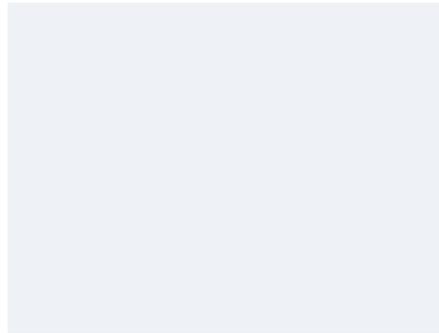
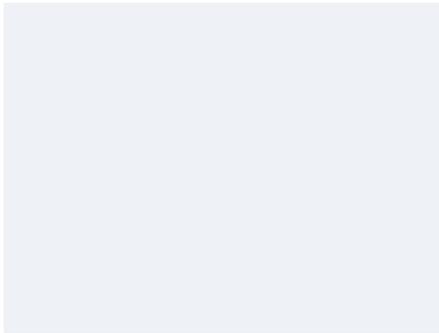
Some decisions are based on data, but others are the result of personal preference and tradition.

Effective

The pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction, and leadership practices data.

Highly Effective

In addition to "Effective"... Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The



leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.

4.2 Decision-Making Structure - The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting i

Ineffective

The leaders approach to decision making has no clear method and demoralizes or bewilders the staff.

Minimally Effective

The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.

Effective

The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.

Highly Effective

In addition to "Effective"... All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions. The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions. Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.

4.3 Decisions Linked to Vision - The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans

Ineffective

The leader is unaware of or disconnected from the organization's vision, mission, and strategic

Minimally Effective

While the vision, mission, and priorities may be visible, they are not consistently linked to the leader's

Effective

The decisions of the leader are consistent with the vision, mission, and strategic priorities of the

Highly Effective

In addition to "Effective"... The current vision, mission, and strategic priorities of the leader and the organization are

priorities. There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.

decisions

organization (as reflected in improvement planning documents).

visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions. The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.

4.4 Decisions Evaluated for Effectiveness - The leader evaluates decisions for effectiveness and revises, where necessary

Ineffective

There is little or no evidence of reflection and reevaluation of previous decisions.

Minimally Effective

The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.

Effective

The leader has a record of evaluating and revising decisions based on new information.

Highly Effective

In addition to "Effective"... The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sunsetting," in which previous decisions are reevaluated in light of the most current data. There is a culture of "honest bad news" in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.

Domain 5: Communication (10.00%)

5.1 Two-Way Communication with Students - The leader demonstrates two-way communication with students

Ineffective

The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. Many students do not know the leader's name or recognize

Minimally Effective

The leader knows most student names, is visible, often greets students by name, and talks with students frequently.

Effective

The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are

Highly Effective

In addition to "Effective"... The leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that

the leader on sight.

present.

they know that the leader will listen to them and treat them with respect.

5.2 Two-Way Communication with Faculty and Staff - The leader demonstrates two-way communication with faculty and staff

Ineffective

Faculty meetings consist of the reading of announcements, with little or no interaction.

Minimally Effective

The leader typically limits his or her listening to time during faculty meetings.

Effective

Faculty meetings include open discussions with two-way discussions. Faculty members regularly have the opportunity for 1:1 meetings with the leader. The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one.

Highly Effective

In addition to "Effective"... The leader actively engages in active listening to the faculty and staff. The leader's calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.

5.3 Two-Way Communication with Parents and Community - The leader demonstrates two-way communication with parents and community

Ineffective

Parents and community members have little or no role to play in leadership decision making.

Minimally Effective

Parents and community members receive a respectful hearing when they initiate the conversation.

Effective

The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites). There is clear evidence of decisions based on input from parents and community members.

Highly Effective

In addition to "Effective"... Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology. Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement. Survey data suggests that parents and community members feel empowered and supportive of educational objectives.

5.4 Analysis of Input and Feedback - The leader actively listens and analyzes input and feedback

Ineffective

Minimally

Effective

Highly

The leader hears what others say, but relies on his/her personal interpretation. The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.

Effective

The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations. Analysis of listening data occurs rarely

Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information. The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.

Effective

In addition to "Effective"... The leader models open communication by listening purposefully and actively. The leader is able to read the situation and respond accordingly. The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.

Domain 6: Faculty Development (10.00%)

6.1 Faculty Proficiencies and Needs - Understanding of faculty proficiencies and needs for further development to support and retain proficient and exemplary teachers

Ineffective

Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.

Minimally Effective

The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc.

Effective

Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiency and identify priority needs to support and retain proficient and exemplary faculty members.

Highly Effective

In addition to "Effective"... The leader has demonstrated a record of differentiated professional development for faculty based on student needs. The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs, which help retain proficient and highly exemplary staff. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.

6.2 Leading Professional Development - Personal participation in leading professional development

Ineffective

Minimally

Effective

Highly

	Effective		Effective
The leader displays little or no evidence of new learning or sharing that learning with colleagues.	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but relies on others to lead each professional development opportunity.	The leader devotes faculty meetings to professional development, not announcements. The leader personally leads professional development at various times throughout the school year.	In addition to "Effective"... The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues. The leader routinely shares learning experiences with other administrators and colleagues throughout the system.

