

Standard #1 Vision, Mission, and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 1 --- Quality Indicator 1: Develop and Articulate a Vision				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
1C1) The leader candidate understands that a vision of learning must promote success for all students and be based on relevant knowledge and current theories.	1N1) The new leader applies an existing vision of learning that promotes success of all students based on relevant knowledge, building and district goals and current theories.	1D1) The developing leader collaboratively identifies a vision of learning that promotes success of all students based on relevant knowledge, building and district goals and current theories.	1P1) The proficient leader communicates to the stakeholders the vision of learning that promotes success of all students based on relevant knowledge, building and district goals and current theories.	1S1) The distinguished leader evaluates and modifies as necessary the vision of learning ensuring that it promotes success of all students based on relevant knowledge, building and district goals and current theories.
Standard 1 --- Quality Indicator 2: Implement and Steward a Vision				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
1C2) The leader candidate understands the importance of motivating staff, students, and families to achieve the vision of the school	1N2) The new leader identifies initiatives to motivate staff, students, and families to achieve the school's vision, mission and goals.	1D2) The developing leader operationalizes initiatives to motivate staff, students, and families to achieve the school's vision, mission and goals.	1P2) The proficient leader analyzes the effectiveness of initiatives designed to motivate staff, students, and families to achieve the school's vision, mission and goals.	1S2) The distinguished leader evaluates and modifies as necessary initiatives designed to motivate staff, students, and families to achieve the school's vision, mission and goals.

Standard #2 Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 2 --- Quality Indicator 1: Promote Positive School Culture				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
2C1) The leader candidate understands what school culture is and strategies for promoting excellence and equity for all students	2N1) The new leader learns about the existing school culture using multiple methods and context-appropriate strategies for promoting excellence and equity for all students.	2D1) The developing leader collaboratively identifies and implements context-appropriate strategies for promoting excellence and equity for all students.	2P1) The proficient leader analyzes the effectiveness of context-appropriate strategies for promoting excellence and equity for all students.	2S1) The distinguished leader evaluates and modifies as necessary context-appropriate strategies for promoting excellence and equity for all students.
Standard 2 --- Quality Indicator 2: Provide an Effective Instructional Program				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
2C2) The candidate understands effective instructional and assessment practices and the use of curricular materials that result in meeting the learning needs of all students	2N2) The new leader identifies existing instructional and assessment practices and the use of curricular materials designed to fully accommodate the diverse needs of all students.	2D2) The developing leader monitors and promotes the collective implementation of effective instructional and assessment practices and the use of curricular materials to fully accommodate the diverse needs of all students.	2P2) The proficient leader evaluates and institutes changes necessary to ensure effective instructional and assessment practices and the use of curricular materials fully accommodate the diverse needs of all students.	2S2) The distinguished leader continuously monitors and evaluates for sustained improvement and growth of all students.

Standard 2 --- Quality Indicator 3: Design Comprehensive Professional Growth Plans				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
2C3) The candidate understands the importance of aligned professional growth plans in support of the school improvement plan	2N3) The new leader reviews existing professional growth plans to determine their alignment to the school improvement plan	2D3) The developing leader promotes collaborative development of professional growth plans aligned to the school improvement plan	2P3) The proficient leader identifies and acts on evidence of applied professional learning aligned to the school improvement plan	2S3) The distinguished leader conducts ongoing evaluation on the impact of applied professional learning aligned to the school improvement plan

Standard #3 Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 3 --- Quality Indicator 1: Manage the Organizational Structure				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
3C1) The leader candidate understands appropriate structures, policies and procedures in support of a building's vision, mission and goals.	3N1) The new leader implements appropriate structures, policies and procedures to support the building's vision, mission and goals.	3D1) The developing leader monitors and analyzes the effectiveness of structures, policies and procedures in support of the building's vision, mission and goals.	3P1) The proficient leader evaluates and modifies appropriate structures, policies and procedures to support the building's vision, mission and goals.	3S1) The distinguished leader has a systemic process for ongoing improvement of structures, policies and procedures to ensure the building's vision, mission and goals are achieved.
Standard 3 --- Quality Indicator 2: Manage Personnel				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
3C2) The leader candidate understands the importance of the collaborative process and collective commitment for the attainment of the building's vision, mission and goals.	3N2) The new leader identifies and establishes trust with staff in order to support the building's vision, mission and goals.	3D2) The developing leader builds consensus with staff through a collaborative process to set priorities and promote educational equity to support the building's vision, mission and goals.	3P2) The proficient leader evaluates and develops staff in their collective commitment to the priorities and educational equity in support of the building's vision, mission and goals.	3S2) The distinguished leader sustains ongoing management and development of staff in order to increase their collective commitment to the priorities and educational equity in support of the building's vision, mission and goals.

