Standard 1
CREATING AND SUSTAINING A FOCUS ON LEARNING

	Indicators			Performance Areas			
What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description /Notes	Level 4	Level 3	Level 2	Level 1
1. Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator notes • Administrator pre/post conference	• Vision reflects an emphasis on high levels of student learning • Vision articulates the direction in which the organization is heading • Involves staff, parents, students and the larger community in the decision-making process • Conducts a formalized yearly review of the school's vision to ensure it reflects the cultural and organizational intent of the community	Administrator engages a broad-range of stakeholders in the development and implementation of a coherent vision for high student achievement and college and career readiness, continually reviewing and adapting the vision as appropriate to achieve learning goals.	Administrator engages most stakeholders in the development of a coherent vision for high student achievement and college and career readiness, reviewing and adapting the vision when appropriate.	Administrator engages some stakeholders in the development of a vision for high student achievement and college and career readiness, with limited review of the vision.	Administrator engages no, or almost no stakeholders in the development of a vision for high student achievement and college and career readiness, with no, or almost no review of the vision.
2. Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Administrator notes • Student work • Teacher work • School performance data	• Monitors data for accountability • Leads shift from how well teachers teach to how well students learn • Provides opportunities for teachers and students to participate in the monitoring and analysis process (SIP Team, Data Team, Focus Groups, Testing Committee, etc)	Administrator holds all teachers and students fully accountable for learning through regular and systematic monitoring of a wide-variety and range of performance data.	Administrator holds most teachers and students accountable for learning through regular monitoring of a range of performance data.	Administrator holds some teachers and students accountable for learning through limited monitoring of performance data.	Administrator holds no, or almost no teachers and students accountable for learning.
3. Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Student interviews • Teacher interviews	• Supports teacher reflection. • Supports learning and growth goals for teachers • Regular learning team meetings focus on the details of lessons and adjustments made based on assessment results • Builds capacity of teachers to effectively implement rigorous curriculum for college and career readiness	Administrator structures multiple and varied opportunities to actively engage all teachers in reflecting on their practice and taking improvement actions based on their own assessment to benefit student learning and support professional growth.	Administrator structures sufficient opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Administrator structures limited opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Administrator structures no, or almost no opportunities to engage teachers in reflection on their practice and taking improvement actions to benefit student learning and support professional growth.
4. Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Student interviews • Teacher interviews	• Supports teacher planning for student success. • Creates differentiated professional development and training to reflect the needs of the teachers and students • Provides ongoing, job embedded, content specific professional development to support teachers	Administrator systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and varied means.	Administrator adequately supports teachers' short-term and long-term planning for student learning through a variety of means.	Administrator provides limited support of teachers' short-term and long-term planning for student learning.	Administrator provides no, or almost no support of teachers' short-term and long-term planning for student learning.

Standard 2
CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT

	Indicators			Performance Areas			
What Administrators Need to Demonstrate	**Mandatory Evidence Sources of Leadership Practice**	**Optional Evidence Sources of Leadership Practice**	**Description /Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
1. Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Administrator notes • Student interviews • Teacher interviews	• Communicates clear and explicit expectations for teachers and students • Monitors expectations for the teaching and learning process within a learning community • Provides ongoing reflection and adjustment of practices through systematic feedback • Seeks out root causes for problems and searches for solutions	Administrator sets clear and high, yet achievable, expectations for all teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Administrator sets clear and adequate expectations for teacher performance and student performance and creates an adequate system for monitoring and follow-up on growth and development.	Administrator sets minimal expectations for teacher performance and student performance and minimally monitors growth and development.	Administrator sets no, or almost no expectations for teacher performance and student performance and creates no system for monitoring growth and development.
2. Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews	• Develops teachers as learners through coaching and other structures • Plans for teacher observation and conferencing to promote teacher growth and development • Develops and implements a system for professional learning opportunities and coaching • Tailors supports to teacher's learning styles and growth needs	Administrator fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures.	Administrator adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures.	Administrator provides minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures.	Administrator provides no, or almost no support for teacher development.
3. Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data	• Uses a range of evidence (qualitative and quantitative) to determine who is learning, who is not, and why • Disaggregates data to identify and address learning deficits • Monitors the effectiveness of school programs and their impact on student learning • Builds capacity of teachers to analyze student work and learning data	Administrator gathers and analyzes multiple sources and a wide-variety of data to systematically and consistently monitor and evaluate progress of school learning goals to drive continuous improvement.	Administrator gathers and analyzes adequate sources of data to sufficiently monitor and evaluate progress of school learning goals to drive continuous improvement.	Administrator gathers and analyzes limited sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Administrator gathers and analyzes no, or almost no sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
4. Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data	• Serves all students well regardless of family background, socio-economic status, or ability • Expects all children can achieve at high levels Builds school's collective capacity to help students reach their potential • Takes an active role in ensuring that students have equitable opportunities to achieve	Administrator models and demonstrates the **highest** expectation that **all** children can learn at high levels regardless of family background, socio-economic status, or ability. The administrator builds collective school responsibility to ensure that students have equitable opportunities to achieve.	Administrator models and demonstrates **high** expectations that **all** children can learn at high levels regardless of family background, socio-economic status, or ability.	Administrator demonstrates **minimal** expectations that children can learn at high levels regardless of family background, socio-economic status, or ability.	Administrator demonstrates **little** expectation that children can learn at high levels regardless of family background, socio-economic status, or ability.