6.3 Formal and Informal Feedback - Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance

Ineffective	Minimally Effective	Effective	Highly Effective
Formal feedback is nonspecific. Informal feedback is rare, nonspecific, and not constructive.	The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance.	The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of colleagues and staff. Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance	In addition to "Effective"... The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition. The leader balances individual recognition with team and organization-wide recognition.

6.4 Modeling Coaching and Mentoring - The leader models coaching and mentoring

Ineffective	Minimally Effective	Effective	Highly Effective
The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task. Evidence of	The leader is able to identify certain effective instructional strategies and complete observation processes, but needs to develop more prescriptive	The leader engages in coaching to improve teaching and learning, and is receptive to innovative teaching strategies and practices; the leader is	In addition to "Effective"... The leader is deliberate in establishing development structures that conform to the Learning Forward/National Staff

coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.

assistance about strategies and practices to help teachers refine and improve their effectiveness.

also willing to facilitate new approaches to instruction through action research. The leader monitors classroom visits in which the actual activity corresponds to the planned activity. The leader actively coaches instructional staff for improvement of classroom practice making effective use of a common language of instruction, the educator standards, and research-based instructional strategies linked to improvement of student learning and instructional practice. A system has been developed that provides for regular observation of classrooms. Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities. The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty.

Development Council (NSDC) Standards. The leader coaches other administrators on successful observation strategies, use of the educator standards to improve instruction and student learning, and communicating through a common language of instruction. The leader is seen by ones staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable. Multiple examples exist that verify a standards-based professional learning community and action research is evident in context, process, and content.

6.5 Recruitment and Hiring of Faculty - The leader recruits and hires proficient and exemplary teachers

Ineffective

The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.

Minimally Effective

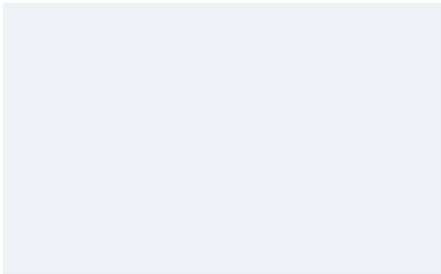
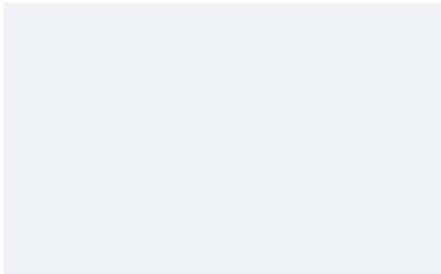
The leader works with the staff in the human resources office to write and post a job description for the vacant teaching position. Hiring processes are put into place but may not be systematic or systemic in nature. Consequently the process lacks standardization and improvement from year to year.

Effective

The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon her or his school's vision, culture, and performance expectations and on what type of teacher has been successful in their school. The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that helps interviewers focus on key success criteria aligned

Highly Effective

In addition to "Effective"... The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process. The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers. Effective recruiting and hiring practices are



with Marzano's Art and Science of Teaching, compare findings with others more effectively, and develop more rigor in scoring and evaluating candidates is developed and effectively utilized. A hiring process is established specifying the steps, which staff is included, who is responsible and what the leader is looking for.

frequently shared with other administrators and colleagues throughout the system.

Domain 7: Leadership Development (10.00%)

7.1 Mentoring Emerging Leaders - The leader mentors emerging leaders to assume key leadership responsibilities

Ineffective

Persons under the leader's direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others.

Minimally Effective

The leader provides some training to an emerging school leaders or administrator who may, in time, be able to independently assume a leadership role.

Effective

The leader has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or at an administrative level, with positive results.

Highly Effective

In addition to "Effective"... The leader has coached or mentored multiple administrators or instructional personnel who have assumed administrative positions and responsibilities. Multiple administrators throughout the system cite this leader as a mentor and reason for their success.

7.2 Identification of Potentially Future Leaders - The leader consistently identifies potential future leaders

Ineffective

The leader does not recognize the need for leadership in the system.

Minimally Effective

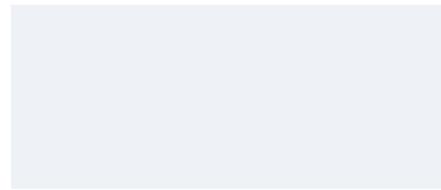
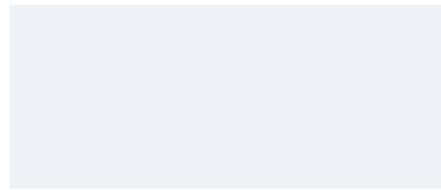
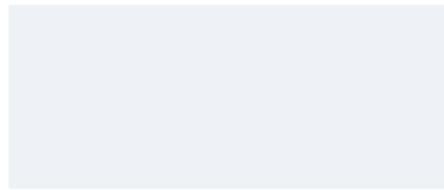
The leader follows personnel guidelines for accepting applications for new leaders but has not implemented any systemic process for identifying emergent leaders.

