

Administrative Procedure 421

421 - ADMINISTRATOR SUPERVISION & EVALUATION

Background

The School Division expects professional staff in its jurisdiction to consistently employ effective leadership practices and strategies in order to meet or exceed the Principal Quality Practice Standard (under review). Principals, Superintendents and the Board each have responsibilities to ensure they achieve the standard.

The evaluation process shall be continuous and should be conducted in an atmosphere of trust, confidence and support. The responsibility for ensuring that administrative evaluation is carried out is that of the Superintendent.

Administrative personnel refers to all certificated staff (other than the Superintendent and Deputy Superintendent) who are in administrative positions, including Principals, Vice-Principals, and Assistant Superintendents, or other similar positions that may be established or authorized by the Board.

The primary purpose of the supervision and evaluation process shall be to promote the growth of administrators in order to improve the educational process and maximize service to students. A program for evaluating administrative effectiveness should result in improved student learning. The responsibility for professional improvement ultimately resides with the administrator.

A program for evaluating administrator effectiveness will include The Program of Evaluation, The Program of Enhancement, The Program of Appraisal and finally The Program of Assistance for administrators whose performance does not meet the expectations of the school system.

All administrator designations will be for an initial one year probationary term. Terms of subsequent contracts are for 3 years (Vice Principals) or 5 years (Principals, Deputy Superintendents, Assistant Superintendents, and District Principals.) A formal evaluation will take place at the end of each three or five year term.

SECTION 1 - GUIDELINES

Steps 1 - 3 are derived through the Program of Appraisal. Steps 4 - 8 are derived through the Program of Assistance.

Step 1: Specify Performance Expectations

The administrator must be aware of Wild Rose Public Schools' expectations for his/her behavior or performance and where his/her behavior or performance is lacking. Wild Rose School Division's expectations must be clearly outlined to the administrator with their vision of success.

Step 2: Identify Problem Areas

Information given must clearly indicate that the administrator's performance has been judged as unsatisfactory. The administrator must be aware of the problem areas and where they exist in relation to the performance and behavior expectations.

Step 3: Establish & Develop Objectives for Improvement

The expected results must be defined and the school division's vision of success delineated. A successful Program of Assistance for an administrator in-need will include the following guidelines.

Guidelines:

1. Limit the number of objectives for inclusion in the plan. Establish priorities in terms of problem areas, and define objectives. Minor and insignificant objectives will not be included in the plan.
2. Involve the administrator in formulating the objectives for improvement to create a sense of ownership.
3. Each objective must be clearly related to one or more identified problems and closely related to the original performance expectations.
4. Objectives in a Program of Assistance should not be more stringent than those required of other administrators.
5. Objectives should be written in a positive frame. When later observations exhibit the conditions described in the objective, they will indicate the problem has been solved. If the objective has been achieved, then the rationale for the program no longer exists.

SECTION 2 - PROGRAM OF EVALUATION

The program of Evaluation will serve to review the administrative performance of all first year principals and vice-principals or all principals and vice-principals new to the division.

2.1 Recommending a 3 year contract (for vice-principal) or 5 year contract (for principals, deputy, assistants, or district principals) is completed on the basis of a written report based on the findings of at least two observations.

2.1.1 Such recommendation shall be made by April 30 of the school year.

SECTION 3 - PROGRAM OF ENHANCEMENT

- 3.1 The Program of Enhancement for Administrators will serve the function of developing professional practice and of recognizing professional growth.
- 3.2 Administrative Personnel will be placed on a Program of Enhancement once they have been given a continuing Administrative Contract within the division.
 - 3.2.1 Administrative Personnel refers to all Certified Staff (other than The Superintendent, the Deputy Superintendent, the Assistant Superintendents, and district principal) who are in administrative positions including Principals and Vice Principals.
- 3.3 The Program of Enhancement will include:
 - 3.3.1 Developing, Implementing, and Completing an Annual Administrator Professional Growth Plan
 - 3.3.2 Participating in the Wild Rose Public Schools Annual Administrator Retreat or Conference
- 3.4 Additional components may include:
 - 3.4.1 Self-directed Professional Development;
 - 3.4.2 Cooperative Professional Development;
 - 3.4.3 Mentoring or Peer-Coaching.
- 3.5 The Superintendent shall supervise the Program of Enhancement for Administrative Personnel.
- 3.6 Criteria for the Program of Enhancement for Administrative Personnel shall be aligned with the proposed Principal Quality Practice Standard.

