

Current Resume:

Criterion	Performance Rating					Score
	Does not meet Expectations	Meets Expectations	Meets Expectations +	Exceeds Expectations	Exemplary Submission	
Current Resume:	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
NA <input type="checkbox"/>	Resume is missing or is incomplete, writing or organization detracts from the professional appeal	Appropriate resume Writing and format are professional in appearance	Resume is well written and has professional appeal including format and organization	Resume is extremely well written and has professional appeal including format and organization	Resume is exemplary and has highly professional appeal including format and organization	
Total Score:						<input type="text"/>

Comments:

Comprehensive Professional Growth Plan:

Criterion	Performance Rating
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	Does not meet Expectations	Meets Expectations	Meets Expectations +	Exceeds Expectations	Exemplary Submission	Score
Comprehensive Professional Growth Plan: NA <input type="checkbox"/>	<input type="radio"/> 0 Professional Growth Plan is missing or so poorly organized and written that it provides little direction and growth	<input type="radio"/> 1 Professional Growth Plan is complete and provides direction for growth	<input type="radio"/> 2 Professional Growth Plan is comprehensive, identifies specific growth areas and a plan to achieve goals	<input type="radio"/> 3 Professional Growth Plan is very comprehensive, identifies specific growth areas and a plan to achieve goals	<input type="radio"/> 4 Professional Growth Plan is extremely comprehensive, identifies specific growth areas and a plan to achieve goals	<input type="text"/>
Total Score:						<input type="text"/>

Comments:

ISLLC Standard 1 (1C1,2):

Criterion	Performance Rating					Score
	Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	
ISLLC Standard 1 (1C1,2): An	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>

<p>education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions: A. Collaboratively develops, articulates, implements, and stewards a shared building/district vision and mission B. Collects and uses data to identify</p>	<p>Artifact(s) are absent or not strong in demonstrating knowledge of vision, goals, and/or improvement. No reflection to explain artifact(s) choice or the role played in development or implementation. Artifact was that of a classroom teacher not an aspiring leader.</p>	<p>Artifact(s) demonstrate the knowledge of the importance of leadership in vision development and implementation. The reflection explains the role played and responsibility assumed. The reflection also explains contributions from stakeholders.</p>	<p>Artifact(s) demonstrate strong leadership in promoting vision development and implementation. The reflection explains the role played and responsibility assumed. The reflection also explains contributions from stakeholders.</p>	<p>Artifact(s) demonstrate strong leadership in collaborating in vision development and implementation. The reflection explains the role played and responsibility assumed. The reflection also explains contributions from stakeholders.</p>	<p>Artifact(s) demonstrate strong leadership in communicating the vision and its implementation to all stakeholders. The reflection explains the role played and responsibility assumed. The reflection also explains contributions from stakeholders.</p>	
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building/district goals, assesses organizational effectiveness, and promotes organizational learning C. Creates and implements plans to achieve building/district goals D. Promotes continuous and sustainable building/district improvement E. Monitors and evaluates building/district progress and revises plans

NA

Total Score:

Comments:

ISLLC Standard 2 (C1,2,3):

Criterion	Performance Rating					Score
	Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	
ISLLC Standard 2 (C1,2,3): An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions: A. Nurtures and sustains a culture of collaboration,	0	1	2	3	4	
	Artifact(s) are absent or not strong in demonstrating knowledge of vision, goals, and/or improvement. No reflection to explain artifact(s) choice or the role played in development or implementation. Artifact was that of a classroom teacher not an aspiring leader.	Artifact(s) demonstrate the ability to demonstrate an understanding of school culture and instructional programs conducive to student learning and staff professional growth including development of professional growth plans. Instruction and assessment practices are designed to fully accommodate the diverse needs of all students. The reflection	Artifact(s) demonstrate the ability to promote a school culture and instructional programs conducive to student learning and staff professional growth including development of professional growth plans. Instruction and assessment practices are designed to fully accommodate the diverse needs of all students. The reflection explains the	Artifact(s) demonstrate the ability to collaboratively promote a school culture and instructional programs conducive to student/staff learning while monitoring and promoting implementation of effective instruction and assessment practices. Evidence as to the alignment of staff professional growth plans to building/district goals is evident. The reflection	Artifact(s) demonstrate the ability to analyze the effectiveness of school culture and instructional programs conducive to student/staff learning while evaluating and changing instruction and assessment practices when necessary. Evidence as to the alignment of staff professional growth plans to building/district goals is evident. The reflection explains in detail the choice of the	

