

**Council of Chief State School Officers**  
**State Consortium on Education Leadership**



**SCEL TOOLKIT FOR SEAS TO INCREASE  
DISTRICT LEADERSHIP CAPACITY**

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# SCEL TOOLKIT TO INCREASE DISTRICT CAPACITY

An ISLLC-Based Resource for State and Local Education Agencies

## INTRODUCTION

Leadership is directly linked to both teacher effectiveness and student performance and responsibilities of education leaders now surpass what individual administrators in schools and districts can be expected to carry out alone. Therefore, it is necessary to develop sustainable systems that develop and support high quality leaders throughout their professional careers.<sup>1</sup> The Council of Chief State School Officers (CCSSO)<sup>2</sup> through its State Consortium on Education Leadership (SCEL)<sup>3</sup> is highly committed to

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<sup>1</sup> According to the 2006 Wallace Report entitled: Leadership for Learning: Making the Connection Among State, District and School Policies and Practices, “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school”.

<sup>2</sup> The Council of Chief State School Officers State Consortium on Education Leadership’s (SCEL) mission is to provide leadership, advocacy, and service by creating and supporting collaborative partnerships with state education agencies for the purpose of improving education leadership at all system levels. The mission is achieved by developing and implementing coherent, effective state policy systems that develop and support education leaders for continuous improvement along the career continuum, from recruiting strong leaders through preparing and continuing learning and service at all system levels, including expert state and local leaders, teachers, mentors, and coaches.

<sup>3</sup> SCEL was first convened by CCSSO in 2003 and has served more than twenty states in the ongoing development and implementation of leadership standards, professional development, and policy. SCEL members developed and published the *State Policy Framework to Develop Highly Qualified Administrators* in 2005, published *Key State Education Policies on Pk-12 Education* in 2006, advocated and provided substantive input for the revision of the *ISLLC Standards that produced Educational Leadership Policy Standards: ISLLC 2008*, and developed and published *Performance Expectations and Indicators for Education Leaders* in 2008. SCEL is a professional learning community and serves as an effective means for CCSSO to build the capacity of SEAs to

assisting state education agencies (SEAs) in the development and implementation of cohesive leadership systems that result in highly effective school and district leaders, effective teachers, and proficient students.

State Education Agencies are required by the No Child Left Behind Act of 2001 to develop structures and processes in order to provide effective support to districts and schools, especially to those that are underperforming and identified for improvement, corrective action, or restructuring. With today's poor economic conditions, SEAs have less staff and fewer fiscal resources to devote to implementing their newly formed systems of support. In an attempt to provide the necessary assistance to schools and districts, SEAs are increasingly working directly with districts instead of with schools. (Sunderman, G.L. & Orfield, G., 2006; Lane, 2007). SEAs are learning more about what it takes to build strong working relationships with districts so that districts are better able to support improvement efforts in their own schools. The relationship with SEAs and Local Education Agencies (LEAs) is strengthened through two-way systems of capacity building and accountability. Ideally, the SEA provides capacity building support to districts before they hold the district accountable for improved student performance. In addition, the LEA helps build the capacity of the SEA by providing feedback to the state agency about what support strategies are most effective.

SEAs cannot build district capacity without a clear understanding of the district's day to day experience as it relates to leadership, instructional strategy, demographics, resources, policy, and context. The district looks to the SEA for resources, guidance and differentiated support that highlights best practices that can be readily implemented in its district with a good chance of success.

## **PURPOSE OF THE SCEL TOOLKIT**

In an effort to help states meet the needs of their districts, especially underperforming districts, SCEL has developed this toolkit for SEAs to use to increase district leadership capacity. SCEL recognizes that districts are the major sources of capacity-building for schools in providing rigorous curriculum and instructional guidelines, professional development, and high quality staff. Districts effectively guide schools in meeting the performance goals set by the state only if they have the necessary capacity to do so. SCEL's goal is to collect and disseminate district leadership capacity building tools and

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improve education leadership. This service responds to high SEA personnel turnover, budget cuts, and the ever-increasing responsibilities of SEA staff.

practices that build upon the **Educational Leadership Policy Standards: ISLLC 2008** and the **2008 CCSSO Performance Expectations and Indicators for Education Leaders** for SEAs to use in their work with any school district regardless of whether it is performing well or underperforming. This toolkit serves as a model of how standards, training/professional development, and conditions/policy can be used and assessed to influence and drive leadership that positively impacts student achievement. SCEL work is informed on an ongoing basis by the research of Michael Fullan and Richard Elmore who define capacity building as:

The development and use of policies, strategies, and actions that increase the collective power or efficiency of whole groups, organizations, or systems to engage in continuous improvement for student learning.  
(Fullan, 2005)

And

Building capacity requires ...enhancing the skills and knowledge of people in the organization, creating a common culture of expectation around the use of those skills and knowledge, holding the various pieces of the organization together in a productive relationship with each other, and holding individuals accountable for their contributions to the collective results. (Elmore, 2000)

*The SCEL Toolkit to Increase District Leadership Capacity* includes components that provide research and strategies that help SEAs increase district leadership capacity in such areas as: State Leadership Policy/Key Questions; Building an Effective Leadership Team; Developing High Quality Leaders Through Effective Recruiting, Training, Retaining and Succession Planning; Building Partnerships; and Assessing the 2008 ISLLC Performance Indicators with Rubrics.

This toolkit is another CCSSO State Consortium on Educational Leadership (SCEL) companion document to the *Educational Leadership Policy Standards: ISLLC 2008*. It follows SCEL's *Performance Expectation and Indicators for Education Leaders* and shares innovative strategies that develop and support leadership behaviors that result in higher levels of leadership capacity in each of the 2008 leadership standards. Since this toolkit was collaboratively constructed by ten SCEL states over the course of eighteen months, its contents are reflective of strategies that work regardless of state and local context.

This toolkit demonstrates the coherent alignment of leadership standards, policy, and context and provides some replicable strategies and programs that actualize the performance expectations and indicators for education leaders that help enact leadership standards in state and local policies, programs, and practice. These strategies may be employed by SEAs and LEAs as they focus on the instructional core and achieve the

student performance levels that are necessary to prepare PK-12 students for success in both higher education and the workplace. The collected resources are not all inclusive or approved by a formal review process, yet the toolkit should be seen as an available vehicle for states to share strategies and programs that successfully build district leadership capacity. SCEL envisions that SEAs (and LEAs) will contribute additional resources, strategies and programs to expand the toolkit's applicability and usefulness beyond the states involved in the initial development. SCEL's goal is to circulate this simple toolkit consisting of five thematic modules in PDF format with electronic links to key resources. These early modules will be used in the preliminary vetting stage of the toolkit and serve as an invitation to SEAs and leadership organizations to add to these beginning resources and grow this simple document into an interactive web resource site.

States and districts refer to and use the ISLLC Standards in recruitment, professional development, and evaluation activities. This toolkit represents the same central concepts and ideals of leadership as contained in the *ISLLC Standards for School Leaders (1996)*, the *Educational Leadership Policy Standards: ISLLC 2008*, and *CCSSO's 2008 Performance Expectations and Indicators for Education Leaders*.

The SCEL Toolkit effectively aligns with the work of Diane Massell (2000) and her four major capacity building strategies that must be addressed when working with districts. These strategies include: using data; building teacher knowledge and skills; aligning curriculum and instruction; and targeting interventions on low performing students and/or schools. In addition, SCEL recognizes the need for policies that are designed at both the state and district levels that support coherence, provide incentives for change, and build the capacity of the system to implement reform.

The SCEL Toolkit supports the following SEA/District relationship parameters:

- Establish positive working relationships between the SEA and the LEA based on a 2-Way Accountability System;
- Recognize and honor the current district context and areas where the district has already been successful;
- Foster a positive working relationship between the district and its union leaders;
- Broker relationships with outside partners to work with the district;
- Develop SEA/LEA partnership agreements with expectations, deliverables, and timelines for monitoring progress and results;
- Use policy as levers to change adult practice;
- Create relationships based on transparency and trust; and
- Share theories of action for improving student achievement.

The SCEL Toolkit also adheres to the three critical foundations of a 21<sup>st</sup> Century Educator Development and Support System:

1. Practice Standards that describe what effective leadership looks like. They describe which research-based professional practices are known to improve student learning, which practices are correlated with improved outcomes, and which innovative new practices for today's learning environment need further study.
2. An evaluation system that assesses performance against the practice standards and provides specific feedback and support to improve and educator's performance.
3. An aligned continuum of growth and opportunities and supports across the career from entry and early practice through ongoing development and advanced career options (CCSSO Educator Development White Paper 2010).

In each module of the SCEL Toolkit readers will find an introductory narrative that highlights the importance of the module and why it contributes to improving student learning, teaching practice, leadership, and/or increased district capacity. ISLLC standards and CCSSO Performance Expectations/Indicators are referenced along with recent and relevant journal articles that describe best practice in the thematic area. In addition, tools and resources included in the module are summarized along with an annotated bibliography of additional resources related to the module.

Although the toolkit is developed as a resource to SEA's in their work with districts, there is no doubt that institutions of higher education as well as professional organizations will find the modules of purpose and use. Since research on building leadership capacity is in its infancy, this toolkit can be used to promote new research questions and studies that will help continue to grow our knowledge.

Elmore, R.F. (2000). *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute.

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Hill, Jeffrey, McWalters, Paliokas, Seagren, & Stumbo. (2010). *Transforming teaching and leading: A vision for a high-quality educator development system*. Washington, DC: CCSSO.

Lane, B. (2007). Policy to reinforce changing state role in S. Redding & H.J. Walberg (Eds.), *Handbook of statewide systems of support* (p. 11-14). Lincoln, IL: Center on Innovation & Improvement.

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# **Module 1**

## **State Leadership Policy to Support Increased District Leadership Capacity**

### **INTRODUCTION**

The intent of this section of the tool kit is to provide resources and tools that state and local policy makers can use as they formulate leadership policies and accompanying regulations in response to federal education initiatives, and as they develop cutting-edge local and state educational initiatives and strategies. These include state and local Boards of Education, Secretaries and Commissioners of Education, superintendents of schools, legislators, other elected and appointed officials, including governors and their education advisors. Ensuring that policies encourage and support initiation and innovation and promote high expectation and performance is a critical role of those charged with making policies that affect education. It is essential for districts to identify and cultivate those individuals at the state level who are champions of formulating and promoting policies that move the reform agenda forward. Without those champions, it can be extremely difficult to adopt those policies that help to promote a forward looking agenda.

National, state and district leadership policies form the foundational framework for building a system of support for building district capacity. Capacity building among educational leaders has received considerable attention in recent years. Many organizations, university researchers, governmental bodies, and foundations have begun to study the issue of capacity building for educational leaders.

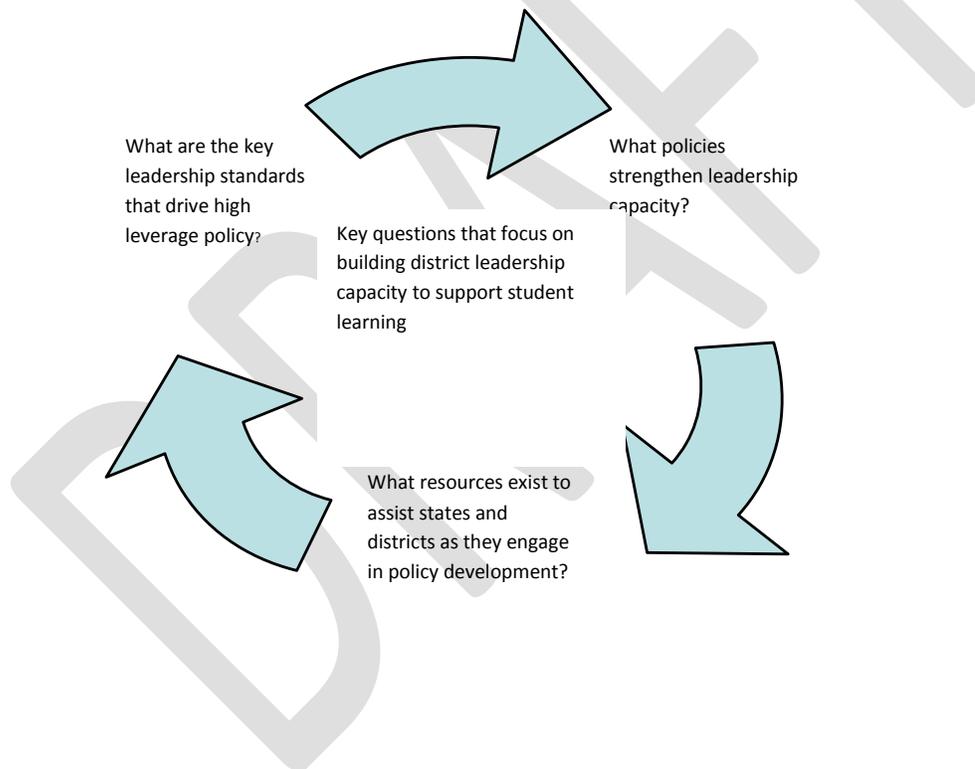
The leadership paradigm in schools has changed dramatically. With the advent of accountability and the emphasis on educating every child, no longer is it sufficient for the single leader to hold all the knowledge, wield all the power, and make all the decisions. School leadership is now recognized as part of a cohesive leadership system. A cohesive leadership system includes teacher leaders, building leaders at all stages of their careers, and district leaders. A cohesive leadership system acknowledges and affirms leaders at all levels of the system, and supports and promotes aspiring and early career leaders. It also provides opportunities for mid-career and late career leaders to share their expertise and challenge themselves to attain higher goals and to mentor and coach new leaders. Shrinking resources, coupled with increased demands on schools, states and districts, demand a new type of leadership. In order to promote the learning of all students, today's schools and districts need leadership teams which collectively possess in-depth knowledge, problem solving skills, and the attendant authority to make decisions. Policy makers must ensure that the policies they enact support working conditions for leadership teams that encourage them to make bold decisions on behalf of students. Policies that promote working conditions that reward bold leadership, and that provide stability and security are essential for synergistic leadership teams.