SECTION 4 - PROGRAM OF APPRAISAL

4.1 The superintendent or designate shall implement the Program of Appraisal for principals and vice-principals when making decisions regarding:

4.1.1 Reviewing Administrative Performance of experienced administrators on a 3 or 5 year contract who following ongoing supervision may be demonstrating difficulty in the performance of duties

4.2 Procedures And Guidelines

4.2.1 Notification of Program of Appraisal

4.2.1.1 An administrator identified in 3.1.2.1 through 3.1.2.2 will be informed in writing of the evaluation process and will be provided with a copy of the Administrator Evaluation Handbook.

4.2.1.2 For administrators identified in 3.1.2.3, the superintendent or designate may direct that an administrator be placed on a Program of Appraisal after indications that there is/are area(s) of concern that need to be addressed.

A letter to the administrator indicating a change in status from a Program of Enhancement to a Program of Appraisal MUST be made in writing by the superintendent or designate to the administrator with a copy kept on file at Division Office. The letter must include:

- a) the reason for the change in status;
- b) the purposes of the evaluation;
- c) the process to be followed;
- d) the areas of the Leadership Quality Standard to be addressed;
- e) the timelines to be applied; and
- f) the possible outcomes of the evaluation

4.2.2 Program of Appraisal Components

4.2.2.1 Teacher Quality Standards

4.2.2.2 Principal Quality Standards Policy 2.1.5 Alberta Education

4.2.2.3 ATA Teacher Professional Growth Procedure

4.2.3 Program of Appraisal Report

4.2.3.1 The written Program of Appraisal Report based on the information collected shall be presented to the administrator no later than five (5) school days following the submission of the Professional Enhancement Planner summary report.

- 4.2.3.2 The Program of Appraisal Report shall provide space for the administrator's comments/reactions, signatures of the evaluator and superintendent or designate, and the date the report was presented.
- 4.2.3.3 A copy of the Program of Appraisal Report shall be given to the administrator.
- 4.2.3.4 The original Program of Appraisal Report shall be retained in the administrator's personnel file at Division Office.

4.3 Appeals

4.3.3 Appeals Process

Where an agreement cannot be reached between the evaluator and the administrator regarding the Program of Appraisal Report:

- 4.3.3.1 An appeal must be made in writing, outlining specific concerns, to the superintendent or designate within (5) school days of receiving the report.
- 4.3.3.2 Within five (5) school days of receiving the appeal, the Superintendent or designate will establish a procedure and timeline for considering the appeal.

SECTION 4 - PROGRAM OF ASSISTANCE

5.1 Guidelines

- 5.1.1 The Program of Assistance for administrators shall focus upon an administrator who demonstrates a need of assistance.
- 5.1.2 The Program of Assistance will be conducted over a reasonable period of time and shall not exceed a twelve month period barring unusual circumstances.

5.2 Procedures

- 5.2.1 An administrator who has demonstrated that he/she is in need of assistance to bring his/her performance to an acceptable level will be informed in writing by the Superintendent that he/she is being placed in the Program of Assistance. A copy of this notification will be placed in the administrator's personnel file.

5.3 Administration of Program of Assistance

5.3.1 Rationale

Whenever the Board of Wild Rose School Division offers employment to anyone, it communicates an important message, that being: - "We are convinced that you will be able to do the job for us". Occasionally an evaluation will reveal that an administrator's performance is below expectations. When this occurs, Wild Rose School Division has a professional obligation, as well as an ethical and humanitarian obligation, to initiate reasonable efforts within a reasonable timeline to assist that administrator to improve his/her performance to a satisfactory level. A well-designed and carefully implemented Program of Assistance will reflect interest in the welfare of students, compassion for staff, and loyalty to both.