<p>trust, learning, and high expectations B. Creates a comprehensive, rigorous, and coherent curricular program C. Creates a personalized and motivating learning environment for students D. Supervises instruction E. Develops assessment and accountability systems to monitor student progress F. Develops the instructional and leadership capacity of staff including ensuring staff professional growth via development of comprehensive plans G. Maximizes time</p>		<p>explains the choice of artifact(s), what was learned, and how it has been applied to the candidate's school setting.</p>	<p>choice of artifact(s), what was learned, and how it has been applied to the candidate's school setting.</p>	<p>explains in detail the choice of the artifact(s), what was learned, how it was applied, and what impact this activity will have on the future of the building/district.</p>	<p>artifact(s), what was learned, how it was applied, and what impact this activity will have on the future of the building/district</p>	
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spent on quality instruction H. Promotes the use of the most effective and appropriate technologies to support teaching and learning I. Monitors and evaluates the impact of the instructional program

NA

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Total Score:

Comments:

ISLLC Standard 3 (3C1,2,3):

Criterion	Performance Rating				Score
	Does not meet	Candidate	New Leader	Developing	

	Expectations			Leader	Leader	
ISLLC Standard 3 (3C1,2,3): An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions: A. Monitors and evaluates the management and operational systems B. Obtains, allocates, aligns, and efficiently	<input type="radio"/> 0 Artifact(s) are absent or not strong in demonstrating knowledge of vision, goals, and/or improvement. No reflection to explain artifact(s) choice or the role played in development or implementation. Artifact was that of a classroom teacher not an aspiring leader.	<input type="radio"/> 1 Artifact(s) sufficiently demonstrate understanding of the implementation of appropriate structures, policies and procedures to support management of the organization, operation, and resources of the building/district for a safe, efficient, and effective learning environment while identifying and establishing trust with staff which supports the building/district vision, mission and goals . Evidence is given	<input type="radio"/> 2 Artifact(s) sufficiently demonstrate the implementation of appropriate structures, policies and procedures to support management of the organization, operation, and resources of the building/district for a safe, efficient, and effective learning environment while identifying and establishing trust with staff which supports the building/district vision, mission and goals . Evidence is given through	<input type="radio"/> 3 Artifact(s) sufficiently demonstrate monitoring and analyzing the effectiveness of appropriate structures, policies and procedures to support management of the organization, operation, and resources of the building/district for a safe, efficient, and effective learning environment while building consensus with staff through a collaborative process which supports the building/district vision, mission and goals.	<input type="radio"/> 4 Artifact(s) sufficiently demonstrate the evaluation and modification of appropriate structures, policies and procedures to support management of the organization, operation, and resources of the building/district for a safe, efficient, and effective learning environment while evaluating and developing the staff in ways which support the building/district vision, mission and goals. Evidence is given that improvement is through	

<p>utilizes human, fiscal, and technological resources C. Promotes and protects the welfare and safety of students and staff D. Develops the capacity for distributed leadership E. Ensures teacher and organizational time is focused to support quality instruction and student learning</p> <p>NA <input type="checkbox"/></p>		<p>that improvement is through collaborative efforts at the building/district level. Reflection clearly identifies why the artifact(s) was chosen.</p>	<p>collaborative efforts at the building/district level. Reflection clearly identifies why the artifact(s) was chosen</p>	<p>Evidence is given that improvement is through collaborative efforts at the building/district level. Reflection demonstrates clear connections between the reason for the artifact being chosen, what was learned and what was applied to the building/district as a result of learning.</p>	<p>collaborative efforts at the building/district level. Reflection demonstrates clear connections between the reason for the artifact being chosen, what was learned and what was applied to the building/district as a result of learning</p>	
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Total Score:

Comments:

ISLLC Standard 4 (4C1,2,3):

