

## 1.1 Develop a Shared Vision

Aware / Developing	Consistent Practice that Meets the Standard	Practice that Exemplifies Standards
<p>The administrator establishes and implements a structured process for engaging faculty and community members in dialogue to create a site vision. She or he facilitates participants in examining standards, considering data/information about students, and identifying desired outcomes. The administrator ensures that decisions about the vision are informed by principles of equity and reflect the needs/input of key constituencies. She or he identifies stakeholders who are not engaged in the process and actively seeks their involvement.</p>	<p>The school leader facilitates and guides a collaborative process of dialogue that generates a site vision for which there is broad consensus. The leader ensures that the vision reflects the needs and strengths of the student population, that it is congruent with state and district standards, and that it is grounded in principles of equity and high expectations. She or he has begun linking the vision to ongoing teaching and learning activities.</p>	<p>The school leader makes use of the site vision to maintain school wide focus on equitable student achievement to high academic and social standards and sustained progress toward meeting those standards. The leader uses the vision to forge and sustain cohesion among the staff as well as between the school and the larger community. She or he establishes and maintains a process for appropriate review and revision of the vision that involves all key school constituencies.</p>

\*Modified from Leadership Standards Into Everyday Work, WestEd, 2003

## 2.2 Guide the Instructional Program

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<p>The administrator engages faculty in dialogue around the instructional program, with a focus on standards and on site data. She or he guides staff in using data to identify areas needing improvement, to set goals in these areas, and to identify and implement strategies for achieving those goals. The administrator's communication with staff emphasizes the importance of supporting all students in achieving to high standards and supports staff in considering and responding to the range of needs represented in the students population.</p>	<p>The school leader works with faculty to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve the instructional program at the site. The leader's actions ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. She or he ensures that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations. She or he supports faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.</p>	<p>The school leader uses his or her deep understanding of standards-based teaching and learning to provide ongoing, coherent guidance for implementation and continuous improvement of the school's instructional system. She or he ensures that all instructional subsystems (e.g., instructional materials, pedagogy, assessment, use of technology) are designed and aligned to facilitate the achievement of high standards and closing the achievement gap. She or he ensures that faculty demonstrates an inquiring stance toward the results of the core instructional work of the school. The leader facilitates professional dialogue at the site so that individual teachers and the faculty as a whole are engaged in ongoing articulation, testing, and refinement of their understanding of relationships between instructional practices and student learning results and use this understanding to make positive changes in their practice.</p>

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### 3.3 Manage the School as a Learning-Support System

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<p>The administrator identifies and implements management practices that enhance teaching and learning. She or he works with faculty and community members to create structures for coordinated planning and decision-making. She or he seeks out opportunities to extend management skills and to build shared responsibility for the operation of the school as a learning-support system. She or he ensures that resources are allocated soundly to support teaching and learning.</p>	<p>The school leader develops, implements, and monitors strategies that engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem solving at the site. She or he ensures that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning. The leader makes effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students.</p>	<p>The school leader demonstrates expertise in linking management strategies to goals of achieving standards in teaching and learning. She or he ensures that short-and long-term cycles of planning and review are coordinated with respect to engaging stakeholders, using relevant data and information technology, and focusing on standards-based goals. The leader ensures that decisions of individuals and groups with responsibility for resource allocation are soundly based on principles of equitable access and opportunity.</p>

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#### 4.1 Collaborate to Incorporate the Perspective of Families and Community Members

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<p>The administrator works with staff to prioritize and address needs concerning the incorporation of perspectives of families and community members. She or he guides staff in identifying specific site activities and groups (e.g., planning, implementation, oversight groups) that would benefit from such involvement; she or he develops, implements, and assesses strategic plans for including family and community perspectives.</p>	<p>The school leader establishes and implements a range of strategies whereby family and community perspectives are sought and considered as an integral part of planning and reviewing site goals, results, and operations. The leader ensures that avenues for providing input are available to families and community members, including those whose primary language is not English. The leader facilitates meetings and forums, and guides others to do so, in a democratic manner that welcomes and treats fairly the input of all participants.</p>	<p>The school leader demonstrates a highly refined and effective set of skills for eliciting and incorporating the perspectives of families and community members. She or he actively engages these stakeholders in the ongoing cycles of planning, implementation, assessment, and refinement that occur at the site. She or he ensures that engagement strategies are democratic, valuing input from all stakeholders, and that the larger community remains focused on goals that reflect principles of equity and of all students achieving high levels of academic standards.</p>

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### 5.1 Maintain Ethical Standard of Professionalism

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<p>The administrator consistently applies and models principles of ethical and professional behavior in carrying out her or his role. She or he works with staff to articulate a shared understanding of the rights of all students and their families and to incorporate this understanding into individual and collective practices.</p>	<p>The school leader articulates and communicates a set of professional values that is aligned with ethical concepts of fairness, justice, and service. She or he guides staff to examine policy and practice with respect to the desired outcome of providing all students with a quality education. She or he facilitates and supports decisions and courses of action that embody principles of high ethical and professional standards.</p>	<p>The school leader practices leadership from a base of personal and professional ethics that place the good of students, families, and staff ahead of personal interests. Her or his words and actions demonstrate the highest level of commitment to promoting the right of every student to a quality education and assuring that the school provides all students equal access to standards-based education. The leader influences the professional culture of the school to infuse the values of fairness, justice, service and integrity among all adults.</p>

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### 5.3 Model Reflective Practice and Continuous Growth

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<p>The administrator demonstrates the ability and willingness to examine her or his practice, identify needed areas of development, and engage in appropriate learning opportunities in support of identified goals for growth.</p>	<p>The school leader models principles of reflective practice and continuous growth by acting as the principal learner in the school community. She or he engages in a variety of strategies to extend and develop his/her relevant professional knowledge and personal development. She or he demonstrates ways of integrating professional and personal growth into her or his daily practice.</p>	<p>The school leader models reflection and continuous growth by publicly disclosing and sharing her or his learning process and its relationship to organizational improvement. She or he uses personal and professional experiences as well as more formal learning opportunities as the basis for ongoing reflection and development. The leader actively integrates these opportunities and/or their results into the professional environment of the school to shape a culture that values reflection, inquiry, and continuous individual and organizational learning.</p>

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## 6.2 Interact with Stakeholders

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<p>The administrator establishes and implements regular means of communicating some information about the site with stakeholders. She or he identifies areas in which to strengthen communication with stakeholders and takes positive action in these directions.</p>	<p>The school leader effectively anticipates the needs of constituents to be informed about site issues and information. She or he provides stakeholders with timely, useful, understandable information related to site issues, policies, and practices, including data about school and student performance. She or he uses interactions with stakeholders as opportunities to listen and inform, thereby building positive and open relationships.</p>	<p>The school leader demonstrates commitment and skills in engaging and communicating with stakeholders. She or he builds and sustains support for the school by developing and nurturing ongoing trusting relationships with individuals and groups. She or he ensures that a range of accurate information about the school and its performance is clearly and effectively communicated through multiple media and channels.</p>

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