5.3.2 Purpose

A Program of Assistance serves two basic purposes:

- 5.3.2.1 To provide formal support to an administrator whose performance level is unacceptable and to assist that administrator to meet the expectations of Wild Rose School Division.
- 5.3.2.2 To provide resources for administrators to meet the Principal Quality Practice Standard.

5.3.3 Components of the Program of Assistance

The Program of Assistance consists of the following steps.

Step 1: Objectives for Improvement

The Administrator Assistance Team is an integral part of the process of support to an administrator whose overall performance does not meet the expectations of the school system. There are three types of assistance:

- Guidance from the Administrator Assistance Team (one-on-one workshop/in-service activities, conferencing, and providing advice).
- Input from WRSD or external administrators (e.g. peer observation).
- Professional development opportunities or outside resources (e.g. reference materials, in-service opportunities, etc.)

Step 2: Determine a Time Schedule

A time schedule must be included specifying when corrective activities and interventions will occur, and the date that the assistance plan will concluded.

Step 3: Specify Monitoring Methods

The Program of Assistance must take place as scheduled. Certain monitoring activities (observing and checking) will be included with a formal written report. Records or notes shall be made of each monitoring activity. The notes must be dated and must specify the originator and all documents must be given to the administrator within two (2) school days.

Step 4: Gathering of Data

Data gathering will include monitoring reports by the Administrator Assistance Team members and documentation submitted by the administrator in need.

Step 5: Program of Assistance Report

The report shall include the assessments of the administrator's current performance level in relation to the objectives of the plan. The final report will be given to the administrator and a copy filed in his/her personnel file. The administrator will have five (5) school days to accept or appeal this report. If the deficiencies have not been resolved satisfactorily further action will be taken.

5.3.4 The Administrator Assistance Team

The Administrator Assistance Team will consist of the Superintendent or designate, one Assistant Superintendent plus two school administrators.

5.3.5 Appeal Process

If the administrator does not agree with the findings in the program of assistance report, then an appeal in writing to the Superintendent or

designate must be initiated within five (5) school days. After written contact from the administrator, the Superintendent or designate will consult with the administrator and select a mutually agreed upon evaluator to conduct a second and binding evaluation. If, a mutually agreed upon evaluator has not been selected within five (5) school days, the Superintendent or designate will assign an evaluator.

5.3.6 Format/Accessibility

5.3.6.1 The Program of Assistance Plan and the final written report will be provided to the administrator. Copies shall be retained in the administrator's personnel file at Division Office. The Division Office copy shall only be accessible as outlined in the FOIP legislation.

5.3.6.2 The Program of Assistance Plan and the final written report will make provision for the administrator's comments, the signature of both the Superintendent and administrator, and the date.

Cross Reference: ATA Principal Quality Standard
 Alberta Education Policy 2.1.5 Teacher Growth Supervision and
Evaluation Alberta Education Directive 4.2.1 Teaching Quality Standard
 School Act Section 19 and 20

The Leadership Performance Matrix

Revised 14 November 2007

The Leadership Performance Matrix

Leadership Dimension	Exemplary (System-wide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
1.0 Resilience				
1.1 Constructive reaction to disappointment and failure	Public reports, including accountability documents, plans and oral presentations, include frank acknowledgement of prior personal and organizational failure and clear suggestions for system-wide learning resulting from those lessons.	Readily acknowledges personal and organizational failures.	Acknowledges personal and organizational failure when confronted with evidence.	Defensive and resistant to the acknowledgement of error.
1.2 Willingness to admit error and learn from it	Shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization. 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 organizational learned for the future.	Admits failure quickly, honestly, and openly with direct supervisor and immediate colleagues. Evidence of learning from past errors. Non-defensive attitude in accepting feedback and discussing errors and failures.	Able to accept evidence of mistakes when offered by others, Some evidence of learning from mistakes.	Unwilling to acknowledge errors. When confronted with evidence of mistakes, is defensive and resistant to learning from mistakes.
1.3 Constructively handles disagreement with leadership and policy decisions	In disagreements with policy and leadership decisions, is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization and is willing 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.	Accepts and implements leadership and policy decisions.	Sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities. Sometimes implements unpopular policies unenthusiastically or because “I’m just following orders, but I don’t like it.”	Ignore or subverts executive and policy decisions that are unpopular or distasteful.