Criterion	Performance Rating					Score
	Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	
ISLLC Standard 4 (4C1,2,3): An education leader promotes the success of every student by collaborating with faculty, families, and community members, responding to diverse community interests and needs, and mobilizing community resources. The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions: A. Collects and analyzes data	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input style="width: 40px; height: 20px;" type="text"/>
	<p>Artifact(s) are absent or not strong in demonstrating knowledge of vision, goals, and/or improvement. No reflection to explain artifact(s) choice or the role played in development or implementation. Artifact was that of a classroom teacher not an aspiring leader.</p>	<p>Artifact(s) demonstrate a commitment to, and active involvement in, collaborating with faculty, families and community members, responding to diverse community interests and needs, and mobilizing community resources. Reflection describes why the artifact(s) was chosen and how commitment and involvement are</p>	<p>Artifact(s) exhibits a commitment to, and active involvement in, collaborating with faculty, families and community members, responding to diverse community interests and needs, and mobilizing community resources. Reflection describes why the artifact(s) was chosen and how commitment and involvement are</p>	<p>Artifact(s) clearly promotes a high level of commitment to, and active involvement in, collaborating with faculty, families and community members, responding to diverse community interests and needs, and mobilizing community resources. The reflection clearly describes why the artifact(s) were chosen and how the artifacts demonstrate a high level of</p>	<p>Artifact(s) clearly communicates a high level of commitment to, and active involvement in, collaborating with faculty, families and community members, responding to diverse community interests and needs, and mobilizing community resources. The reflection clearly describes why the artifact(s) were chosen and how the artifacts demonstrate a high level of</p>	

<p>and information pertinent to the educational environment B. Promotes understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources C. Builds and sustains positive relationships with families and caregivers D. Builds and sustains positive relationships with community partners</p> <p>NA <input type="checkbox"/></p>		demonstrated through use of the artifact(s)	demonstrated through use of the artifact(s).	<p>commitment to, and involvement with, faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Implications have been stated as to what impact this activity(s) will have on the future of the building/district</p>	<p>commitment to, and involvement with, faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	
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Total Score:

Comments:

ISLLC Standard 5 (5C1):

Criterion	Performance Rating					Score
	Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	
ISLLC Standard 5 (5C1): An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions: A. Ensures a system of accountability for every student's academic and social success B. Models principles of self-awareness, reflective practice,	<input type="radio"/> 0 Artifact(s) are absent or not strong in demonstrating knowledge of vision, goals, and/or improvement. No reflection to explain artifact(s) choice or the role played in development or implementation. Artifact was that of a classroom teacher not an aspiring leader.	<input type="radio"/> 1 Artifact(s) recognizes the importance of acting with integrity, fairness, and in an ethical manner. The reflection identifies why the artifact(s) was chosen and some connection to responsible personal and professional leadership behavior	<input type="radio"/> 2 Artifact(s) demonstrates the importance of acting with integrity, fairness, and in an ethical manner. The reflection identifies why the artifact(s) was chosen and connection to responsible personal and professional leadership behavior.	<input type="radio"/> 3 Artifact(s) are exemplary in promoting the importance of acting with integrity, fairness, and in an ethical manner. The reflection clearly describes why the artifact(s) was chosen and how it demonstrates understanding and application of the importance of acting with responsible personal and professional leadership behavior to promote the success of every student.	<input type="radio"/> 4 Artifact(s) are exemplary in communicating the importance of acting with integrity, fairness, and in an ethical manner. The reflection clearly describes why the artifact(s) was chosen and how it demonstrates understanding and application of the importance of acting with responsible personal and professional leadership behavior to promote the success of every student.	<input type="text"/>

transparency, and ethical behavior
C. Safeguards the values of democracy, equity, and diversity
D. Considers and evaluates the potential moral and legal consequences of decision-making
E. Promotes social justice and ensures that individual student needs inform all aspects of schooling

NA

Implications have been stated as to what impact this activity(s) will have on the future of the building/district.