Supporting leadership teams requires an enhanced and standards-based set of skills and dispositions, as well as district, state and national policies that facilitate the paradigm shift to leadership teams.

## **DEVELOPING HIGH LEVERAGE LEADERSHIP POLICY**

There are some critical factors that many states have recognized as important in developing policies that support the new paradigm of leadership. As other states and school districts work to build leadership capacity that supports student learning, much can be learned from what has already been created. Key questions that states and districts can ask as they identify those policies that they need to generate or adopt include the following:

### **Key Questions for Policy Development**



## **THE IMPORTANCE OF SOUND POLICIES**

Policy development is sometimes seen as an empty exercise, meaningless and irrelevant. Policies can hinder or facilitate progress toward whatever outcome is desired. It is critically important to establish thoughtful policies that serve as a roadmap and a catalyst to action. How do we ensure that outmoded policies that impede progress are revised or eliminated, and that new policies promote building leadership capacity that supports student learning? It is essential that leaders recognize the importance of the

development of sound policies and identify and support those individuals who are champions of creating and promoting strong state and local policies.

State Boards of Education and local school boards are charged with drafting and adopting policies that support the overall educational goals of the state and the districts. It is imperative that boards understand and appreciate the importance of their roles as policy makers. The policies they adopt set the stage for the direction of the state and the districts. Policies can either impede or facilitate the achievement of state and district goals. It is, therefore, imperative that capacity building be extended to boards so that they possess the skills and knowledge to adopt wise, effective policies. The National Association of State Boards of Education has created a website ([www.nasbe.org](http://www.nasbe.org)) that identifies policies that support capacity building in support of school leadership. That website, along with other resources identified in this Tool Kit, is designed to help states and districts develop and support policies that support student learning. It should be noted that all those resources identified here are not meant to be all inclusive, but are rather highlighted to introduce leaders to the complexity of policy formation.

Policies cover a wide range of topics, and serve a variety of purposes. Laws and regulations passed by governmental bodies generally require that a set of policies be written to explain to the public how the laws and regulations are intended to be implemented and what specific duties and responsibilities end users have in maintaining fidelity to the law or regulation through adherence to the implementation of policy. Policies may also be created, absent a law or regulation specifically tied to them, to address a specific need or to promote a particular direction for an organization. Policies adopted by legally sanctioned boards or agencies, such as State Boards of Education and local school boards, have the force of law behind them, unless they are directly in contradiction to state or federal law or regulation, which always takes precedence over local policy. Because state and federal laws and regulations are constantly changing and being updated, it is essential that local entities implement a schedule and a strategy for ensuring that their policies are reviewed and updated to keep pace for federal and state law and policies.

As states and districts continue to move forward on their journey toward more accountability for student performance, it is essential that they examine policies to ensure that policies currently in place and those under consideration are aligned to the goal of improved student achievement and support, rather than impede, the work of school leaders.

## **BUILDING DISTRICT CAPACITY**

Although all six of the Educational Leadership Policy Standards: [ISLLC 2008](#) (NBPEA, 2008) and its companion document, [Performance Expectations and Indicators for Education Leaders](#), are relevant to Building District Capacity, select ISLLC standards and functions and performance indicators are of particular significance to any efforts to build district capacity that supports and promotes improved student learning.

*Standard I: An 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.*

### Functions and Indicators:

- Collaboratively develop and implement a shared vision and mission
  - Aligns the vision, mission, and goals to school, district, state, and federal policies
- Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
  - Use varied sources of information and analyze data about current practices and outcomes
- Create and implement plans to achieve goals
  - Develops shared commitments and responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes.
- Promote continuous and sustainable improvement
  - Obtains and aligns resources to achieve the vision, mission, and goals
- Monitor and evaluate progress and revise plans
  - Revises plan, programs, and activities based on systematic evidence and reviews of progress toward the vision, mission, and goals.

*Standard 2: Education leaders ensure achievement and success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

### Functions and Indicators:

- Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- Create a comprehensive, rigorous, and coherent curricular program
  - Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs.
- Create a personalized and motivating learning environment for students
- Supervise instruction
- Develop assessment and accountability systems to monitor student progress

- Develop the instructional and leadership capacity of staff
  - Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.
  - Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
  - Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.
  - Maximize time spent on quality instruction
- Promote the use of the most effective and appropriate technologies to support teaching and learning
- Monitor and evaluate progress and revise plans

*Standard 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.*

- Monitor and evaluate the management and operational systems
  - Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system.
- Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
  - Distributes and oversees responsibilities for leadership of operational systems.
- Promote and protect the welfare and safety of students and staff
- Develop the capacity for distributed leadership
  - Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.
- Ensure teacher and organizational time is focused to support quality instruction and student learning.

*Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

- Advocates for children, families, and caregivers
- Act to influence local, district, state, and national decisions affecting student learning
  - Facilitates constructive discussion with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.
- Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies
- Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates

## RESOURCES

What follows is a brief summary of some resources that may be helpful to policymakers as they design and implement policies to build leadership capacity. It is by no means an exhaustive list of all resources available on the topic, but it is hoped that the resources provided here will serve as a springboard to greater capacity to exercise leadership on behalf of students and in support of their increased achievement.

The National School Boards Association July 2009 newsletter, entitled *State Strategies for Turning Low-Performing Schools and Districts* (Haynes, 2009) details the proceedings of a joint conference between state school boards and chief state school officers. The special edition newsletter features the work of Andy Calkins of Mass Insight and his framework set forth in *The Turnaround Challenge* (Calkins, 2007). It also outlines turn-around efforts in Massachusetts and Maryland, and provides some specific strategies for states and districts to consider. The report urges states to implement cohesive strategies for school reform. [\[ISLLC Standard 6\]](#)

The Mass Insight Education & Research Institute, founded in 1997, produced *The Turnaround Challenge* (2007) with funding from the Bill and Melinda Gates Foundation. This report outlines a framework for turning around underperforming schools. The organization's website, [www.massinsights.org](http://www.massinsights.org), contains a significant number of resources for schools, including an audit tool for states and districts. [\[ISLLC Standards 2 & 3\]](#)

*The District Leadership Challenge: Empowering Principals to Improve Teaching and Learning* (SREB, 2009) reports on the results of a survey of principals with respect to working conditions. The report concludes that principals that have a collaborative relationship with their districts, and that have the autonomy and authority to make decisions have more success in enacting systematic change in their schools. The report lists seven strategies that are present in schools that are effective in improving instruction. [\[ISLLC Standard 2\]](#)

*Leading Change Handbook: Concepts and Tools* (Spiro, 2009) contains action steps for leading change. It also includes rubrics, specific strategies to employ at each step of the change process, and strategies for bringing change to scale. Its author is Senior Education Program Officer of the Wallace Foundation. [\[ISLLC Standards 2 & 3\]](#)

*Strong Leaders Strong Schools: 2008 State Laws* (2009) is a comprehensive summary of state laws related to strengthening school leadership enacted across the country during the 2008 legislative session. This resource should be of particular assistance to legislators, governors, chief state school officers, and state and district policy makers. [\[ISLLC Standard 6\]](#)

*Improving Leadership for Learning: Stories from the Field* (Mezzacappa et al., 2008) describes how five sites, including both states and districts from across the country have employed strategies designed to strengthen educational leadership and improve student learning. [\[ISLLC Standards 1, 2, & 3\]](#)

A number of states have been part of the Wallace Foundation network of leadership development for a number of years. As part of the Wallace network, these states and districts have focused on policies and conditions that foster improved school leadership. Many of the websites contain research studies and policies that have been enacted to support strong educator

leadership ([www.education.ky.gov/KDE/Administrative+Resources](http://www.education.ky.gov/KDE/Administrative+Resources); [www.ode.state.oh.us](http://www.ode.state.oh.us); [www.doe.mass.edu](http://www.doe.mass.edu); [www.doe.state.de.us](http://www.doe.state.de.us)) .

*The Educational Leadership Policy Standards: ISLLC 2008* (2008) and companion document, *Performance Expectations and Indicators for Education Leaders* (2008) contain guidance for policy makers as they examine strategies for creating policies that support instructional leadership among school leaders.

The National Staff Development Center ([www.NSDC.org](http://www.NSDC.org)) will conduct policy audits for states and school districts and make recommendations about needed policies that support educational leaders as they work to improve achievement among students. [[ISLLC Standards 1 & 6](#)]

Slater (2005, 2008) conducted full scale quality studies on the use of effective communication strategies by principals in empowering education stakeholders in building collaborative initiatives. [[ISLLC Standards 1 & 2](#)]

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[www.education.ky.gov/KDE/Administrative+Resources](http://www.education.ky.gov/KDE/Administrative+Resources)

[www.nasbe.org](http://www.nasbe.org)

[www.nsd.org](http://www.nsd.org)

[www.ode.state.oh.us](http://www.ode.state.oh.us)

[www.wallacefoundation.org](http://www.wallacefoundation.org)

# **Module 2**

## **Building the Leadership Team**

### **INTRODUCTION**

*An 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.*

Leaders face immense challenges that require systemic change in practices. Leaders can no longer work in isolation but must build teams that have strong internal coherence that leads to drawing on the strengths and talents of district resources. Building a culture of collaboration with staff, central office, and community involves strong communication, trust, and common vision along with accountability. Throughout this section, you will find the rationale for building leadership team and the various support systems to sustain such teams. Resources and examples of exemplary practices and models are available after each section.

### **LEADERSHIP AND CHANGE**

What often passes for change in school district organizations is limited to *program* or *event* change. These lack the level of change that affects the norms and values of the organization; *systemic* change. Leaders begin with an eye to systemic change but then settle for less. Change often becomes associated with the person not the purpose. What these leaders fail to do is examine and then alter the beliefs, norms and relationships that exist within the organization. They fail to help the “organization stretch to a higher level.” (Patterson, 1997)

Leadership must be tied directly to the work of the organization. The effective leader seeks to motivate, influence and affect the practices of members as they work towards the shared core values, beliefs and goals of the organization. Leadership is found in the *practices* of the organization and as such school districts require multiple leaders. If we examine who does what within a district we will see the list includes board members, central office administrators, building principals, teachers, specialists, other staff and community members. The highly effective organization is one that has strong internal coherence.

In defining leadership within the school district we must acknowledge that leadership involves the interactions among leaders, followers and the situation at the moment of change. District

leadership must extend beyond the top-down model. In order to build capacity for systemic change, there must be a planned and purposeful approach to developing leadership capacity that is distributed throughout the organization.

***Why is it important to view Leadership this way?***

Leadership is not just a theoretical construct nor is it limited to the possession of a set of traits. It involves doing. Leaders work within the context of practice. The situation in which the leader is placed involves routines, organizational culture and tools such as data, which in turn influence that practice. The influence of leadership within an organization is reciprocal.

When leadership is practiced, tension is injected into the organization. By acknowledging this reality associated with change the leader can capitalize on the energy created and use it to lead systemic change. Leadership involves building resiliency within the organization to absorb change without exhausting that energy. It then becomes a role of the leader to develop and strengthen those skills necessary for members to remain resilient.

***What supports are necessary in building effective leadership systems?***

Systemic change affects people in different ways. How people react or adapt to change will depend on how they perceive that change in relation to their own personal and professional lives. This requires a system of support that is not limited to professional development that supposes a single set of common needs.

All state and district level policy makers must acknowledge that school leadership is more than the principalship. There is a system of leadership within each building. Setting the conditions by having the authority to make systemic changes requires multiple strategies that are connected by a common language and vision. Elements of these conditions involve creating or revising state policy or regulations and linking it to leadership accountability or evaluation systems. Changes to the current leadership working conditions must include greater attention to collaboration with staff and community. In addition, leaders need to reflect on their decisions and actions and be adaptive in strategies. To help leaders think differently and provide a broader perspective, it is important that they receive coaching support. A coach is necessary to guide leaders in the plan direction and think through an issue before change is implemented. A coach is also needed to help build teamwork and improved communications among staff. It is a combination of policy, training, and conditions all focused on a common vision that will lead to systemic change.

**POLICY**

*An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. [ISLLC 2008 Standard 6]*

Public schools exist because the government determined that a free and appropriate education for all was essential to our democratic form of government. Therefore, the public school system must operate within the context of the political, social, economic, legal, and cultural context of the nation, the state, and the community. Education leaders must understand that context in order to effectively lead the system or school toward the desired result of success for every student. They also must know how to influence the various systems that make up that context. Since this is an ever-changing landscape, an important aspect of leadership development is the ongoing assessment of the context.

State and district policy must address issues of leadership preparation, ongoing skill development opportunities, accountability and support. Building leadership capacity at all levels of the system in an ongoing process. States should examine their policies and guidelines for approving programs that prepare school and system leaders to ensure that expectations about the knowledge and skills that need to be developed are clearly stated. State and local policies that guide the induction and continuing education of leaders should focus on enhancing the practice of leadership within the context of the broader community of learners.

*Do these policies address how teacher involvement in leadership is nurtured?*

An effective leader identifies and nurtures teacher leaders in carrying out the mission of the school. Ensuring the success of every student requires changes in instructional practice. Working collaboratively with teachers to focus on strengthening the practice of teaching is the most essential role of the leadership team.

*Do these policies align with national and state standards?*

In a standards-based system, alignment is critical to reaching the desired results. Ensuring alignment of policies and practice to the standards that have been set at the national, state, and district level is an important leadership responsibility.

*Within districts how is leadership distributed? Are assignments made to positions of leadership based upon complementary skills and expertise?*

In developing leadership teams, it is important to think about positional and situational leadership. School boards, superintendents and principals are in positions of leadership, and they have legal roles and responsibilities. There are other leaders throughout the system and the broader community that can and should be called upon to provide situational leadership for specific goals, projects, and activities that are aligned to the district's vision.

## **RESOURCES**

- National Association of State Boards of Education provides resources and example of state work on the development of leadership policy and standards. ([www.nasbe.org/leadership/policies-by-topic/standards-for-school-leaders/overview](http://www.nasbe.org/leadership/policies-by-topic/standards-for-school-leaders/overview) )
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- NCPEA Education Leadership Review:  
[www.connexions.soe.vt.edu/NCPEA\\_Vol\\_9\\_No\\_1.pdf](http://www.connexions.soe.vt.edu/NCPEA_Vol_9_No_1.pdf)
- OECD Directorate for Education: Improving School Leadership:  
<http://www.oecd.org/edu/schoolleadership>

## COMMUNITIES OF PRACTICE

*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.*

Policy-driven change is difficult to sustain. It is dependent upon outside forces designed to ensure compliance. Missing is the sense of ownership, and with that comes a lack of focus and clearly articulated priorities. There is no clear incentive to develop capacity for sustainability. There is no coherent alignment of the goals and strategies necessary for promoting student achievement and effective teaching. In organizations that lack a sense of purpose it is common to find a leader operating in isolation. System leaders are left to draw on their own skills and experiences in order to solve problems. In these districts, initiatives compete with one another, limited resources are allocated inequitably and collaboration is not a modeled behavior.

In order to adapt to and sustain change the district must build internal capacity among its leaders. The system must recognize that there are characteristics present in effective systems: a high degree of purpose and focus, engagement and collaboration. These attributes are present in communities of practice. Communities of practice consist of networks of professionals working in collaboration:

- To develop members' capacities
- To build and exchange knowledge
- To transfer best practices
- To solve problems of practice
- To move beyond pockets of excellence
- To model behaviors expected throughout the system
- To provide focus and coherence to the system
- To generate high performance throughout the system

Communities of practice are characterized by a shared passion, commitment, and identification with a group's purpose. (Wagner et al), 2006) The benefits of these communities are to develop standards of practice and to reduce isolation by promoting collaboration. Leaders who function within this collaborative system develop partnerships with their peers and share an investment in promoting effective teaching and learning.

## RESOURCES

- Richard Dufour and Robert E. Baker, *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement* (Bloomington, Indiana: National Educational Service, 1998)
- John G. Gabriel, *How to Thrive as a Teacher Leader* (ASCD, 2005)
- E. Wenger and W. M. Snyder, "Communities of Practice: The Organizational Frontier," *Harvard Business Review* 78, no. 1 (January 2000)
- Tony Wagner, 2006, *Change leadership*. (San Francisco, California: Jossey Bass Company, 2006)

## COACHING

*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. (ISLLC 2008 Standard 2)*

Coaching is a direct and job-embedded method that responds to the characteristics of an adult learner and incorporates the coach, who serves as an observer of the coachee and the context, in a relationship based on trust and permission. The coach must be prepared to apply a variety of coaching skills and strategies as appropriate to the context and needs of the coachee, and must be fully present for, and committed to, the coachee. Both coach and coachee must recognize that problems and needs are valued learning opportunities (Bloom, Castagna, Moir, and Warren, 2005).

## RESOURCES

- Crane, T.G. (2002). *The heart of coaching, 2<sup>nd</sup> Ed.* San Diego, CA: FTA Press.
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## TEAMING

*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. (ISLLC 2008 Standard 2)*

Complex roles and responsibilities of leadership mean that individuals cannot be expected to be able to provide answers to every question of process or content. Leaders need the collective intelligence of the organization. Teaming is the key to gaining that intelligence.

Improvement of instructional practice is not only done through individual coaching; it is done from working directly with collaborative teams that model behavior, create a new culture and deal with sustainability through difficult times.

Furthermore, teams are important because:

- School Systems are rarely K-12 systems that are individual silos of schools loosely coupled. This is not effective for the student and the family who need to work the system to get results. Teams can become interdependent and manage transitions for their customers
- It is cost effective to share results and expertise and resources
- New ideas often come from people who are not too close to the issues. Involving external stakeholders provides fresh perspectives and strengthens ownership.
- More interdisciplinary work in schools is very necessary since students need to learn how to function in a world/society where teamwork is expected and the value of diversity is recognized.
- Effective teaming models are used in the business and medical professions.
- Team structures are needed at the district level and at the school level to support teaching and learning
- Superintendents need to know how to work with their School Board in teams and the School Board needs to work with their community – parents and municipal government as teams
- Leaders need skills in negotiations, inquiry problem solving, collaboration, distributive leadership, learning how to create open honest environments in order to maximize resources.
- New models of delivering services, staffing, program integration and innovation are needed. These new models are unlikely to occur in an environment that is individual-driven but requires a team structure.

Jim Collins, (*Good to Great*, 2001) talks about core values and dealing with reality for organizations as the key to sustained success this comes from building sustainable Leadership Teams that stay strong through transitions and that set up collaborative cultures. He suggests that the leadership team is the “system”. If we subscribe to a distributed leadership model it will include board members, administrators (building principals, central office, teacher leaders, and supervisors), teachers, other professionals, and community.

## RESOURCES

- James Collins, Richard Elmore, Harvard Business Review team articles
- Future Management Systems (Beverly, MA) has worked with more than 200 Leadership team in education and other fields with major success
- Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable*. San Francisco: Jossey-Bass.

## ACCOUNTABILITY

*An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (ISLLC 2008 Standard 3)*

A standards-based accountability system emphasizes student learning outcomes as well as the actions of the adults within the system. In such an approach goals in the form of standards are established, responsibilities for meeting those goals are assigned and the system is held accountable for its performance. This has an effect on the role of the state, changing it from one of ensuring regulatory compliance to one that provides incentives and technical assistance for building the capacity to implement school improvement practices. Accountability is evaluative. It should “provide internal self-correctives in the system to identify, diagnose, and change courses of action that are harmful or ineffective.” (Darling-Hammond and Snyder, 1992)

*Resources:*

- Consortium for Public Research in Education  
<http://www.cpre.org/>
- Council of Chief State School Officers  
<http://www.ccsso.org/>
- National Center for Education Accountability  
<http://www.measuretolearn.org/>
- Darling-Hammond, L. & Snyder, J. (1992) *Reframing accountability: Creating learner-centered schools*. In A. Lieberman (Ed), *The Changing Contexts of Teaching* (Ninety-

first yearbook of the National Society for the Study of Education), Chapter 2, pp. 11-36. Chicago, IL: University of Chicago Press.

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- OHIO shared accountability:  
([http://www.ohioleadership.org/up\\_doc/70532ODEOLAC.pdf](http://www.ohioleadership.org/up_doc/70532ODEOLAC.pdf))

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# **Module 3**

## **Developing High Quality Leaders through Succession Planning**

### **INTRODUCTION**

Policy analysts are concerned about the future staffing of our nation's public schools with highly qualified educators. Such concerns range from the belief that an adequate, yet unutilized, supply of educators exists to warnings of impending implosion. Research with respect to school leaders clearly documents that we have a heightened demand for instructional leaders.

The expectations for today's school leaders are higher than ever before. In a School Leadership Study commissioned by the Wallace Foundation in 2007: *Preparing School Leaders for a Changing World*, the primary investigators state:

Contemporary school administrators play a daunting array of roles. They must be educational visionaries and change agents, instructional leaders, curriculum and assessment experts, budget analysts, facility managers, special program administrators and community builders. Principals need a sophisticated understanding of organizations and organizational change.<sup>4</sup>

In 2008 CCSSO released *Educational Leadership Policy Standards: ISLLC*, as adopted by the National Policy Board for Educational Administration (NPBEA). These standards represent the latest set of high-level policy standards for educational leadership. Further they provide guidance and direction to strengthen and improve leader preparation, credentialing for licensure, recruitment and hiring practices, assessment and professional development.

The achievement of high educator performance requires a systems approach to human capital management. The subsystems of a high performance model for human capital management include: succession planning, preparation, hiring/equitable distribution, induction, training and development, performance management. Educator standards drive the system, which describe the knowledge and skills educators need to know and be able to do at all stages of their careers.

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<sup>4</sup> L. Darling-Hammond, M. LaPoint, D. Meyerson, and M. Orr. *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*. Stanford Educational Leadership Institute: 2007.

Some of the common challenges to hiring principals are documented in a recent report (May 2009) by Learning Point Associates<sup>5</sup> as well as emerging practices that support hiring quality leader.

Ineffective practices:

- Failure to allocate adequate time and funding to the search;
- Casting a narrow net for prospective candidates;
- Not effectively evaluating candidates leadership ability (gathering relevant data) and matching ability to the school and district needs; and
- Selection of new school principals commonly does not include stakeholders who understand the school culture and direction.

Effective practices:

- Recruitment planning: prepare for succession and allow time;
- Be strategic about recruitment and document each step of the process;
- Establish a search committee and ensure that they understand national and state-level standards for professional practice (ISLLC);
- Pre-screen candidates using best practice tools and resources; and
- Have finalists visit the school and include authentic tasks and interviews with other stakeholders.

Districts that are successfully meeting the demand and ensuring that schools are led by highly qualified leaders, have implemented multi-tiered policies and succession planning models to support the recruitment, training, selection, placement, and ongoing support through mentorship and professional development. This section of the toolkit examines several best practice resources that can assist districts in the design of effective policies and practices to support high quality hiring.

## **ISLLC STANDARDS AND PERFORMANCE INDICATORS**

***Standard 2: An educational 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 components of a comprehensive succession planning framework encompass all of the ISLLC 2008 Standards. However the focus of Standard 2 anchors the best practices of succession planning. For example, in identifying, developing and selecting administrators for positions an emphasis would be placed on ensuring candidates were able to do the following functions:

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<sup>5</sup> Learning Point Associates. *Hiring Quality School Leaders*. May 2009

- Nurture and sustain a culture of collaboration, trust, learning and high expectations
- Create a comprehensive, rigorous, and coherent curricular program
- Create a personalized and motivating learning environment for students
- Supervise instruction
- Develop assessment and accountability systems to monitor student progress
- Develop the instructional and leadership capacity of staff
- Maximize time spent on quality instruction
- Promote the use of the most effective and appropriate technologies to support teaching and learning
- Monitor and evaluate the impact of the instructional program

## RECENT WORK AND CONTACT INFORMATION

Three pieces of significant work in the area of Succession Planning are highlighted in this section: *Southern Regional Education Board (SREB) Conceptual Model*, *Learning Point Associates – Managing Educator Talent*, and *work from the Maryland State Department of Education*.

### **A. Southern Regional Education Board**

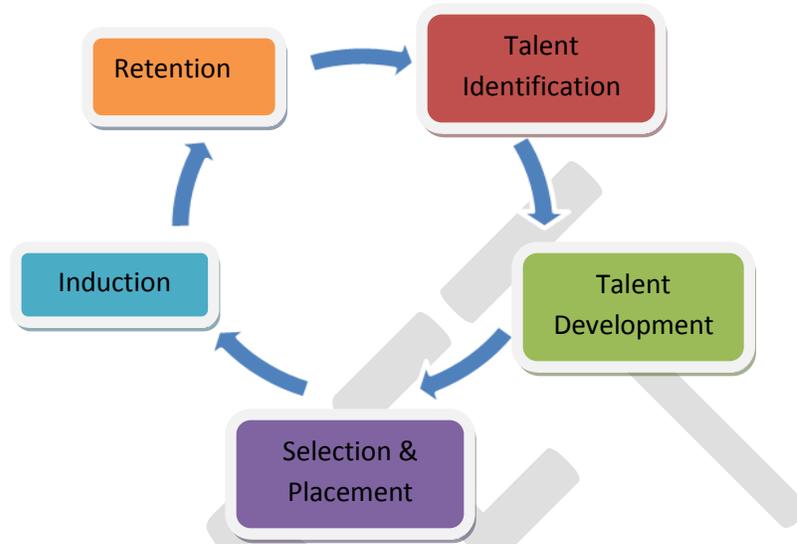
592 10<sup>th</sup> Street N.W.  
Atlanta GA 30318-5776  
404.875.9211  
[www.sreb.org](http://www.sreb.org)  
Contact: Kathy O'Neil,

SREB is a nonprofit, nonpartisan organization that works with 16 member states to improve public pre-K-12 and higher education. Founded by the region's governors and legislators in 1948, SREB was America's first interstate compact for education. Today it is the only regional education compact that works directly with state leaders, schools and educators to improve teaching, learning and student achievement at **every** level of education.

Among its many **programs and initiatives**, SREB:

- Gives legislators and other state leaders the information they need to create sound education policies and take effective action; Reports state progress on student achievement; Collects and analyzes comparable data on pre-K-20 education;
- Works directly in schools to improve schools and school leadership;
- Trains thousands of educators annually in best practices;
- Increases students' access to online learning and adult education; and
- Provides extensive resources for both classroom and online teachers.

SREB has done extensive work in the area of leader succession planning and has developed a framework model that consists of five elements.



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## **TALENT IDENTIFICATION**

Examination of practice indicates that most districts fail to adequately forecast their needs in terms of human capital. One important component is the collection of data relative to potential retirees as well as trends in leader retention both at the district and building level. Based on this data districts are then in the position to anticipate and plan for leadership openings versus react to vacancies as they occur.

### Best Practices

- Forecast needs and skills set needed for position (What attributes are we looking for?)
- Identify high potential employees and develop them
- Create partnerships with leader preparation programs and host administrative internships
- Market the district and share information about incentives, compensation, induction and professional development, working conditions

### Tools and Resources:

- Self-assessment of leader skills for candidates
- Flexibility index
- NASSA Assessment Center Model

## **TALENT DEVELOPMENT**

Districts need to look within to identify aspiring leaders and implement programs that support their development. By utilizing “grow your own” strategies the district capitalizes on promoting educators from within who have the institutional knowledge about the district: policies, programs, community needs and other pertinent factors.

### Best Practices:

- Aspiring principal programs
- University-district partnerships
- Mentoring and coaching
- Stepping stone positions: teacher leaders, assistant principals
- Internships and residencies

### Tools and Resources:

- SREB Core Conditions Rubric defining District-University Partnerships and Model Programs
- New York City Leadership Academy
- New Teacher Center Leader Induction Program
- National (ISLLC 2008) and State Leader Standards

## **SELECTION AND PLACEMENT**

The needs of the school or district should drive the selection process. Districts that practice effective succession planning strategies, e.g., talent identification and development, should have talented leaders ready to step into leadership roles. Best Practices:

- Have talent pool ready to assume leadership roles
- Establish clear criteria (knowledge, skills, dispositions, experience)
- Screen and select candidates based on leadership abilities as demonstrated by standards
- Involve staff and parents from the school site
- Do not plug holes by transferring principals
- Be as transparent as possible in the process

Tools and Resources:

- Standardized screeners: Ventures for Excellence, Gallop, Haberman Interview Process

## **INDUCTION AND MENTORING**

Research clearly supports that beginning teachers and leaders need support and coaching in their first few years of practice and yet far too often educators find themselves alone and isolated. Effective mentoring programs should be based on professional standards (e.g., ISLLC 2008) that are built on research-based competencies that are known to improve student learning and effective leaders.

Best Practices:

- Provide an “on-boarding” plan with key information to master; clear goals for the first 45 days, 90 days, year; formative assessment feedback early in year one; opportunities for peer networking
- Formal program of support (coaching and mentoring) is essential; ensure mentor assigned demonstrates effective practice
- Identify potential pitfalls and proactively provide support and guidance

Tools and Resources:

- State guidelines for high quality mentoring
- Best practice mentoring programs such as New Teacher Center model

## **RETENTION**

Retention of district and school leaders, especially those working in low-performing schools, is a critical issue facing many urban and rural districts. Often leaders will take on a position for one or two years and then move on to positions in other districts or to higher performing schools within the district. Districts have to make a commitment to providing ongoing support and opportunities for growth as a key strategy to retention.

Best Practices:

- Provide ongoing professional development
- Opportunities to take on expanded leadership roles in the district
- Involvement in leadership professional learning communities

**B. Managing Educator Talent (MET): A Research-Based Framework for District and State Policymakers**

Learning Point Associates  
1120 East Diehl Road, Suite 200  
Naperville IL 60563-1486  
800.356.2753  
www.learning pt.org

Learning Point Associates has developed the MET as a resource to districts and states to maximize educator effectiveness (teachers and school leaders) by providing tools to support the critical examination of human resource management policies, consideration of pertinent components where practice might not be best practice, and strategies to create plans to address gaps effectively. There are eight areas that are included in the MET framework:

- Preparation, certification/ licensure
- Recruitment
- Hiring
- Induction
- Professional Development
- Compensation and Incentives
- Working Conditions
- Performance Management

**C. Leadership Succession Planning Guide for Maryland Schools**

Maryland State Department of Education  
Division for Leadership Development  
200 West Baltimore Street  
Baltimore, MD 21201

The Maryland State Department of Education has designed a succession planning guide for districts that consists of three sections: *Catalyst for Conversations*, *Outline for Planning and Succession Plan for Example School System*. The components of the three sections are as follows:

Catalyst for Conversations:

- Rationale
- Overview Questions: a set of clarifying questions regarding system beliefs and actions (*for example: Where and how do we get our most talented leadership candidates?*)
- Critical Components: Vision, integrated design, multiple stakeholders, transparency, differentiation, cohesiveness
- Process Questions: Examples include- What attributes are we looking for as we identify potential principals?

Outline for Planning: Guide for system leaders to develop a leadership succession plan.

- Current Status
- Succession Considerations

Succession Plan for Example School System: An example of a model succession plan to guide districts in the design of their own model.

- Philosophy
- Identification
- Development
- Promotion
- Movement
- Retention

In addition to the three sections, this resource document includes appendices that provide several excellent tools: *Leadership Culture Survey*, *Self-Assessment of School Leadership Candidates*, *Observer Assessment for School Leadership Candidates*, *Leadership Interest Form*.

## RESOURCES

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Beaudin, B. Q., Thompson, J.S., & Jacobson, L. (2002, April). *The administrator paradox: More certified, fewer apply*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

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# **Module 4**

## **Building Partnerships**

### **INTRODUCTION**

Delivering a high quality education for all students, preparing all students for their future careers and roles as citizens, and supporting all students to achieve at their highest levels are extremely challenging tasks, especially for districts and schools serving our neediest learners. Thus, “many schools seeking to maximize student success partner with external organizations that offer a variety of resources to students and teachers” (Traphagen and Johnson-Staub, 2010, p. 1). The careful planning, development, implementation, and monitoring of such partnerships has the potential not only to positively impact the success of students but also to enhance the relationships between schools and their communities and to build community support and commitment for educational reform efforts.

There are a variety of ways in which state education agencies can leverage their position in the educational system to support such partnership arrangements. SEAs can:

- Create a policy framework which enables the creation and existence of partnerships and provide regulations to guide such things as contracts, operations, and monitoring;
- Assist local districts in identifying and screening viable partners;
- Provide funding and resources or at least the information on finding sources of revenue and other supports; and
- Provide technical support and training for school leaders and other personnel implementing partnerships.

The intent of this section of the toolkit is to provide an overview of the purpose and types of partnerships, the leadership capacity needed to allow them to thrive, and some “how-tos” on building partnerships that will effectively serve the education of all students.

### **PURPOSE**

Schools, higher education, business and industry, government, and our nation as a whole share a commitment to improving the education of all children. That shared commitment is leading to the development of partnerships and collaborations that can significantly impact this collective approach to continuous improvement in education. Such partnerships can take many forms, from

teachers working with parents to focus on particular student learning goals to state-wide initiatives which engage the cooperation of multiple stakeholders and funding agents. Some of the most common roles for organizational partners occur at the district level whereby districts engage partners to provide such services as physical and mental health or other social services for students and families, instructional support and enrichment services, extended day learning opportunities, professional development opportunities for educators, or parent outreach and involvement programs.

Partnerships have the potential to create broad-based sustainable support for the implementation and sustainability of education change initiatives. Partnerships which are effective have been found to have the following characteristics.

Effective Partnerships:

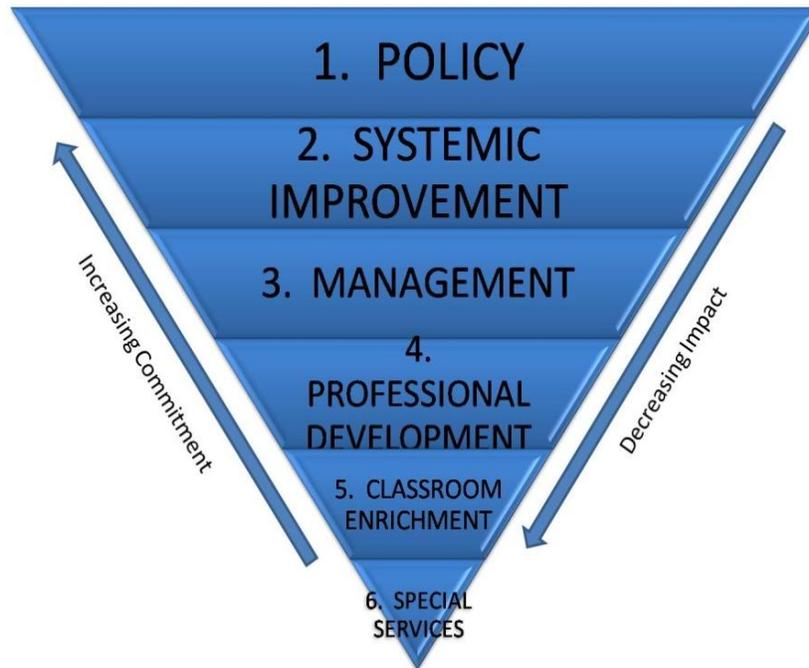
- Facilitate dialogue between educators and other professionals
- Promote shared responsibility for the education of all children
- Inform the general public about education problems, needs and progress
- Identify competencies that will be needed by future work forces
- Advocate mutually beneficial relationships that help students make decisions about educational goals and future employment opportunities and help employers with acquisition of a competent workforce
- Support the development of creative programs to improve student learning
- Provide a mechanism for talented people from various sectors of society to purposefully apply their expertise to education
- Involve parents and families in supporting and participating in the education of all children
- Empower all partners and promote collaboration

## **TYPES OF PARTNERSHIPS**

Applying a categorizing system to partnerships is difficult at best. Partnerships often start small, and develop and grow through sustained hard work. Building on progressive successes, mutual trust among the partners supports increased commitment and investment. A partnership that started with a singular function often develops into multilevel partnership with varying levels of involvement.

The following graphic visually displays a continuum of types of partnerships. As the graphic illustrates, partnerships can be classified according to the degree of impact on the state's educational system and the amount of commitment required by the partners. Keep in mind that partnerships seldom involve only one type, except in the early stages of partnership development, and often involve several types (levels), particularly as they develop and grow.

## TYPES OF PARTNERSHIPS

**1. Policy Partnerships**

Policy partnerships are collaborative efforts that bring about substantive changes in legislation or local school governance that affect the overall direction of the educational system.

**2. Systemic Educational Improvement Partnerships**

Systemic educational improvement partnerships are those initiatives in which businesses, education officials, and other community leaders work collaboratively to implement systemic change in the educational system.

**3. Management Partnerships**

Management partnerships provide school administration with management support and business expertise.

**4. Partners in Teacher Training and Development**

These partnerships may include business, higher education, and/or other educational entities in professional development that supports improved student learning.

**5. Partners in the Classroom**

Classroom partners are business volunteers who support learning by bringing their business or occupational expertise into the classroom or bringing the classroom to the business.

**6. Special Services Partnerships**

Special service partnerships provide short-term, project specific activities and/or resources to address a specific problem or need.

## **LEADERSHIP SKILLS**

In conjunction with the additional educational capacity that is developed through school-community partnerships, there needs to be a concomitant development of individual and organizational capacity to provide leadership for the various roles, responsibilities, programs, and systems which now extend beyond the traditional school and district boundaries. For example, school leaders must understand the characteristics of the communities they serve – the strengths and needs – to be able to design partnerships and choose partners wisely. In addition, they must have the skills to manage partnerships effectively and efficiently. Collaborative skills are at the heart of thriving organizational partnerships, and thus school leaders must be able to work effectively with faculty, staff, parents, and other stakeholders. Finally, school leaders must be able to distribute leadership in order to expand capacity for growing and sustaining partnership work.

Such leadership skills and functions are as important for state leaders when working with their district partners as they are for district and school leaders when working with community partners. They are embedded within the 2008 ISLLC Standards and the accompanying 2008 CCSSO Performance Expectations and Indicators for Education Leaders, even though the term “partnerships” itself is never used. Standard 3: Managing Organizational Systems and Safety, Standard 4: Collaborating with Families and Stakeholders, and Standard 6: The Education System most closely relate, but phrases like “promote understanding”, “positive relationships”, “productive relationships”, “advocate”, “influence”, “collaboration strategies”, “comprehensive strategies”, “actively involved”, “sharing responsibilities”, “mutually beneficial relationships”, “community support”, and “communicates effectively” appear throughout both documents and capture the work of leadership in relation to partnerships.

## **BUILD A PLAN FOR PARTNERSHIPS**

The district leadership team is advised to plan for partnerships with significant attention to purposes that strongly support improved student learning. Mariana Haynes punctuates that advice in her policy brief focused on strategies for turning around low performing schools and districts: “. . . use community partnerships and services to transform the most chronically underperforming districts and schools serving the most challenged students.” (Haynes, 2009)

Effective partnerships positively impact education. Ensuring that partnerships are “effective” requires thoughtful development for defined reasons, and collaboration with each partner to craft the partnership agreement and define member responsibilities and expectations. Continued commitment from all participants is necessary to maximize the benefits of partnerships.

### **With whom should the district partner and why?**

- School Partnerships
  - Collaborative Teams to support student learning
- Intra-school Partnerships
  - Specific to shared learning or social needs
- Colleges and universities
  - District support for quality educational programs
  - Higher education support for recruiting the right teachers for the district
  - Student teaching
  - Internships
- Community businesses
  - Policy support from the community
  - Educational support – in the classroom and in the business
  - Financial support
- Community Service Organizations
  - Support for student/family needs

### **COMPONENTS OF AN EFFECTIVE PARTNERSHIP**

#### **A. Partner Self-Disclosure**

Set the stage for the development of a shared vision. Every partner must complete a disclosure form that includes:

- Name of Organization
- Contact Person
- Date
- Mission
- Core Beliefs
- Strategic Goals

All partners must gain an understanding of the vantage point from which the other partners are entering the partnership. ([See Attachment A](#))

#### **B. Charter the Partnership**

The charter is a simple, concise document that sets the operational standard for the partnership. It names the partnership, identifies the goal/purpose of the partnership, the expected activities, ground rules, and expected results and measures of success. ([See Attachment B](#))

#### **C. The Partnership Agreement**

Each partner signs a one-page agreement that includes common entries for:

- Statement of Purpose
- Introduction
- Signature

The Section titled “Partner Agreement” lists specific actions that the signing partner will implement. ([See Attachment C](#))

#### **D. Action Plan**

An action plan template that is recommended is the PDSA (Plan, Do, Study, Act) Form. The plan needs to be completed with the active involvement of all partners. It outlines what is to be studied, the plan of action, what will be done by whom and a completion date, study of the accomplished actions, and the further actions that may need to be addressed. ([See Attachment D](#)) The PDSA process and template is structured to support continuous assessment of progress and adjustment of the plan to facilitate improved results.

**Note:** Working samples of a Partnership Agreement, a Charter, and a PDSA for the Wyoming Tribal Children’s Triad are attached as Attachments E and F.

## **RESOURCES**

*Educational Leadership Policy Standards: ISLLC 2008*. As adopted by the National Board for Educational Administration. Council of Chief State School Officers.

Epstein, J. *School Family and Community Partnerships: Preparing Educators and Improving Schools*. Boulder, Westview Press, 2001.

Goldring, E. and Hausman, C. Civic capacity and school principals: The missing links for community development. In *Community Development and School Reform*, R.L. Crowson, Ed. Oxford, Elsevier Science, 2001.

Haynes, Marianna (2009). *State Strategies for Turning Around Low-Performing Schools and Districts*. National Association of State Boards of Education 17(7).

Hubbard, Kennedy, and Sutton, Trefney. *Dynamics of Alliances*. Mid-Continent Regional Education Laboratory.

Sanders N., and Kearney, K. (2008) *Performance Standards and Indicators for Education Leaders, ISLLC-Based Models*. Council of Chief State School Officers.

Southern Regional Education Board. *The district leadership challenge: Empowering principals to improve teaching and learning*. SREB, July 2009.

*The Fourth R: Workforce Readiness*, National Alliance of Business, 1987

Traphagen, K. and Johnson-Staub, C. Expanded time, enriching experiences: Expanded learning time schools and community organization partnerships. Center for American Progress, February, 2010.

## **BEST PRACTICE IN BUILDING PARTNERSHIPS RESOURCES**

*Baldrige in Education Initiative*, [www.baldrigeineducation.org](http://www.baldrigeineducation.org)

*Ellis, Debbie and Hughes, Kendra. Partnerships by Design: Cultivating Effective and Meaningful School-Family-Community Partnerships.* 2002.

<http://nwrel.org/partnerships/pubs/bydesign.html>

*Guiding Principles for Business and School Partnerships.* 2003

<http://www.nsba.org/SecondaryMenu/COSA/Search/AllCOSADocuments/GuidingPrinciplesforBusinessandSchoolPartnerships.aspx>

Haynes, Mariana. *State Strategies for Turning Around Low Performing Schools and Districts*

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/State-Strategies-for-Turning-Around-Low-Performing-Schools.pdf>

Padgett, Heather C., Deich, Sharon, and Russell, Lane, *Strengthening Partnerships and Building Public Will for Out-of-School Time Programs: Strategy Guide.* Washington, DC.: National League of Cities, Institute for Youth, Education, and Families with support from the Wallace Foundation. 2009. [www.nlc.org](http://www.nlc.org)

Spiro, Jody. *Leading Change Handbook: Concepts and Tools*

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/leading-change-handbook.pdf>

**Attachment A**

**PARTNER DISCLOSURE FORM**

(separate form to be completed by each partner)

**Name of Organization:**

**Contact Person:**

**Date:**

**Mission:**

(Enter the organization's mission.)

**Core Beliefs:**

(Enter the core beliefs of the organization.)

**Strategic Goals:**

(List the organization's goals.)

**Attachment B**

Team Charter/Operational Standard	
<b>Name of Team</b>	
<b>Team Advisor</b>	
<b>Team Facilitator</b>	
<b>Team Membership</b>	
<b>Team Goal/Purpose</b>	
<b>Expected Activities</b>	
<b>Team Ground Rules</b>	Members will: be on-time, complete assigned tasks, make decisions

	using a consensus based model, and maintain brief action minutes of all meetings	
<b>Decision Making Strategies</b>		
<b>Expected Results and Measures of Success</b>	<b>Results</b>	<b>Measures of Success</b>

**Attachment C**  
**The Partnership Agreement**

**Partnership Agreement**

**(name the partners)**

**Statement of Purpose**

This partnership agreement is a document created to . . . .

**Introduction**

Brief introduction to the history, data, or other information that gave reason to develop the partnership.

**Partner Agreement**

\_\_\_\_\_ (organization) has agreed to participate as an active partner in support of . . . . (provide more detail)

\_\_\_\_\_ (organization) agrees to implement the following actions:

1. Report (indicate frequency expected)
2. Other actions
3. Other actions
4. As many actions listed as necessary

**Partner Signature**

\_\_\_\_\_  
Organization's Designee

\_\_\_\_\_  
Date

**Attachment D**

**PDSA Form**

 														
<p><b>Wyoming Department of Education</b></p> <p><b>Plan, Do, Study, Act (PDSA) FORM</b></p>														
Facilitator's Name:	Team:	Date:												
<b>STUDY</b>	<p>What needs to be improved and what specific outcome needs to occur?</p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p>What is the current condition and data that support the need for improvement?</p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p>Who are the direct customers of the improvement and how will this benefit them?</p> <ul style="list-style-type: none"> <li>▪</li> </ul>													
<b>PLAN</b>	<p><b>Alignment – What process/program/project/initiative/ or unit priority does this improvement support?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><b>Department Goal:</b></td> <td style="width: 10%;">#1</td> <td>To improve student performance</td> </tr> <tr> <td></td> <td>#2</td> <td>To ensure efficient and effective operations</td> </tr> <tr> <td></td> <td>#3</td> <td>To improve safe, orderly and healthful school environments</td> </tr> <tr> <td><b>Unit/Work Group Goal:</b></td> <td></td> <td></td> </tr> </table> <p><b><u>Supporting Strategy:</u></b></p> <p>What is the general approach to achieving the desired outcome?</p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p>What resources may be needed and who else will be involved?</p> <ul style="list-style-type: none"> <li>▪</li> </ul> <p>When and how will the improvement be evaluated for results?</p> <ul style="list-style-type: none"> <li>▪</li> </ul>		<b>Department Goal:</b>	#1	To improve student performance		#2	To ensure efficient and effective operations		#3	To improve safe, orderly and healthful school environments	<b>Unit/Work Group Goal:</b>		
<b>Department Goal:</b>	#1	To improve student performance												
	#2	To ensure efficient and effective operations												
	#3	To improve safe, orderly and healthful school environments												
<b>Unit/Work Group Goal:</b>														
<b>DO</b>	Steps	Actions to Accomplish Plan	Person Responsible	Results	Action Step									

					<b>Completion Date</b>
	#1				
	#2				
	#3				
	#4				
	#5				
	<b>Will this require additional fiscal resources? __YES _ NO</b>				<b>Estimated Cost \$</b>
<b>Will this require additional human resources? __YES _ NO</b>				<b>Estimated Cost \$</b>	
<b>STUDY</b>	<b>What were the accomplished improvement and outcomes results?</b>		<b>What was the impact of the improvement on the direct customer?</b>		
	▪		▪		
<b>ACT</b>	<b>How can this process be refined, improved, or adjusted?</b>				
	▪				
	<b>Can the improvement be transferred to other areas of the department? If so, how?</b>				
	▪				
<b>What modifications/adjustments/refinements will be put in place in the next cycle of improvement?</b>					
▪					
<b>When will this process be evaluated again and by whom?</b>					
▪					

**Attachment E**

## **TRIAD Partnership Agreement**

### **Joint Tribal Councils, Wyoming Department of Education and Partners**

#### **Statement of Purpose**

The partnership agreement is a document created to improve attendance and increase enrollment of school age children in the public education system on the Wind River Indian Reservation. This agreement has been designed to facilitate the collective work of the Triad partners in support of improving enrollment and attendance .

#### **Introduction**

Education is critical to the future success of our tribal children. We recognize the historic struggles within the educational system for tribal children and the present effects of that experience that linger in today’s tribal communities.

The Wyoming Department of Education is ready to partner with local districts and schools, governments and community organizations to increase enrollment and daily attendance of school age children and youth on the Wind River Reservation. Through identification of dilemmas, development of a community plan and monitoring of the plan, the partners will actively seek solutions to accomplish the Triad goals.

#### **Partner Agreement**

\_\_\_\_\_ (organization) has agreed to participate as an active partner in support of the Wyoming Tribal Children’s Triad goals. The goals of the Triad for the 2009-10 school year are to ensure all school age children are enrolled in public school and that the daily attendance rates for students are improving. The target for enrollment is 100% of school age children and youth are enrolled in public schools and that all districts and schools on the Wind River Reservation are achieving 90% to 94% daily attendance.

\_\_\_\_\_ (organization) agrees to implement the following actions:

1. Report monthly data/information regarding efforts to ensure school age children are enrolled and attending school daily.
- 2.
- 3.
- 4.

#### **Partner Sign-off**

Organization’s Designee	Date
Organization’s Designee	Date

### **Attachment F**

## PDSA Sample

Wyoming Tribal Children's Triad /Operational Standard DRAFT #2, 6/04/09		
<b>Name of Team</b>	WY Tribal Childrens' Triad	
<b>Team Advisor</b>	Joe Simpson	
<b>Team Membership</b>	(see attached list)	
<b>Team Goal/Purpose</b>	To identify challenges and solutions to address enrollment, and daily attendance of all students. To identify and implement an improvement plan	
<b>Expected Activities</b>	<ol style="list-style-type: none"> <li>1. Meet monthly</li> <li>2. Generate monthly data and reporting</li> <li>3. Set improvement targets</li> <li>4. Develop an improvement plan with strategies</li> <li>5. Build a community team (Elders, BIA, Tribal Councils, Health, Social Services, School Districts, Business Representatives, Citizens, etc.</li> <li>6. Get community partners to agree to do their part in the improvement efforts</li> <li>7. Create a communications plan to support the team's efforts</li> <li>8. Report to Joint Tribal Councils and Dr. Jim McBride bi-annually</li> <li>9. Attend tribal meetings when invited</li> </ol>	
<b>Team Ground Rules</b>	Members will: attend meetings, participate, complete assigned tasks, make decisions using a consensus based model, and turn cell phones to vibrate	
<b>Expected Results and Measures of Success</b>	<b>Results</b>	<b>Measures of Success</b>
	Increase the number of school age students enrolled in public education	Enrollment increases
	Increase the daily attendance rates of school age students enrolled in public education	Daily attendance increases

# Module 5

# Assessing the 2008 ISLLC Performance Indicators with Rubrics

## INTRODUCTION

The Interstate School Leaders Licensure Consortium Standards for School Leaders (ISLLC) were developed in 1996. In 2007 the National Policy Board for Educational Administration (NPBEA) convened a group of educational leaders to revise the original Standards developed in 1996. The completion of their work yielded the revised, updated Standards known as ISLLC 2008.

Subsequently the Council for Chief State School Officers (CCSSO) convened representatives from 24 states to provide feedback to the NPBEA. As a result of that work, the state representatives (known as the State Consortium on Education Leadership, SCEL) developed a companion guide titled Performance Expectations and Indicators for Educational Leaders.

The purpose of the Performance Expectations and Indicators is to provide a resource for policy makers and educators in states, districts, and programs to analyze and prioritize expectations of education leaders in various roles and at strategic stages in their careers. They are also intended to support national, state, and local dialogue about how to improve leadership (CCSSO, 2008).

Upon the completion of that companion guide SCEL decided to capture the essence of the work in a Toolkit for State Education Agencies and local school districts. The rubrics that follow are a by-product of that work.

The rubrics are built around the six ISLLC Standards. Each standard is supported by Elements that further provide explanation for that Standard. It is at this level that the rubrics provide the most meaning and support. Supporting the Six Standards are 18 rubrics aligned to the Elements.

## How to Use

The rubrics are designed to be used in a variety of ways. For the veteran school leader, the rubrics may provide feedback for growth in reflective practice.

The new leader may use them as a guide for growth and expansion of skill sets in an Induction Program. The Aspiring Leader may use them as feedback in a pre- and post-assessment mode for setting goals for future work. It is likely that for the new leader and the aspiring leader the rubrics will not be used in the total but rather specific sections will be selected for use. The website is designed to allow a user to download the rubrics in total or customize a set of rubrics for an individual leader.

**In all instances, the rubrics are not designed to be a comprehensive assessment system but a valuable resource for reflective practice.**

## **RESOURCES**

The rubrics were developed for the work of SCEL by a workgroup of the Georgia Leadership Institute for School Improvement (GLISI) with a grant supported by the Wallace Foundation.

DRAFT

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission and high expectations for every student.</b>				
<b>Element A. High Expectations for All</b>				
<b>The vision and goals establish high, measurable expectations for all students and educators.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Uses varied sources of information and analyzes data about current practices and outcomes to shape a vision, mission, and goals with high, measurable expectations for all students and educators	Uses single sources of information and data about what is currently occurring and what represents best practice or uses only popular stances to shape a vision, mission, and goals	Uses several information sources and some data to inform to shape a vision, mission, and goals with expectations for students and educators	Selects and organizes data about current processes and outcomes and connects that data with best information sources to set a vision, mission, and goals with high, measurable expectations for all students and educators	Engages others in understanding information from a variety of sources and in data analysis to assist them in focusing a vision, mission, and goals which include high, measurable expectations for all students and educators.
2. Aligns the vision, mission, and goals to school, district, state, and federal policies (such as content standards and achievement targets)	Treats expressions of vision, mission, and goals as isolated statements	Scrutinizes expressions of vision, mission, and goals for congruence with school, district, state, and federal policies	Ensures that the overall meaning and expressions contained within vision, mission, and goals are aligned with school, district, state, and federal policies	Leads others to know and use school, district, state, and federal policies as a method of aligning vision, mission, and goals with the larger context  Engages others in analysis of the ways in which the vision, mission, and goals

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission and high expectations for every student.</b>				
<b>Element A. High Expectations for All</b>				
<b>The vision and goals establish high, measurable expectations for all students and educators.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
				relate to high levels of achievement
3. Incorporates diverse perspectives and crafts consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities	Uses a small circle of stakeholders to shape the vision, mission, and goals, which are limited in scope	Invites input from many individuals in school population and community when creating vision, mission, and goals	Includes a sampling of the various stakeholders-- including the school population and community--to arrive at consensus about vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.	Provides education and guidance about demographics, research, and best practices to those engaged in setting vision, mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.
4. Advocates for a specific vision of learning in which every student has equitable, appropriate, and effective learning opportunities and achieves	Expresses no regard for equity in opportunities to learn and achieve	Explores what equity of opportunity to learn and achieve means across diverse student populations	Provides leadership, resources, information, time, and facilities to ensure that every student has equitable, appropriate, and effective learning	Provides examples from within the learning environment of fulfillment of a vision of learning in which every student has equitable, appropriate, and

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission and high expectations for every student.				
<b>Element A. High Expectations for All</b>				
The vision and goals establish high, measurable expectations for all students and educators.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
at high levels			opportunities and achieves at high levels.	effective learning opportunities and achieves at high levels

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.				
<b>Element B. Shared Commitments to Implement the Vision, Mission, and Goals</b>				
The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Establishes, conducts, and evaluates processes used to engage staff and community in a shared	Offers approaches to creating a shared vision, mission, and goals which are not inclusive	Experiments with processes for creating and evaluating ways to involve staff and community in a shared vision, mission, and	Implements techniques which engage the staff and community in supporting shared vision, mission, and goals.	Demonstrates ways in which the leader himself or herself has instituted and evaluated processes which engage the staff and

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.</b>				
<b>Element B. Shared Commitments to Implement the Vision, Mission, and Goals</b>				
<b>The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
vision, mission, and goals		goals.	Evaluates techniques used to engage the staff and community in supporting shared vision, mission, and goals.	community in supporting shared vision, mission, and goals
2. Engages diverse stakeholders, including those with conflicting perspectives, in ways that build shared understanding and commitment to vision, mission, and goals	Ignores diverse stakeholders, especially those who espouse opposing positions	Acknowledges differences among stakeholders' views	Builds common focus among stakeholders holding a variety of perspectives including conflicting opinions	Analyzes with staff and aspiring leaders the processes used for building common focus and consensus among those holding differing points of view
3. Develops shared commitments and	Limits sharing of focus and responsibilities	Shares information and directs responsibilities for	Enables staff and community members	Leads staff and community members to reflect on the

**Performance Expectation 1: Vision, Mission, and Goals**

**Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.**

**Element B. Shared Commitments to Implement the Vision, Mission, and Goals**

**The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.**

Indicator	Not Evident	Emerging	Proficient	Exemplary
responsibilities that are distributed among staff and the community for making decisions and evaluating actions and outcomes		making decisions and evaluating actions and outcomes with staff and community	through development of knowledge and skills and through empowerment to make decisions  OR  Enables staff and community members through development (of knowledge and skills) and empowerment to evaluate their actions and the outcomes of their decisions	quality of their decisions and the consistency with the expressed vision, mission, and goals
4. Communicates and acts from shared vision, mission, and goals so educators and the	Shows no regard for espoused vision, mission, and goals in personal actions or in the work of	Espouses through word and action commitment to shared vision, mission, and goals at general or global	Models personal commitment to shared vision, mission, and goals through word and action	Assesses with staff and community the effectiveness of their adherence to words and

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.</b>				
<b>Element B. Shared Commitments to Implement the Vision, Mission, and Goals</b>				
<b>The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
community understand, support, and act on them consistently	others	levels	<p>OR</p> <p>Leads others to consistent adherence to words and actions which demonstrate commitment to shared vision, mission, and goals</p>	<p>actions which demonstrate commitment to shared vision, mission, and goals</p> <p>OR</p> <p>Plans for improvement in expression of and commitment to vision, mission, and goals to insure continuing fit with community demographics</p>
5. Advocates for and acts on commitments in the vision, mission, and goals to provide equitable, appropriate, and effective learning opportunities for every student	Separates vision, mission, and goals from equitable, appropriate, and effective learning opportunities for every student.	Links the statements of vision, mission, and goals with equitable, appropriate, and effective learning opportunities for every student.	Uses commitments in the vision, mission, and goals as the basis for ensuring equitable, appropriate, and effective learning opportunities for every student.	Provides examples of the ways in which vision, mission, and goals are connected with and enacted through equitable, appropriate, and effective learning opportunities for

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.				
<b>Element B. Shared Commitments to Implement the Vision, Mission, and Goals</b>				
The process of creating and sustaining the vision, mission, and goals is inclusive, building common understandings and genuine commitment among all stakeholders.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
				every student.

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission and high expectations for every student.				
<b>Element C. Continuous Improvement toward the Vision, Mission, and Goals</b>				
Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Uses or develops data systems and other sources of information (e.g., test	Does not provide or seek information sources--including data systems--to	Seeks sources of information--including data systems--which	Ensures that sources of information--including data systems--are used a)	Creates data systems and information sources for assessing student progress

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission and high expectations for every student.</b>				
<b>Element C. Continuous Improvement toward the Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
scores, teacher reports, student work samples) to identify unique strengths and needs of students, gaps between current outcomes and goals, and areas for improvement	a) assess whether goals for students progress are being met and b) specify areas for improvement	provide information which can be used a) to assess whether goals for students progress are being met and b) to specify areas for improvement	to assess whether goals for students progress are being met and b) to specify areas for improvement	and planning for improvement
2. Makes decisions informed by data, research, and best practices to shape plans, programs, and activities and regularly review their effects	Makes decisions on factors other than data, research, and best practices	Consults data, research, and best practices when making decisions regarding planning, programs, and activities and also when reviewing work	Bases decisions regarding planning, programs, and activities as well as review of work on data, research, and best practices	Explains the relationship between (a) data, research, best practices and (b) plans, programs, activities, and program review

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission and high expectations for every student.</b>				
<b>Element C. Continuous Improvement toward the Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
3. Uses data to determine effective change strategies, engaging staff and community stakeholders in planning and carrying out changes in programs and activities	Either does not plan and implement change or bases change on factors other than data	Incorporates some use of data when planning and implementing change	Plans and implements change strategies based upon data  OR Engages staff and community stakeholders in applying data to planning and implementing change strategies	Demonstrates how to use data to plan for change and for the engagement of various internal and external stakeholders
4. Identifies and removes barriers to achieving the vision, mission, and goals	Does not assess barriers to achieving the vision, mission, and goals	Demonstrates awareness of barriers to achieving the vision, mission, and goals	Identifies and removes barriers to achieving the vision, mission, and goals	Reflects with others on changes at all levels within the organization that are needed to fully achieve the vision, mission, and goals
5. Incorporates the vision and goals into planning (e.g., strategic plan, school	Separates planning, change strategies, and instructional programs from vision and	Consults the vision and goals when planning, selecting change strategies,	Aligns vision and goals with planning, change strategies, and instructional	Uses the vision and goals on a regular basis as the foundation for setting short

<b>Performance Expectation 1: Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission and high expectations for every student.</b>				
<b>Element C. Continuous Improvement toward the Vision, Mission, and Goals</b>				
<b>Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
improvement plan), change strategies, and instructional programs	goals	and designing instructional programs.	programs	range goals, deciding on expenditures, and setting meeting agendas
6. Obtains and aligns resources (such as learning technologies, staff, time, funding, materials, training, and so on) to achieve the vision, mission, and goals	Uses criteria other than the vision, mission, and goals when selecting resources	Considers the vision and goals when selecting resources	Insures that resources which promote the achievement of the vision, mission, and goals are available and are used	Screens multiple sources for cutting edge resources to best promote the achievement of the vision, mission, and goals  OR Encourages others to develop resources which promote the achievement of the vision, mission, and goals are available and are used
7. Revises plans, programs, and activities based on systematic	Does not conduct reviews or make revisions based on	Employs some evidence and reviews of progress toward the vision, mission,	Revises plans, programs, and activities using systematic evidence of	Uses systematic evidence of progress toward the vision, mission, and goals

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Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
evidence and reviews of progress toward the vision, mission, and goals	systematic evidence of progress toward the vision, mission, and goals.	and goals when revising plans, programs, and activities	progress toward the vision, mission, and goals.	to predict trends and patterns of need and opportunity in plans, programs, and activities
<b>Performance Expectation 2: Teaching and Learning</b>				
Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.				
<b>Element A. Strong Professional Culture</b>				
A strong professional culture supports teacher learning and shared commitments to the vision and goals.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Develops shared understanding, capacities, and commitment to high expectations for all	Perceives high expectations as cheerleading targeted to one kind of student	Knows the literature on the impact of expectations on student outcomes	Offers opportunities at classroom, school, and/or system level for educators to share successful	Varies the quantity and type of opportunities for teachers to understand multiple ways to express

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
students and closing achievement gaps	population	OR Recognizes that there is a relationship among rigor of curriculum, motivation created by kinds of tasks assigned, encouragement through personal relationship, and academic and behavioral growth of students	behaviors, skills, and activities OR Provides a forum for problem-solving and continuous improvement as educators seek to ensure that students perceive and respond to high expectations OR Solicits examples of <i>outcomes</i> that show enactment of high expectations that fit the needs and perceptions of the student population	high expectations in assignments offered encouragement instructional support alignment of content and language with student backgrounds and cultures
2. Guides and supports	Offers no opportunities for	Initiates professional	Installs professional	Organizes a long-term plan

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
<p>job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.</p>	<p>professional development</p> <p>OR</p> <p>Provides only “sit and get” sessions for contact hours</p>	<p>learning opportunities that apply best practices to classrooms, schools, individual students, and learning objectives for diverse ages and all curricular areas</p>	<p>learning with performance-based components</p> <p>OR</p> <p>Ensures that professional learning for educators focuses on the characteristics and demographics of learners</p>	<p>for continuous improvement of job-embedded standards based professional learning that is built on</p> <p>data on student achievement</p> <p>feedback from participants</p> <p>continuous survey of literature, examples from a variety of settings, and research</p>

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
3. Models openness to change and collaboration that improves practices and student outcomes.	Resists change and collaboration	Assesses the impact of change and collaboration  OR Plans for change and collaboration	Applies change that results in improved teaching and learning  OR Collaborates with superordinates, colleagues, and subordinates to install practices across a variety of settings which improve teaching and learning	Positions behaviors and ideas so that educators across a wide spectrum of experience and ability levels can follow
4. Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning	Denies time and resources for building a culture that supports professional collaboration	Uses residual funds and facilities to provide time and resource to foster a culture of openness and collaboration	Views resources for professional learning as high priority  OR Allocates appropriate funds and facilities to foster a culture of	Seeks special monies for projects/programs designed to intensify opportunities and results in professional learning  OR Creates ways of organizing

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
improvement			openness and collaboration that leads to improvement through sharing, analysis of outcomes, and planning	to increase time and resources for professional learning
5. Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning	Does not engage in stating vision and goals	Includes some leaders and staff in stating vision and goals	Provides structure and organization for leaders and staff at all levels to discuss their personal beliefs, values, and practices and then to assess relationship of these to the stated vision and goals	Instructs leaders and staff in processes that will enable them to examine their beliefs, values, and practices in light of stated vision and goals  OR Installs mechanisms for regular reflections on the goodness of fit of personal beliefs, vision and practices with stated vision and goals
6. Provides ongoing feedback using data, assessments, and evaluation methods that	Provides no data-based feedback	Uses some clearly defined sources as the basis for feedback and practice	Provides feedback that includes multiple clearly defined sources	Differentiates some of data sources on which feedback is based according to

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
improve practice.		<p>OR</p> <p>Offers feedback on an unscheduled, irregular basis</p>	<p>OR</p> <p>Delivers feedback on a regular basis</p> <p>OR</p> <p>Links data and feedback to improvement in teaching and learning</p>	<p>individual needs</p> <p>OR</p> <p>Aggregates data to offer unit, school, and/or system-level feedback</p>
7. Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.	Does not use individual professional development plans	Ensures that individual professional learning plans exist	<p>Leads others to design and implement professional learning plans</p> <p>OR</p> <p>Conducts periodic checks on progress made with professional learning plans with special attention to the <i>outcomes</i> – improvement in teaching and in learning</p>	<p>Models ways to use professional learning plans for professional growth and change</p> <p>OR</p> <p>Leads others to monitor their own progress regarding improvements resulting from professional learning plans</p> <p>OR</p>

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A strong professional culture supports teacher learning and shared commitments to the vision and goals.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
				Encourages revision of professional learning plans on a regular basis to promote greater progress

<b>Performance Expectation 2: Teaching and Learning</b>				
Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.				
<b>Element B. Rigorous Curriculum and Instruction</b>				
Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Develops shared understanding of rigorous curriculum and standards-based instructional	Does not understand how to use rigorous curriculum and instruction to improve student learning across	Knows ways to use rigor and standards-based materials, student work, and data on student	Organizes people and information so that there is common focus in using rigor and standards-based	Models the use of rigor and standards-based principles to differentiate the ways in which others

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs	diverse populations	progress to adjust curriculum and instruction to meet diverse needs	materials, student work, and data on student progress to adjust curriculum and instruction to meet diverse needs	are led to redesign their work  OR Uses examples of student and teacher work to clarify and promote shared understanding of best use of rigorous curriculum and appropriate instructional practices to promote high levels of achievement in all students
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional development, assessments,	Does not provide leadership in using rigorous curriculum or effective, differentiated instructional practices	Offers opportunities through random events and meetings for educators to understand, apply, and reflect upon the use of rigorous curriculum and instruction, aligned content standards, assessments,	Arranges for comprehensive and sequential opportunities for all educators to understand, apply, and reflect upon the use of rigorous curriculum and instruction, aligned content standards,	Leads and/or participates in formal and informal sessions which focus on appropriate use of rigor in curriculum and effective instructional practices to increase achievement for

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
and evaluation methods		and evaluation methods	assessments, and evaluation methods	every student
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning	Does not know how to differentiate instruction for diverse learners	Knows how to differentiate instruction using a variety of strategies, resources, and accommodations	Installs regular opportunities for all educators to increase their knowledge of instructional approaches and to examine practices for “goodness of fit” with their learners  OR  Organizes forums for educators to share examples of successful (in process and product) student learning	Leads sessions on differentiated teaching strategies and their relationship to various student needs and backgrounds  OR  Shares examples of effective approaches to differentiation with internal and external audiences
4. Identifies and uses high-quality research and data-	Is unaware of research about student	Reads some of the literature and research on	Applies research to target instructional practices	Involves other local leaders in screening

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
based strategies and practices that are appropriate in the local context to increase learning for every student.	characteristics and instructional strategies for promoting achievement across diverse populations of learners	using instructional practices to promote student achievement for all learners	appropriate for the local student population  Provides educators with knowledge of and encouragement for using strategies that hold promise for improving learning in the local context	research and/or collecting local examples of effective ideas  Applies research-based approaches when conducting professional learning and other events for adult educators
<b>Performance Expectation 2: Teaching and Learning</b>				
Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.				