NOTE: Both the Leadership Dimensions and the performance descriptions that follow are only models. It is essential that each organization establish its own leadership domains and describe in explicit terms a continuum of leadership performance.

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
1.4 Constructively handles input from staff	Creates constructive dialogue assigning roles if necessary to deliberately generate multiple perspectives and consider different sides of important issues. Recognizes and rewards thoughtful dissent. Uses dissenting voices to learn, grow, and where appropriate, acknowledge the leader's error. Encourages constructive dissent, in which multiple voices are encouraged and heard, and the final decision is made better and more broadly supported as a result.	Leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for final decisions.	Leader tolerates dissent, but there is very little of it in public because subordinates do not understand the leader's philosophy about the usefulness of dissent.	Dissent is absent due to a climate of fear and intimidation.
1.5 Explicit improvement of specific performance areas based on the previous leadership evaluations	Previous evaluations are combined with personal reflection and 360 degree feedback to formulate an 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.	Previous evaluations are explicitly reflected into projects, tasks, and priorities. Performance on each evaluation reflects specific and measurable improvements along the performance continuum from ineffective, to progressing, to proficient, to exemplary.	Leader is aware of previous evaluations, but has not translated them into an action plan.	No evidence of reference to previous leadership evaluations in the leader's choices of tasks and priorities.

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
2.0 Personal Behaviour				
2.1 Integrity	This 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.	The leader meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	The leader meets explicit written commitments. The need to "get it in writing" does not allow subordinates or superiors to make assumption that verbal statements have the weight of a commitment.	The words "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments. This leader cannot be trusted to follow through with tasks, budgets, priorities, or performance.
2.2 Self-Discipline	The leader possesses complete self-control, even in the most difficult and confrontational situation, 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.	The leader can deal with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situation with emotional intelligence, empathy, and respect.	Occasional raised voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.	Loses temper and emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.
2.3 Compliance with legal and ethical requirements in relationships with employees.	Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. Inculcates the foundations of mutual respect for colleagues and for the law through the organization.	No instances of illegal or unethical conduct with employees, prospective employees, or other conduct that crosses the line of policy or law.	N/A	Violates the legal and policy requirements for the relationship between leaders and employees.

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
2.4 Compliance with legal and ethical requirements in relationship with students	Uses leadership as an opportunity to teach faculty and students respect for one another, creating a climate for mutual trust and respect. Builds in all employees an environment in which student safety is paramount, and inappropriate contact with students never occurs.	Meets all legal requirements for student contact and takes swift and appropriate actions when inappropriate contact between employees and students has been detected.	N/A	Failure to protect student safety by permitting or engaging in inappropriate contact with students.
2.5 Tolerance of different points of view within the boundaries of the values and mission of the organization	Actively seeks differences in perspective, encouraging difference scenarios and curricula in the context of academic standards.. Explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.	Focuses evaluation on the achievement of mission and adherence to values, without penalizing differences in points of view that are within the framework of organizational requirements.	No punishment of alternative points of view, but little or no development or encouragement of those views.	Suppresses other points of view and discourages disagreement or divergent thinking.
3.0 Student Achievement				
3.1 Planning and goal setting for student achievement	Routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders in the system credit this leader with sharing ideas, coaching teachers and leaders, and providing technical assistance to implement new initiatives.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leaderships initiatives.	The leader has established goals related to student achievement that are specific and measurable, but these efforts have yet to result in improved student achievement.	The 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.

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
3.2 Student achievement results	<p>Consistent record of improved student achievement 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 intervention, and reports improved results.</p>	<p>The leader hits the 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.</p>	<p>There is some evidence of improvement, but insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, this leader blames students, families, and external characteristics. This leader does not believe that student achievement can improve. This leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices or other variables in order to improve student achievement.</p>
3.3 Student achievement reporting to students, parents, teachers, and other leaders	<p>Reports at all levels extend far beyond the report card, but include standards achievement reports, detailing student performance on the most important standards including “power standard” identified by teachers as the most related to student performance at the next instructional level. Faculty meetings and professional development meetings are focused on the locally produced academic reports, and there is clear evidence of changes in leadership-, teaching, and curriculum as a response to these analyses. Reports of academic achievement can be produced at any time and for students who require particular assistance, the frequency of academic achievement reporting is increased.</p>	<p>Student achievement reports include not only traditional report cards and grades, but also standard achievement reports detailing student performance on standards, as a part of each reporting periods.</p>	<p>Required report cards are delivered in a timely and accurate manner. Faculty members and administrations can explain the relationship of grades to standards where required.</p>	<p>Standard report cards with letter grades are provided. Any relationship between grades and standards is a matter of the teacher’s individual discretion.</p>