Implications have been stated as to what impact this activity(s) will have on the future of the building/district

Total Score:

Comments:

6. (6C1)

Criterion	Performance Rating					Score
	Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader	
6. (6C1) An educational leader remains current on best practices in education administration and school related areas as evidenced by establish a plan for his /her professional development each year. The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions: A. Begins to acquire appropriate knowledge, skills, and best practices to positively impact staff development and student	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input style="width: 40px; height: 20px;" type="text"/>
	Artifact(s) are absent or not strong in demonstrating knowledge of vision, goals, and/or improvement. No reflection to explain artifact(s) choice or the role played in development or implementation. Artifact was that of a classroom teacher not an aspiring leader.	Artifact(s) demonstrates the importance remaining current on best practices in education administration by creating as plan for his/her professional development that includes increased knowledge and skills based on best practices. The reflection identifies why the artifact(s) was chosen and some connection to best practices or professional development.	Artifact(s) demonstrates the importance remaining current on best practices in education administration by creating as plan for his/her professional development that includes increased knowledge and skills based on best practices. The reflection identifies why the artifact(s) was chosen and some connection to best practices or professional development	Artifact(s) demonstrates the importance remaining current on best practices in education administration by creating as plan for his/her professional development that includes increased knowledge and skills based on best practices. The reflection identifies why the artifact(s) was chosen and some connection to best practices or professional development.	Artifact(s) demonstrates the importance remaining current on best practices in education administration by creating as plan for his/her professional development that includes increased knowledge and skills based on best practices. The reflection identifies why the artifact(s) was chosen and some connection to best practices or professional development.	Artifact(s) selected communicates to all faculty and staff the importance of remaining current on best practices in education administration by creating as plan for his/her professional development that includes increased knowledge and skills based on best practices. The reflection identifies why the artifact(s) was chosen and connection to best practices or

<p>learning. B. Creates own comprehensive professional growth plan indicative of an aspiring leader at the building/district level. (Comprehensive Professional Growth Plan from above qualifies as one artifact.)</p> <p>NA <input type="checkbox"/></p>					<p>professional development</p>	
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Total Score:

Comments:

*7. (6C1,2,3)

Criterion	Performance Rating					
	Does not meet	Candidate	New Leader	Developing	Proficient	Score

	Expectations			Leader	Leader	
*7. (6C1,2,3) An education leader promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The successful candidate shall choose two/three artifacts to demonstrate at least two of the following functions: A. Advocates for children, families, and caregivers B. Acts to influence local, district, state, and national decisions affecting student learning C.	<input type="radio"/> 0 Artifact(s) are absent or not strong in demonstrating knowledge of vision, goals, and/or improvement. No reflection to explain artifact(s) choice or the role played in development or implementation. Artifact was that of a classroom teacher not an aspiring leader.	<input type="radio"/> 1 Artifact(s) demonstrates understanding of the processes needed to understand, respond to, and/or influence the larger political, social, economic, legal, and cultural context including the necessity of advocating for policies and resources at local, state and federal levels to ensure equity of the educational experience for each student in the building/district. The reflection identifies why the artifact(s) was chosen and how	<input type="radio"/> 2 Artifact(s) demonstrates an awareness of the processes needed to understand, respond to, and/or influence the larger political, social, economic, legal, and cultural context including the necessity of advocating for policies and resources at local, state and federal levels to ensure equity of the educational experience for each student in the building/district. The reflection identifies why the artifact(s) was chosen and how	<input type="radio"/> 3 Artifact(s) demonstrate the design of processes needed to understand, respond to, and/or influence the larger political, social, economic, legal, and cultural context including the necessity of advocating for policies and resources at local, state and federal levels to ensure equity of the educational experience for each student in the building/district. The reflection clearly identifies why the artifact(s) was chosen and	<input type="radio"/> 4 Artifact(s) demonstrates advocacy of the processes needed to understand, respond to, and/or influence the larger political, social, economic, legal, and cultural context. The reflection identifies why the artifact(s) was chosen and how it demonstrates an understanding of these processes. Implications have been stated as to what impact this activity(s) will have on the future of the building/district	<input type="text"/>

<p>Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies</p> <p>NA <input type="checkbox"/></p>		<p>it demonstrates an understanding of these processes.</p>	<p>it demonstrates an understanding of these processes.</p>	<p>how it demonstrates understanding of these processes. Implications have been stated as to what impact this activity(s) will have on the future of the building/district.</p>		
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Total Score:

Comments: