

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.**

<b>Standard 1 --- Quality Indicator 1: Develop and Articulate a Vision</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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, current theories and aligned to school and district goals.	1D1) The developing leader also...  Collaboratively revises a vision of learning that promotes success of all students.	1P1) The proficient leader also...  Consistently and effectively communicates to all stakeholders the school's vision of learning.	1S1) The distinguished leader also...  Evaluates and modifies as necessary the school's vision of learning ensuring that it promotes success of all students and is based on relevant knowledge and current theories.
<b>Standard 1 --- Quality Indicator 2: Implement and Steward a Vision</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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 also...  Operationalizes initiatives to motivate staff, students, and families.	1P2) The proficient leader also...  Analyzes the effectiveness of initiatives designed to motivate staff, students, and families.	1S2) The distinguished leader also...  Evaluates and modifies as necessary initiative as well as the overall impact of the vision.

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.

<b>Standard 2 --- Quality Indicator 1: Promote Positive School Culture</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
2C1) The leader candidate understands what school culture is and strategies for promoting excellence and equity for all students	2N1) The new leader...  Uses multiple methods based on the existing culture and context-appropriate strategies for promoting excellence and equity for all students.	2D1) The developing leader also...  Collaboratively identifies and implements context-appropriate strategies for promoting excellence and equity for all students.	2P1) The proficient leader also...  Identifies, implements and evaluates context-appropriate strategies.	2S1) The distinguished leader also...  Evaluates and modifies as necessary context-appropriate strategies.
<b>Standard 2 --- Quality Indicator 2: Provide an Effective Instructional Program</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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...  Is aware of existing instructional and assessment practices and the use of curricular materials at each level in the school building.	2D2) The developing leader also...  Monitors and promotes the collective implementation of effective instructional and assessment practices.	2P2) The proficient leader also...  Evaluates and institutes changes necessary to ensure effective instructional and assessment practices.	2S2) The distinguished leader also...  Continuously monitors and evaluates for sustained improvement and growth of all students.

<b>Standard 2 --- Quality Indicator 3: Ensure Comprehensive Professional Growth Plans</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
2C3) The candidate understands the importance of aligned professional growth plans in support of the school improvement plan	2N3) The new leader...  Is aware of existing professional growth plans and the extent of their alignment to the school and district improvement plans.	2D3) The developing leader also...  Promotes annual collaborative development of professional growth plans.	2P3) The proficient leader also...  Promotes alignment and application of all applied professional learning.	2S3) The distinguished leader also...  Ensures ongoing evaluation on the impact of applied professional learning.

**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.**

<b>Standard 3 --- Quality Indicator 1: Manage the Organizational Structure</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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 school’s vision, mission and goals.	3D1) The developing leader also..  Monitors and analyzes the effectiveness of structures, policies and procedures.	3P1) The proficient leader also...  Evaluates and modifies appropriate structures, policies and procedures.	3D1) The distinguished leader also...  Has a systemic process for ongoing improvement of structures, policies and procedures to ensure the building’s vision, mission and goals are achieved.
<b>Standard 3 --- Quality Indicator 2: Lead Personnel</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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 teachers and staff in order to support the school’s vision, mission and goals.	3D2) The developing leader also...  Evaluates and develops school teachers and staff in their collective commitment to the priorities and educational equity.	3P2) The proficient leader also...  Builds consensus with teachers and staff through a collaborative process to set priorities and promote educational equity.	3S2) The distinguished leader also...  Conducts ongoing evaluation and development of teachers and staff in order to increase their collective commitment to the priorities and educational equity.

**Standard 3 --- Quality Indicator 3: Manage Resources**

<b>Pre-Service Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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 ...  Is aware of existing policies and procedures that guide the effective, legal, and equitable use of fiscal, human and material allocation and alignment of resources supporting the vision, mission and goals.	3D3) The developing leader also...  Transparently identifies and implements policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.	3P3) The proficient leader also...  Transparently monitors and analyzes policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.	3S3) The distinguished leader also...  Utilizes systemic processes to ensure ongoing development and continuous improvement of policies and procedures for the effective, legal, and equitable use of fiscal, human and material allocation and alignment.

**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.**

<b>Standard 4 --- Quality Indicator 1: Collaborate with Families and Other Community Members</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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 throughout the school.	4D1) The developing leader also...  Creates opportunities to bring together family and community, available resources, research and public information.	4P1) The proficient leader also...  Monitors and analyzes strategies for bringing together family and community, available resources, research and public information.	4S1) The distinguished leader also...  Evaluates and modifies as needed strategies for bringing together family and community, available resources, research and public information.
<b>Standard 4 --- Quality Indicator 2: Respond to Community Interests and Needs</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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 in the school 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 also...  Maintains high visibility and active involvement across the school community.	4P2) The proficient leader also...  Monitors and analyzes the impact of their visibility and active involvement.	4S2) The distinguished leader also...  Consistently determines and uses areas for visibility and active involvement that yield the highest impact.

<b>Standard 4 --- Quality Indicator 3: Mobilize Community Resources</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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 in support of student achievement, for solving school and district problems.	4D3) The developing leader also...  Uses existing community resources in support of student achievement and to solve school and district problems.	4P3) The proficient leader also...  Monitors and analyzes the use of community resources.	4S3) The distinguished leader also...  Determines and uses community resources with the highest impact to maximize student achievement.

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.

<b>Standard 5 --- Quality Indicator 1: Personal and Professional Responsibility</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
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 respect for others, honors confidentiality, and engages in honest interactions.	5D1) The developing leader also...  Maintains consistent respect for others, honors confidentiality and engages in honest interactions.	5P1) The proficient leader also...  Analyzes their own effectiveness in regards to demonstrating respect for others, honoring confidentiality and engaging in honest interactions.	5S1) The distinguished leader also...  Models behavior to ensure respect for others, the honoring of confidentiality and engaging in honest interactions.



**Standard 6: Professional Development**

**Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.**

<b>Standard 6 --- Quality Indicator 1: Increase knowledge and skills based on best practices</b>				
<b>Candidate</b>	<b>New Leader</b>	<b>Developing Leader</b>	<b>Proficient Leader</b>	<b>Distinguished Leader</b>
6C1) The leader candidate	6N1) The new leader...  Begins to acquire appropriate knowledge, skills, and best practices to positively impact staff development and student learning.	6D1) The developing leader also...  Acquires and enhances personal knowledge, skills, and best practices to address staff development and student learning needs.	6P1) The proficient leader also...  Consistently applies knowledge, skills, and best practices that result in growth in personnel and increases student learning.	6S1) The distinguished leader also...  Evaluates the impact of new knowledge, skills, and best practices on the growth of personnel and student learning.