<b>Element B. Rigorous Curriculum and Instruction</b>				
<b>Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Develops shared understanding of rigorous curriculum and standards-based instructional programs, working with teams to analyze student work, monitor student progress, and redesign curricular and instructional programs to meet diverse needs	Does not understand how to use rigorous curriculum and instruction to improve student learning across diverse populations	Knows ways to use rigor and standards-based materials, student work, and data on student progress to adjust curriculum and instruction to meet diverse needs	Organizes people and information so that there is common focus in using rigor and standards-based materials, student work, and data on student progress to adjust curriculum and instruction to meet diverse needs	Models the use of rigor and standards-based principles to differentiate the ways in which others are led to redesign their work  OR Uses examples of student and teacher work to clarify and promote shared understanding of best use of rigorous curriculum and appropriate instructional practices to promote high levels of achievement in all students
2. Provides coherent, effective guidance of rigorous curriculum and instruction, aligning content standards, curriculum, teaching, assessments, professional	Does not provide leadership in using rigorous curriculum or effective, differentiated instructional practices	Offers opportunities through random events and meetings for educators to understand, apply, and reflect upon the use of rigorous curriculum and instruction, aligned content	Arranges for comprehensive and sequential opportunities for all educators to understand, apply, and reflect upon the use of rigorous curriculum and instruction, aligned	Leads and/or participates in formal and informal sessions which focus on appropriate use of rigor in curriculum and effective instructional practices to increase achievement for

<b>Performance Expectation 2: Teaching and Learning</b>				
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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
development, assessments, and evaluation methods		standards, assessments, and evaluation methods	content standards, assessments, and evaluation methods	every student
3. Provides and monitors effects of differentiated teaching strategies, curricular materials, educational technologies, and other resources appropriate to address diverse student populations, including students with disabilities, cultural and linguistic differences, gifted and talented, disadvantaged social economic backgrounds, or other factors affecting learning	Does not know how to differentiate instruction for diverse learners	Knows how to differentiate instruction using a variety of strategies, resources, and accommodations	Installs regular opportunities for all educators to increase their knowledge of instructional approaches and to examine practices for “goodness of fit” with their learners  OR  Organizes forums for educators to share examples of successful (in process and product) student learning	Leads sessions on differentiated teaching strategies and their relationship to various student needs and backgrounds  OR  Shares examples of effective approaches to differentiation with internal and external audiences

<b>Performance Expectation 2: Teaching and Learning</b>				
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<b>Element B. Rigorous Curriculum and Instruction</b>				
<b>Improving achievement of all students requires all educators to know and use rigorous curriculum and effective instructional practices, individualized for success of every student.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
4. Identifies and uses high-quality research and data-based strategies and practices that are appropriate in the local context to increase learning for every student.	Is unaware of research about student characteristics and instructional strategies for promoting achievement across diverse populations of learners	Reads some of the literature and research on using instructional practices to promote student achievement for all learners	<p>Applies research to target instructional practices appropriate for the local student population</p> <p style="text-align: center;">OR</p> <p>Provides educators with knowledge of and encouragement for using strategies that hold promise for improving learning in the local context</p>	<p>Involves other local leaders in screening research and/or collecting local examples of effective ideas</p> <p>Applies research-based approaches when conducting professional learning and other events for adult educators</p>

<b>Performance Expectation 2: Teaching and Learning</b>				
<b>Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.</b>				
<b>Element C. Assessment and Accountability</b>				
<b>Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve vision, mission, and goals.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning	Does not use aligned, standards-based accountability data to improve the quality of teaching and learning.	Seeks sources of aligned, standards-based accountability data	Aligns standards-based goals with outcome data to improve teaching and learning	Offers prototypes for developing and using aligned, standards-based accountability data to improve the quality of teaching and learning
2. Uses varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality	Uses single sources of information for decisions about student learning and program quality	Recognizes the kinds of sources that can be used for program evaluation and student assessment	Appropriately matches different kinds of data and assessments with the kinds of information needed to make sound judgments about program effectiveness and student achievement	Leads other educators to understand (a) the kinds of sources available for decision making about programs and learning outcomes and (b) the criteria to be considered in matching those sources with information needed
3. Guides regular analyses and disaggregation of data about all students to improve instructional	Does not encourage regular data analysis	Periodically, at irregular and and/or unscheduled intervals, promotes analyses and	Provides the knowledge and time needed for effective analyses and disaggregation of data to	Seeks new sources of data  OR Assists in matching data

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<b>Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.</b>				
<b>Element C. Assessment and Accountability</b>				
<b>Improving achievement and closing achievement gaps require that leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve vision, mission, and goals.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
programs.		disaggregation of data to address student needs and program quality	improve instruction  Schedules opportunities for educators to work together to analyze data and plan for instructional improvement	sources to specified goals and targeted student needs/opportunities
4. Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.	Does not use technology or performance management systems	Studies tools available for use of technology and/or performance management  OR Pilots small scale implementation of technologies and/or performance management systems	Applies appropriate technology and performance management systems to address stated goals and to adjust programs and resources for improvement	Explores cutting edge technologies and other assessment tools  OR Collaborates with colleagues to improve the quality of the technology and program management tools
5. Interprets data and communicates progress	Either does not understand data and the relationship	Demonstrates surface-level	Organizes and interprets data so that individual	Leads others to organize data so that results have

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
toward vision, mission, and goals for educators, the school community, and other stakeholders.	between reports and goals, or does not provide explanations that can be understood by those internal and external to the organization	understanding of findings  OR Enables others to have limited understanding of the relationship of the data to expressed goals	educators and stakeholders across a variety of positions can understand the results and plan for future improvement	meaning in terms of expressed goals  OR Leads other educators to know strategies for communicating complex findings so that many individuals can understand the meaning of the data in terms of expressed goals

<b>Performance Expectation 3: Managing Organizational Systems and Safety</b>				
<b>Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</b>				
<b>Element A. Effective Operational Systems</b>				
<b>Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Uses effective tools such as problem-solving skills and knowledge of strategic, long-range, and operational planning to continuously improve the operational system	Does not provide for continuous improvement of the operational system	Is episodic in leading improvement of operational systems  OR Knows some of the tools needed for continuous improvement of operational systems and/or uses them with limited effectiveness	Improves the operational system on a continuous basis by using appropriate tools in effective ways	Models effective use of tools (such as problem-solving skills and knowledge of strategic, long-range, and operational planning), which results in continuous improvement of the operational system  OR Encourages others to apply tools effectively to improve the operational systems of their own units or of the district
2. Maintains the physical plant for safety, ADA requirements, and other	Fails to maintain physical plant(s) which support student learning and which	Knows the requirements of maintaining physical plant(s) which support	Maintains the physical plant(s) which support student learning and which	Leads other educators and community stakeholders to understand the

<b>Performance Expectation 3: Managing Organizational Systems and Safety</b>				
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<b>Element A. Effective Operational Systems</b>				
<b>Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
access issues to support learning of every student	ensure adherence to safety, ADA, and other access issues	student learning and which ensure adherence to safety, ADA, and other access issues	ensure adherence to safety, ADA, and other access issues	relationship between well-maintained and accessible physical plants and student learning
3. Develops and facilitates communication and data systems that assure the timely flow of information	Does not facilitate the timely flow of information	Employs systems which have mixed results in providing timely flow of information.	Develops and facilitates communication and data systems that assure the timely flow of information.	Engages others in developing and facilitating improvements to communication and data systems
4. Oversees acquisition and maintenance of equipment and effective technologies, particularly to support teaching and learning	Shows no understanding or use of equipment and technologies which are effective and which support student learning	Explores options for equipment and technologies which are effective and which support student learning  OR Provides some equipment and technologies which are	Ensures that equipment and technologies which are effective and which support student learning are acquired and maintained	Leads others to explore tools, technologies, and applications which are effective, especially with regard to student learning

<b>Performance Expectation 3: Managing Organizational Systems and Safety</b>				
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<b>Element A. Effective Operational Systems</b>				
<b>Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		effective and which support student learning		
5. Distributes and oversees responsibilities for leadership of operational systems	Either hoards or ignores the responsibilities associated with leading operational systems	Analyzes duties and responsibilities associated with leading operational systems and/or assigns tasks to others with limited success	Assigns and reviews the duties and responsibilities associated with leading operational systems	Engages others in analyzing duties and responsibilities associated with leading operational systems and/planning for appropriate assignments  OR Shares examples of effective distribution and review of responsibilities for leading operational systems
6. Evaluates and revises processes to continuously improve the operational	Does not conduct reviews of operational system	Conducts reviews of the operational system	Evaluates and revises processes to continuously improve the operational	Engages others in evaluating the success with which duties and

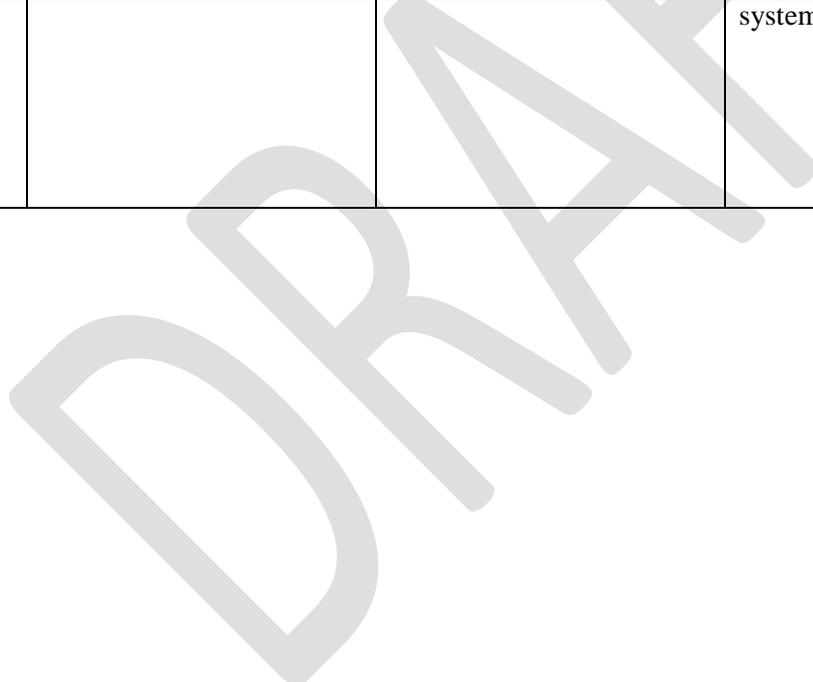
**Performance Expectation 3: Managing Organizational Systems and Safety**

**Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.**

**Element A. Effective Operational Systems**

**Leaders distribute leadership responsibilities and supervise daily, ongoing management structures and practices to enhance teaching and learning.**

Indicator	Not Evident	Emerging	Proficient	Exemplary
system			system.	responsibilities associated with leading operational systems have been executed and in planning for improvement



<b>Performance Expectation 3: Managing Organizational Systems and Safety</b>				
<b>Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</b>				
<b>Element B. Aligned Fiscal and Human Resources</b>				
<b>Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Operates within budget and fiscal guidelines and directs them effectively toward teaching and learning	Either fails to adhere to monetary guidelines or fails to direct resources toward teaching and learning	Understands monetary guidelines and develops capability of directing resources toward teaching and learning	Adheres to monetary guidelines and effectively directs resources toward teaching and learning	Enables others to understand importance of abiding by monetary guidelines and ways to direct resources toward teaching and learning
2. Allocates funds based on student needs within the framework of federal and state rules	Does not allocate funds in ways that meet state and federal rules	Understands ways to meet state and federal rules while allocating funds to meet student needs	Allocates funds based on student needs within the framework of federal and state rules.	Teaches others ways to use funding to simultaneously meet student needs and meet federal and state fiscal mandates
3. Aligns resources (such as time, people, space, and money) to achieve the vision and goals	Does not relate use of resources with vision and goals	Explores ways to use resources to achieve vision and goals	Aligns resources (such as time, people, space, and money) to achieve the vision and goals.	Uses vision and goals to seek additional resources and new ways to manage existing resources
4. Implements practices to	Does not recruit and retain	Investigates and	Implements practices to	Interacts with highly

<b>Performance Expectation 3: Managing Organizational Systems and Safety</b>				
<b>Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</b>				
<b>Element B. Aligned Fiscal and Human Resources</b>				
<b>Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
recruit and retain highly qualified personnel	highly qualified personnel	experiments with ways to recruit and retain highly qualified personnel	recruit and retain highly qualified personnel	qualified personnel to seek the best ways to recruit and retain additional highly qualified personnel  Engages employees throughout the organization to support the recruitment and retention of highly qualified personnel
5. Assigns personnel to address diverse student needs, legal requirements, and equity goals	Does not appropriately assign personnel	Assigns some personnel to address some of the diverse student needs, legal requirements, and equity goals	Assigns personnel to address diverse student needs, legal requirements, and equity goals	Demonstrates how to match talent and experience of personnel with diverse student needs, legal requirements, and equity goals
6. Conducts personnel evaluation processes that	Does not conduct meaningful personnel	Employs personnel evaluation processes that	Conducts personnel evaluation processes that	Relates personnel evaluation policies to

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<b>Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
enhance professional practice, in keeping with district and state policies	evaluations	offer limited benefit in promoting future employee growth	lead to improved professional practice and comply with district and state policies.	improved professional practice in ways that all employees can understand  Explains compliance with district and state policies, and, when possible, relates the policy to sound operational practices
7. Seeks and secures additional resources needed to accomplish the vision and goals.	Does not strive to increase resources for accomplishing the vision and goals	Responds to opportunities which are presented to add resources for accomplishing the vision and goals	Seeks and secures additional resources needed to accomplish the vision and goals.	Networks effectively to connect with a variety of sources of additional resources which can be focused on accomplishing the vision and goals

<b>Performance Expectation 3: Managing Organizational Systems and Safety</b>				
<b>Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.</b>				
<b>Element C. Protecting the Welfare and Safety of Students and Staff</b>				
<b>Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students and staff that interfere with teaching and learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Advocates for and creates collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being	Does not provide systems that support student and staff learning and well-being.	Creates the foundations for collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.	Establishes collaborative systems and distributed leadership responsibilities that support student and staff learning and well-being.	Leads others to see the need for systems and leadership that support student and staff learning and well-being  Relates through examples the relationship of an environment that supports student and staff learning and well-being to student achievement
2. Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior	Creates and monitors guidelines for accountable behavior within a closed circle of individuals	Consults a variety of stakeholders in advisory roles when developing, implementing, and monitoring guidelines and norms for accountable behavior.	Involves parents, teachers, and students in developing, implementing, and monitoring guidelines and norms for accountable behavior	Ensures that the parents, teachers, and students involved in developing, implementing, and monitoring guidelines and norms for accountable behavior represent a cross