Effective

The leader has specifically identified and recruited new leaders.

Highly Effective

In addition to "Effective"... The leader routinely identifies and recruits new leaders. The leader has specifically identified at least two new leaders in the past year, and has entered them into the ranks of leadership training. The leader is remarkable for identifying leaders from unexpected sources, including helping potential



leaders find their own leadership strengths even when they had not initially considered a leadership career. The leader helps other leaders to identify and recruit potential leadership candidates.

7.3 Delegation and Trust - The leader provides evidence of delegation and trust in subordinate leaders

Ineffective

The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.

Minimally Effective

The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.

Effective

There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.

Highly Effective

In addition to "Effective"... Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including non-certified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.

Domain 8: Time/Task/Project Management (10.00%)

8.1 Organization of Time and Projects - The leader organizes time and projects for effective leadership.

Ineffective

Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.

Minimally Effective

Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.

Effective

The use of organizational development tools is evident by supporting documentation provided by the leader. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.

Highly Effective

In addition to "Effective"... The leader maintains a daily-prioritized task list. Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. Calendar is free of



conflicts and focused on the priorities of the leader and organization. The leader applies project management to systems thinking throughout the organization.

8.2 Fiscal Stewardship - The leader provides fiscal stewardship by completing projects on schedule and within budget

Ineffective

The leader has little or no record of keeping commitments for schedules and budgets.

Minimally Effective

The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using budget to focus resources on school improvement priorities.

Effective

The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.

Highly Effective

In addition to "Effective"... The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.

8.3 Project Objectives and Plans - The leader establishes clear objectives and coherent plans for complex projects

Ineffective

There is little or no evidence of project management against goals, resources, timelines, and results.

Minimally Effective

Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget. The impact of change in a milestone or deadline on the project is not clear or are rarely documented, and communicated to people within the organization.

Effective

Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. The leader uses examples to differentiate between a task and a project.

Highly Effective

In addition to "Effective"... The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build systems thinking throughout the organization. Project plans are visible in heavily trafficked

areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented.

Domain 9: Technology (10.00%)

9.1 Use of Technology to Improve Teaching and Learning - The leader demonstrates use of technology to improve teaching and learning

Ineffective

The leader does not display personal competence in the use of required technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.

Minimally Effective

The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.

Effective

The leader can document adherence to the following: *Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. *Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning.

Highly Effective

In addition to "Effective"... The leader serves as a model for technology implementation to other organizations. The links between technology implementation and learning success are clear and public. The leader provides evidence of greater efficiency, improved quality of information, and more responsive effective communication. The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness. The leader relentlessly pursues emerging best practices (e.g., web-based lessons).

9.2 Personal Proficiency in Electronic Communication - The leader demonstrates personal proficiency in electronic communication

Ineffective

The leader has limited literacy with technology. There is little or no evidence of the leader taking a personal initiative to learn new

Minimally Effective

The leader has mastered some, but not all, software required for proficient performance. The leader takes the initiative to learn new technology

Effective

The leader personally uses email, word processing, spreadsheets, presentation software, database, and district software. Personal study and

Highly Effective

In addition to "Effective"... The leader creates new opportunities for learning and uses the organization as an example of effective technology

technology.

professional development reflect a commitment to continued learning.

implementation. Leading by example, the leader provides a model of new learning.

Domain 10: Personal Professional Learning (10.00%)

10.1 Personal Understanding of Research Trends - The leader demonstrates personal understanding of research trends in education and leadership

Ineffective

Little or no evidence of personal learning and research is present.

Minimally Effective

Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions.

Effective

Personal reading, learning, and teaching in education and leadership research trends are evident and documented.

Highly Effective

In addition to "Effective"... In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.

10.2 Personal Professional Focus - The leader creates a personal professional focus

Ineffective

The leader might introduce a professional development program, but does not participate in the learning activities along with the staff. The leader is not strategic in planning a personal professional development focus aligned with the school or district goals.

Minimally Effective

The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization. The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.

Effective

The leader engages in professional development that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.

Highly Effective

In addition to "Effective"... The leader approaches every professional development opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated.

10.3 Professional Development Focus - The leader creates a professional development focus

Ineffective

Faculty requests are routinely approved, whether or not they are related to student achievement. The leader's personal professional development agenda is based on preference, not organizational needs.

Minimally Effective

Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists. Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.

Effective

Professional development plan has focused areas of emphasis and each of those areas is linked to the organization's strategic objectives. The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals. The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding. Professional development priorities are linked to the needs of the school, based on student and faculty achievement data

Highly Effective

In addition to "Effective"... The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning. The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.

10.4 Application of Learning - The leader applies professional development learning

Ineffective

Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.

Minimally Effective

The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.

Effective

There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.

Highly Effective

In addition to "Effective"... This leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in



order to maximize the impact if the leaders personal learning experience.