Standard 3 --- Quality Indicator 3: Manage Resources

Pre-Service Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
3C3) The leader candidate demonstrates understanding that the use of fiscal, human and material allocation must be effective, legal, and equitable and aligned to support teaching and learning	3N3)The new leader applies the existing effective, legal, and equitable use of fiscal, human and material allocation and alignment to support the building’s vision, mission and goals.	3D3) The developing leader identifies and implements effective, legal, and equitable use of fiscal, human and material allocation and alignment to support the building’s vision, mission and goals.	3P3) The proficient leader monitors and analyzes the effective, legal, and equitable use of fiscal, human and material allocation and alignment to support the building’s vision, mission and goals.	3S3) The distinguished leader utilizes systemic processes to ensure the effective, legal, and equitable use of fiscal, human and material allocation and alignment to support the building’s vision, mission and goals.

Standard #4 Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 4 --- Quality Indicator 1: Collaborate with Families and Other Community Members				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
4C1) The leader candidate recognizes the need and importance of bringing together family and community, available resources, research and public information to support and positively affect learning	4N1) The new leader explores opportunities to bring together family and community, available resources, research and public information to support and positively affect learning	4D1) The developing leader creates opportunities to bring together family and community, available resources, research and public information to support and positively affect learning	4P1) The proficient leader monitors and analyzes strategies for bringing together family and community, available resources, research and public information to support and positively affect learning	4S1) The distinguished leader evaluates and modifies as needed strategies for bringing together family and community, available resources, research and public information to support and positively affect learning
Standard 4 --- Quality Indicator 2: Respond to Community Interests and Needs				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
4C2) The leader candidate understands that high visibility and active involvement within the community is necessary to accommodate diverse school and community conditions	4N2) The new leader exhibits high visibility and active involvement within the community in order to understand and accommodate diverse school and community interests and needs in support of the vision, mission and goals.	4D2) The developing leader maintains high visibility and active involvement within the community in order to focus support for the vision, mission and goals.	4P2) The proficient leader monitors and analyzes the impact of their visibility and active involvement within the community and its impact on the attainment of the vision, mission and goals.	4S2) The distinguished leader determines and uses high leverage areas for visibility and active involvement within the community to support the vision, mission and goals.

Standard 4 --- Quality Indicator 3: Mobilize Community Resources				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
4C3) The leader candidate understands that the use of community resources are necessary to support student achievement, solve school problems, and achieve school goals	4N3) The new leader supports existing community resources to support student achievement, solve school problems, and achieve school goals	4D3) The developing leader uses community resources to support student achievement, solve school problems, and achieve school goals	4P3) The proficient leader monitors and analyzes the use of community resources in support of student achievement, solving school problems, and achieving school goals	4S3) The distinguished leader utilizes high leverage community resources in support of student achievement, solving school problems, and achieving school goals

Standard #5 Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Standard 5 --- Quality Indicator 1: Personal and Professional Responsibility				
Candidate	New Leader	Developing Leader	Proficient Leader	Distinguished Leader
5C1) The leader candidate demonstrates an understanding that respect for the rights of others with regard to confidentiality and dignity and engaging in honest interactions based upon ethical and legal principles is essential.	5N1) The new leader demonstrates an initial respect for others, honors confidentiality and engages in honest interactions based upon ethical and legal principles.	5D1) The developing leader maintains consistent respect for others, honors confidentiality and engages in honest interactions based upon ethical and legal principles.	5P1) The proficient leader analyzes the perceptions of others in regards to respect for others, honoring confidentiality and engaging in honest interactions based upon ethical and legal principles.	5S1) The distinguished leader models behavior to ensure respect for others, honors confidentiality and engages in honest interactions based upon ethical and legal principles.