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
3.4 Use of student achievement data to make instructional leadership decisions	There is clear evident of the use of data from state, district, building and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions. The leader regularly shares with other leaders and teachers both successes and failure based on local data analysis. The data wall is the focal point of both formal and informal leadership and faculty discussions.	Clear evidence of changes in curriculum, teaching, and leadership based on data. Data wall in evidence and both leader and teachers refer to it in order to inform instructional decisions.	Participation in data-driven decision-making workshops, and limited evidence of changes based on data.	Indifference to data, no changes in schedule, instruction, curriculum, or leadership compared to the previous year. The data screams "change!" and the leader's actions say, "everything is just fine."
3.5 Understanding of student requirements and academic standards	The power standards are used and shared with other buildings. Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.	Each academic standard has been analyzed and translated into student-accessible language. Power standards are widely shared by faculty members and visible throughout the building. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building	Standards are posted and required training has been conducted.	Classroom curriculum is a matter of individual discretion, and the leader is hesitant to intrude or indifferent to decisions in the classroom that are at variance fro the requirements of academic standards.
3.6 Understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards	There is evidence of decisive changes in teacher assignments and curriculum based on student performance data. Case studies of effective and ineffective decisions are shared widely with their leaders and through out the district.	Evidence of specific changes based on student performance data.	Leader is aware of need to change, but changes have not yet been implemented.	Leader is indifferent to the need of change – unable or unwilling to make difficult decisions.

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
<p>3.7 Decisions in teacher assignment, course content, schedule, and student curriculum based on specific needs for improved student achievement</p>	<p>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 draw inferences from data. Data insights are regularly the subject of faculty meetings and professional development sessions. 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 other school leaders in other schools to improve their data analysis skills.</p>	<p>The leader uses multiple data sources, including state and district assessments, and has at least two years of data. The leader systematically examines data at the subscale level to find strengths and challenges. 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.</p>	<p>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.</p>	<p>The leader is unaware of or indifferent to the data.</p>

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
4.0 Decision Making				
4.1 Factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.	Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. The adherence to the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs. The leader can site specific examples of practices that have been changed, discontinued, and initiated based on data analysis. A variety of data sources including qualitative and quantitative, are used. Data sources include state, district, school and classroom. Inferences from data are shared widely outside the school community in order to share the analysis and replicate the success of this school leader.	The records of decision making reflect a clear reliance on state and district student achievement data.	Some decisions are based on data, but others are the result of personal preference and tradition.	Data are rarely used for decisions and the predominant decision-making methodology is either a popularity context or an imperial mandate from the leader.
4.2 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 input from the staff, and which decisions are made by the leader alone	All stakeholders understand the difference between decision-making levels, where Level I represents a staff decision by consensus or majority Level II represents a staff input that will significantly influence leadership decisions, and Level III represents a unilateral leadership decision. The leader uses data in such a compelling way that the vast majority of decisions are Level I decisions. Staff surveys reflect a staff feeling of empowerment and personal responsibility for organizational success.	The leader clarifies the decision-making method for major decisions and shares decision with the staff, using data to the greatest extent possible to support those decisions.	The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.	The leader lurches from autocracy to democracy with no clear method, demoralizing and bewildering the staff.