Standard 3
CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS

Indicators				Performance Areas			
What Administrators Need to Demonstrate	**Mandatory Evidence Sources of Leadership Practice**	**Optional Evidence Sources of Leadership Practice**	**Description /Notes**	**Level 4**	**Level 3**	**Level 2**	**Level 1**
1. Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school's community.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Teacher interviews • Student Performance Data • Administrator notes	• Creates a trustful learning environment • Knows adults and students • Ensures that each student and staff member is valued • Creates a schoolwide culture where all school community members feel included	Administrator fully demonstrates a welcoming, mutually - respectful, and caring environment and an interest in all adults' and students' well-being to create a positive affective experience for all members of the school community.	Administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to create a positive affective experience for members of the school community.	Administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to minimally create a positive affective experience for members of the school community.	Administrator does not demonstrate a welcoming, respectful, and caring environment and an interest in most adults and students' well-being and does not create a positive affective experience for all members of the school community.
2. Administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.	• Direct evaluator observation • One artifact of the representation and/or its creation, interpretation, or use of the representation	• School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data	• Enables and supports collaborative decision-making. • Structures opportunities for dialogue that will impact the teaching and learning environment • Creates and supports shared leadership responsibilities • Actively provides meaningful leadership opportunities to effective teachers	Administrator provides multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes.	Administrator provides adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Administrator provides few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Administrator provides no, or almost no opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.
3. Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data	• Designs time for teacher and administrator collaboration to support achievement of school goals • Engages staff in analyzing student data to determine appropriate differentiations and interventions based on students' learning needs • Multiple staff members serve as instructional leaders in the school	Administrator effectively structures the school environment to enable productive collaboration between administrators and all teachers and among teachers to further school goals.	Administrator adequately structures the school environment to enable sufficient collaboration between administrators and teachers and among teachers to further school goals.	Administrator minimally structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Administrator does not structure the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.
4. Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data	• Develops system to communicate and partner with stakeholders to support and promote the identified school's learning goals • Fosters a positive school climate by seeking assistance from community members.	Administrator has effective and varied structures and processes in place to effectively communicate and partner with all teachers and parents in support of the school's learning goals.	Administrator has adequate structures and processes in place to sufficiently communicate and partner with teachers and parents in support of the school's learning goals.	Administrator has limited structures and processes in place and inadequately communicates and partners with teachers and parents in support of the school's learning goals.	Administrator has no, or almost no structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

Standard 4
CREATING AND SUSTAINING STRUCTURES

	Indicators			Performance Areas			
What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description /Notes	Level 4	Level 3	Level 2	Level 1
1. Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	• Direct evaluator observation • Student classroom interviews	• School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data	• Utilizes the school's vision and mission to set goals, design systems and procedures • Assesses current reality of systems and processes for effectiveness and impact on learning • Reviews and evaluates alignment of teaching and learning practices to support student success	Administrator implements effective systems and processes to effectively align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Administrator implements sufficient systems and processes to adequately align curriculum, instruction, and assessment to state standards and college-readiness standards, reviewing and adapting when appropriate.	Administrator implements limited systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards	Administrator implements no, or almost no systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.
2. Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	• Direct evaluator observation • One confirmatory item from optional evidence source	• School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data	• Monitors schoolwide practices to ensure coherent and cohesive learning program • Builds capacity of teachers to analyze standards, curricula, and aligned assessments for coherent learning program	Administrator develops effective systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Administrator develops sufficient systems and processes to adequately implement a coherent and articulated curriculum across the entire school, reviewing and adapting when appropriate.	Administrator develops limited systems and processes to minimally implement a coherent and articulated curriculum across the entire school.	Administrator develops no, or almost no systems and processes to minimally implement a coherent and articulated curriculum across the entire school.
3. Administrator allocates resources effectively, including organizing time, to support learning goals.	• Direct evaluator observation • Student classroom interviews	• School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data	• Maximizes resources to support learning success • Actively accesses additional resources that align to strategic priorities • Allocates all resources in alignment with school goals and priorities	Administrator allocates and reallocates human and fiscal resources effectively, including organizing time, to support learning goals and achieve the school's vision.	Administrator allocates resources adequately, including organizing time, to support learning goals.	Administrator allocates resources inadequately including organizing time, to minimally support learning goals.	Administrator allocates no or almost no resources to support learning goals