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
4.3 Decisions linked to vision, mission, and strategic priorities	The vision, mission, and strategic priorities of the leader and the organization are 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.	The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization.	While the vision, mission, and priorities may be visible, they are not consistently linked to the leader's decisions.	The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities. There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.
4.4 Decisions evaluated for effectiveness and revised where necessary.	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 "sun setting" 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.	The leader has a record of evaluating and revising decisions based on new information.	The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.	The leader is mired in old decisions, accumulating each one as if decisions were etched in stone. There is little or no evidence of reflection and reevaluation of previous decisions.
5.0 Communication				
5.2 Two-way communication with faculty and staff	In addition to all of the "proficient" behaviour, 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, first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.	Faculty meetings include open discussions with two-way discussions. Faculty members regularly have the opportunity for one-to-one meetings with the leader. The leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes.	Typically limits listening to questions during faculty meetings.	Faculty meetings consist of the reading of announcements with little or no interaction.

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
5.3 Two-way communication with parents and community	<p>Clear evidence of parent and community-centered communication, including open forums, focus groups, surveys, personal visits, and extensive use of technology.</p> <p>Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p>	<p>Conducts frequent interactions with parents and community members, including newsletters, personal briefings, personal visits and calls, and the use of technology (voice mail, hot lines, e-mail, Web sites) where appropriate. Clear evidence of decisions based on input from parent and community members.</p>	<p>Parents and community members receive a respectful hearing with they initiate the conversation.</p>	<p>Parents and community members have little or no role to play in leadership decision making.</p>
6.0 Staff Development				
6.1 Understanding of faculty proficiencies and needs for further development	<p>In addition to the “proficient” criteria, the leader has also demonstrated a record of tailor-made professional development opportunities linked to the needs of each staff member, including certified and non-certified staff.</p> <p>The leader personally participates in professional development to demonstrate a commitment to lifelong learning. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.</p>	<p>The leader reviews and monitors individualized learning plans for each faculty and staff member, and professional development activities reflect the prioritized needs of these plans.</p>	<p>The leader is aware of differentiated needs of faculty and staff members, and there are a few instances of differentiated professional development.</p>	<p>Professional development is typically “one size fits all” and there is little or no evidence of recognition of individual staff needs.</p>

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
6.2 Personal participation in leading professional development	The leader is also an active participant in teacher-led professional development, demonstrating with commitment of time and intellect that the leader is a learner and is willing to learn from colleagues on a regular basis. The leader routinely shares learning experiences with other leaders and colleagues throughout the system.	The leader devotes faculty meetings to professional development, not announcements. The leader personally leads professional development several times each year.	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues.	The leader generally stopped acquiring new information after completing graduate school and displays little or no evidence or new learning or sharing that learning with colleagues.
6.3 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance	The leader possesses all the attributes of “proficient” performance and also uses creative ways of feedback. Examples are consistent nomination of employees for recognition and awards, letters of commendation, and personal messages of admiration. The entire organization reflects the leader’s relentlessly positive reinforcement, and performance by individuals and the organization reflects the leader’s focus on recognition that is accurate, timely, and specific. The leader balances individual recognition with team and organization-wide recognition.	The leader provides formal feedback consistent with the district personnel policies and provides informal feedback to reinforce good performance and highlight the strengths of colleagues. Feedback is explicitly linked to organization goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.	The leader adheres to the personal policies in providing formal feedback, although the feedback is only occasionally used to improve organizational performance.	Formal feedback is formulaic and unspecific. Informal feedback is rare and more likely to be associated with negative than positive behavior.

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
7.0 Leadership Capacity Building				
<p>7.1 Strong assistant administrators who are capable of immediately assuming leadership responsibility in this school or other buildings.</p>	<p>The leader prepares are ready to assume leadership responsibilities, and the leader has already established a track record of placing former mentees in positions of leadership. The leader continues to provide guidance and mentorship to new new, developing, and emerging leaders even 2when they are outside of the leader's personal span of leadership. Multiple leaders through the system cite this leader as a mentor and reason for their success.</p>	<p>The leader has personally trained at least one assistant administrator who is capable of replacing the leader today.</p>	<p>The leader provides some training to an assistant administrator who may, in time, be capable of independently assuming a leadership role.</p>	<p>The other administrators under the leader's direction are not capable of assuming additional responsibilities and there does not appear to be a coherent and consistent leadership training program in place.</p>
<p>7.2 Consistent identification of potential future leaders</p>	<p>The leader routinely identifies and recruits new leaders. The leader has specifically identified at least two new leaders in the past year and entered them into the ranks of the leadership training. The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even why they had not initially considered a leadership career. The leader helps other leaders to identify ad recruit potential leadership candidates.</p>	<p>The leader has specifically identified and recruited a new leader within the past 12 months.</p>	<p>The leader follows personnel guidelines for accepting applications for new leaders.</p>	<p>The leader appears to be indifferent to the need for leadership in the system.</p>

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
7.3 Evidence of delegation and trust in subordinate leaders	People throughout the organization are 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.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. There is a 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.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The leader reserves almost all decision-making authority, even on immaterial matters. Subordinates are unwilling or unable to exercise independent judgment.
8.0 Time / Task / Project Management				
8.2 Choices for time management reflect a focus on the most important priorities	The priorities of the organization and this leader's task list create a mirror image. By looking at this leader's calendar and prioritize task list, one would know and understand the priorities of the organization. The leader not only removes diversions and obstacles from his or her own tasks list, but also helps to focus the entire organization in the right way by carefully matching tasks to priorities.	The priorities of the organization and the priorities on the task list are closely matched. The leader regularly removes tasks, or delegates tasks, where there is an insufficient link between the task and the leader's and organizations priorities.	The leader is aware of organizational priorities, but the daily emergencies frequently seem to intrude into a focus on the priorities.	The leader is unaware of or indifferent to organizational priorities. The task list, if it exists, is more about putting out fires than about implementing organizational priorities.

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
8.3 Complex projects have clear objectives and coherent plans	<p>In addition to meeting all of the criteria for proficient project management, the leader also uses project management as a teaching device, helping others in the organization understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build systems thinking throughout the organization.</p> <p>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.</p>	<p>Projects are managed using clear and written lists of milestones, deadlines, and persons responsible.</p> <p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>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.</p> <p>The leader's task list carefully differentiates between a task and a project.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impacts of changes in one task are not clear and are rarely documented.</p> <p>The leader's prioritized task list includes tasks that are, in actuality, projects composed of multiple tasks.</p>	<p>Project management is haphazard or non-existent. There is little or no evidence of lists of milestones and deadlines.</p>
9.0 Technology				
9.1 Demonstrated use of technology to improve teaching and learning	<p>In addition to meeting the criteria for proficient performance, the leader serves as a model for technology implementation to other organizations.</p> <p>The links between technology implementation and learning success are clear and public. 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.</p>	<p>The leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.</p>	<p>The leader is personally proficient in technology 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.</p>	<p>The leader does not display personal competence in technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.</p>

Leadership Dimension	Exemplary (Systemwide Impact)	Proficient (Local Impact)	Progressing (Leadership Potential)	Not Meeting Standards
9.2 Personal proficiency in electronic communication	In addition to the skills required of the proficient leader, the leader creates new opportunities for learning and uses the organization as an example of effective technology implementation. Leading by example, the leader provides a model of new learning.	Personally uses e-mail word processing, spreadsheets, presentation software, data bases, and district software. Personal study and professional development reflect a commitment to continued learning.	Mastered some, but not all of the software required for proficient performance. Takes initiative to learn new technology.	Not technologically literate. Little or no evidence of taking personal initiative to learn new technology.
10.0 Life Long Learning and Continuous Improvement				
10.1 Personal understanding of research trends in education and leadership	In addition to personal reading that is wide and deep in the field of educational research, the leader contributes directly cast studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.	Personal reading, learning, and teaching of educational research trends.	Occasional education research reading and some interest in personal reading and learning.	Little or no evidence of personal learning and research.
10.2 Personal Professional Development Plan	In addition to meeting the requirements for proficient performance, this 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 district. 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.	Engages in professional development that is directly linked to organizational needs. The priority is given to building o 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.	The leader actively participates in professional development, but it is reflective of a personal agenda rather than 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.	The leader might introduce a professional development program, but quickly leaves the room, sending the signal to colleagues that "This is not worth my time". When the leader does engage in personal professional development, it is likely to be a national conference selected for its location rather than its content or the strategic relationship to organizational needs.