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
				section of the organization and the community  Teaches others how to assume a perspective that encompasses all persons and best practices when developing, implementing, and monitoring guidelines and norms for accountable behavior.
3. Develops and monitors a comprehensive safety and security plan	Provides no comprehensive safety and security plan.	Drafts a safety and security plan for obvious and pressing needs	Develops and monitors a comprehensive safety and security plan.	Demonstrates to others how the safety and security plan relates to a safe environment for teaching and learning

<b>Performance Expectation 4: Collaborating with Families and Stakeholders</b>				
<b>Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</b>				
<b>Element A. Collaboration with Families and Community Members</b>				
<b>Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Brings together the resources of schools, family members, and community to positively affect student and adult learning, including parents and others who provide care for children	Does not provide opportunities to connect resources in schools, families, and the community to increase learning of students and adults	Seeks links among resources in the schools, families, and community which can promote learning for students and adults, especially those providing direct care to children	Coordinates and focuses resources within schools, families, and the community to increase learning for students and adults, especially those providing direct care to children	Shares ways to foster connections among resources within schools, families, and the community with those internal and external to the organization  Seeks new opportunities for including new resources in the coordinated effort to increase learning for students and adults, especially those providing direct care to children
2. Involves families in decision making about	Excludes families from the decision making processes	Creates opportunities for families to have input into	Involves families in decision making about	Teaches families of diverse student populations

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
their children's education	associated with their children's education	decisions made about their children's education	their children's education.	strategies for making appropriate, well-informed decisions
3. Uses effective public information strategies to communicate with families and community members (such as email, night meetings, and written materials in multiple languages	Does not seek to ensure that public information strategies fit with the abilities and needs of the families and the community	Experiments with techniques which hold promise for providing public information strategies appropriate to the needs and abilities of stakeholders to communicate with families and community members	Uses effective public information strategies appropriate to the needs and abilities of stakeholders to communicate with families and community members	<p>Shares the rationale behind the effective public information strategies chosen</p> <p>Reviews the efficiency and effectiveness of strategies used to communicate with families and community members</p> <p>Seeks new ways to continue effective public information strategies appropriate to the needs and abilities of stakeholders to</p>

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<b>Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
				communicate with families and community members as demographics and opportunities change
4. Applies communication and collaboration strategies to develop family and local community partnerships	Does not develop community and local partnerships	Explores the ways in which communication and collaboration strategies might be used to develop family and local community partnerships.	Applies communication and collaboration strategies to develop family and local community partnerships	Shares with others the processes and outcomes of successful family and community partnerships developed through the use of communication and collaboration strategies
5. Develops comprehensive strategies for positive community and media relations	Fails to develop comprehensive strategies for positive community and media relations	Designs planning efforts with the goals of developing comprehensive strategies for positive community and media	Develops comprehensive strategies for positive community and media relations	Demonstrates to others the development process for creating comprehensive strategies for positive community and media

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<b>Leaders extend educational relationships to families and community members to add programs, services, and staff outreach and provide what every student needs to succeed in school and life.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
		relations		relations  Explains to others the strategies used and reasons for their effectiveness

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<b>Performance Expectation 4: Collaborating with Families and Stakeholders</b>				
<b>Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</b>				
<b>Element B. Community Interests and Needs</b>				
<b>Leaders respond and contribute to community interests and needs in providing the best possible education for their children.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Identifies key stakeholders and is actively involved within the community, including working with community members and groups that have competing or conflicting perspectives about education	Avoids contact with key stakeholders and other community members,	Seeks to identify key stakeholders and community members and their positions regarding education	Engages with key stakeholders and other community members, including those with a variety of perspectives on education	Trains others to engage with key stakeholders and other community members, including those with a variety of perspectives on education
2. Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics	Does not seek to understand a diverse community in meaningful ways	Investigates assessment strategies and research methods which lead to understanding and accommodation of diverse student and community conditions and dynamics.	Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community conditions and dynamics.	Explains how findings from appropriate assessment strategies and research methods lead to understanding and accommodation of diversity  Seeks to customize assessment strategies and research methods to a

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<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
				particular context in order to increase understanding and accommodation of diversity  Seeks to customize assessment strategies and research methods to a particular context in order to increase understanding and accommodation of diversity
3. Seeks out and collaborates with community programs serving students with special needs	Does not contact existing community programs for students with special needs	Identifies the location and offerings of community programs serving students with special needs	Seeks out and collaborates with community programs serving students with special needs	Initiates dialogue with those in charge of community programs serving students with special needs and explains the role of education and potential collaboration
4. Capitalizes on diversity	Views homogeneity	Studies the ways in which	Capitalizes on diversity	Demonstrates through

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<b>Leaders respond and contribute to community interests and needs in providing the best possible education for their children.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
(such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs	among students as desirable	aspects of diverse groups can enrich the school community and strengthen educational programs.	(such as cultural, ethnic, racial, economic, and special interest groups) as an asset of the school community to strengthen educational programs.	examples and personal modeling the advantages for educational communities and programs created by diversity
5. Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning	Does not engage in culturally appropriate ways to share responsibilities for teaching and learning	Attempts in small efforts or pilot programs to develop cultural competence for engaging communities in improving teaching and learning.	Demonstrates cultural competence in sharing responsibilities with communities to improve teaching and learning.	Explains to others the behaviors, language, and attitudes that will create cultural competence for engaging communities in improving teaching and learning in sharing

<b>Performance Expectation 4: Collaborating with Families and Stakeholders</b>				
<b>Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.</b>				
<b>Element C. Building on Community Resources</b>				
<b>Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Links to and collaborates with community agencies for health, social, and other services to families and children.	Isolates school services from other community agencies for health, social, and other services to families and children	Acquires information about services, funding, and location of community agencies serving families and children.	Links to and collaborates with community agencies for health, social, and other services to families and children.	Forges ways to strengthen offerings to families and children by arranging for services across school and community agencies to be complementary  Shares effective ways of collaborating with community agencies
2. Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (such as buildings, playing fields,	Views school resources as separate from other community resources	Responds positively to requests from business, religious, political, and service organizations to share resources	Develops mutually beneficial relationships with business, religious, political, and service organizations to share school and community resources (including facilities)	Explains the development of mutually beneficial relationships with business, religious, political, and service organizations which enable school and community resources to be shared

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<b>Leaders maximize shared resources among schools, districts, and communities that provide key social structures and gathering places, in conjunction with other organizations and agencies that provide critical resources for children and families.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
parks, medical clinics, and so on).				
3. Uses public resources and funds appropriately and effectively.	Displays lack of skill and integrity in using public resources and funds appropriately and effectively.	Explores ways to maximize the use of public resources and funds	Uses public resources and funds appropriately and effectively for maximum benefit	Explains to others the allocation of funds and resources to maximize impact
4. Secures community support to sustain existing resources and add new resources that address emerging student needs.	Fails to engage community support for sustaining existing resources or adding new resources	Employs techniques designed to engage community support for sustaining existing resources and securing new resources	Secures community support to sustain existing resources and add new resources that address emerging student needs.	Demonstrates to others the effects of securing community support for maximizing existing and future resources to meet emerging student needs

<b>Performance Expectation 5: Ethics and Integrity</b>				
<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element A. Ethical and Legal Standards</b>				
<b>Leaders demonstrate appropriate ethical and legal behavior expected by the profession.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.	Appears unconcerned about personal and professional ethics, integrity, and justice	Sets and strives for high standards of personal and professional ethics, integrity, and justice in self and in others	Models personal and professional ethics, integrity, justice, and fairness and expects the same of others.	Articulates and helps to define for self and others the highest of standards of professional ethics, integrity, justice, and fairness
2. Protects the rights and appropriate confidentiality of students and staff	Fails to maintain confidentiality	Meets the letter of the law with regard to rights and confidentiality of students and staff	Protects the rights and appropriate confidentiality of students and staff	Leads others to establish ways to protect rights and confidentiality in “borderline” or complex situations
3. Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.	Does not engender trust	Is worthy of trust in personal ways	Behaves in a trustworthy manner, using professional influence and authority to enhance education and the common good.	Coaches others to follow practice of consistently trustworthy behavior to enhance professional influence for the common good

<b>Performance Expectation 5: Ethics and Integrity</b>				
<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element B. Examining Personal Values and Beliefs</b>				
<b>Leaders demonstrate their commitment to examine personal assumptions, values, beliefs, and practices in service of a shared vision and goals for student learning.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Demonstrates respect for the inherent dignity and worth of each individual	Shows disrespect to some or all those in the organization and the community	Applies generally respectful tones of voice and behaviors with those in the organization and the community	Demonstrates respect for the inherent dignity and worth of each individual	Engages with others in conversation about a variety of verbal, nonverbal, and organizational ways to demonstrate respect for every person
2. Models respect for diverse community stakeholders and treats them equitably	Disregards the norms and standards of differing cultures and of those holding differing opinions	Shows attention to the norms and standards of differing cultures and of those holding differing opinions	Models respect for diverse community stakeholders and treats them equitably	Leads others in the study of ways to create equitable treatment for individuals of varying cultures, backgrounds, experiences, and opinions
3. Demonstrates respect for diversity by developing cultural competency skills and equitable practices	Fails to acquire skills for responding to cultural diversity with respect equitable practices	Studies the skills needed to show respect and equity across diverse populations	Demonstrates respect for diversity by developing cultural competency skills and equitable practices	Helps to describe and provide training in cultural competency and equitable practices

<b>Performance Expectation 5: Ethics and Integrity</b>				
<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element A. Ethical and Legal Standards</b>				
<b>Leaders demonstrate appropriate ethical and legal behavior expected by the profession.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
4. Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning	Does not reflect on personal assumptions, values, beliefs, and practices	Articulates personal assumptions, values, beliefs, and practices and their relationship to educational leadership	Assesses own personal assumptions, values, beliefs, and practices that guide improvement of student learning	Describes for others the outcomes of personal assessment of assumptions, values, beliefs, and practices and the linkage to improvement of student learning
5. Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals	Does not foster reflection of deeply held assumptions and beliefs that may conflict with vision and goals by others	Promotes reevaluation of deeply held assumptions and beliefs that may conflict with vision and goals by others	Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with vision and goals.	Trains others in ways to use a variety of strategies to lead others in safely examining deeply held assumptions and beliefs including those which may conflict with vision and goals.

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<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element A. Ethical and Legal Standards</b>				
<b>Leaders demonstrate appropriate ethical and legal behavior expected by the profession.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
6. Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning	Ignores assumptions and beliefs that negatively affect students, educational environments, and every student learning.	Looks for ways to challenge and change assumptions and beliefs that negatively affect students, educational environments, and every student learning.	Respectfully challenges and works to change assumptions and beliefs that negatively affect students, educational environments, and every student learning	Adapts approaches to changing assumptions and beliefs to accommodate the diversity among students, staff, and community members

<b>Performance Expectation 5: Ethics and Integrity</b>				
<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element C. Maintaining High Standards for Self and Others</b>				
<b>Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.</b>				

Indicator	Not Evident	Emerging	Proficient	Exemplary
1. Reflects on own work, analyzes strengths and weaknesses, and establishes goals for professional growth	Does not reflect on own work	Thinks about own work and looks at processes and outcomes	Reflects on own work, analyzes strengths and weaknesses, and revises goals for professional growth.	Enables others to understand analysis of work and reasons for goals for professional growth which are established
2. Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies	Does not engage in systematic professional growth	Seeks opportunities to learn about education, especially content, standards, assessment, data, teacher support, evaluation, and professional development strategies	Models lifelong learning by continually deepening understanding and practice related to content, standards, assessment, data, teacher support, evaluation, and professional development strategies.	Leads others to seek and commit to lifelong learning about educational practices
3. Develops and uses understanding of educational policies such as accountability to avoid	Either does not know or chooses not to use current educational policies	Seeks to understand the content and meaning of current educational policies and looks for	Applies clear understanding of educational policies (such as accountability) to meet	Teaches others the spirit and letter of educational policies and how to use those policies to meet

<b>Performance Expectation 5: Ethics and Integrity</b>				
<b>Education leaders ensure the success of all students by being ethical and acting with integrity.</b>				
<b>Element C. Maintaining High Standards for Self and Others</b>				
<b>Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
expedient, inequitable, or unproven approaches that meet short-term goals (such as raising test scores)		ways to use them to promote vision and goals	vision and goals and to avoid approaches that fall short of best practice	vision and goals and to avoid approaches that fall short of best practice
4. Helps educators and the community understand and focus on vision and goals for students within political conflicts over educational purposes and methods	Ignores political conflicts in the educational arena	Seeks facts and information to assist others in understanding political conflicts over educational purposes and methods.	Leads educators and community members to sort through political conflicts and interests and remain focused on vision and goals	Varies language and complexity across diverse audiences when assisting others to sort through political conflicts and interests  Teaches other leaders how to be aware of political controversies and to simultaneously remain focused on vision and goals

**Performance Expectation 5: Ethics and Integrity**

**Education leaders ensure the success of all students by being ethical and acting with integrity.**

**Element C. Maintaining High Standards for Self and Others**

**Leaders perform the work required for high levels of personal and organizational performance, including acquiring new capacities needed to fulfill responsibilities, particularly for high-stakes accountability.**

<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
5. Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others	Does not seeks to balance personal and professional commitments and opportunities	Strives to balance personal and professional commitments and opportunities but has no consistent plan or approach for maintaining a healthy lifestyle	Sustains personal motivation, optimism, commitment, energy, and health by balancing professional and personal responsibilities and encouraging similar actions for others.	Teaches others about the concepts and practices related to balancing personal and professional commitments which lead to an emotionally, psychologically, and physically healthy lifestyle

**PERFORMANCE EXPECTATION 6: The Education System**

**Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.**

<b>Element A. Exerting Professional Influence</b>				
<b>Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes	Does not engage with the public about mandates which affect educational programs	Develops opportunities for exchanges about mandates which affect educational programs and outcomes	Facilitates constructive discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.	Trains others to facilitate productive discussion with the public about a variety of mandates which affect continuous educational progress
2. Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education	Does not seek relationships with policymakers and stakeholders regarding education	Identifies key opinion leaders among stakeholders and policymakers who can help to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.	Actively develops relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education.	Teaches others techniques for developing relationships across a range of individuals which can be used to foster communication regarding issues, trends, and potential changes that affect the context and conduct of education.

**PERFORMANCE EXPECTATION 6: The Education System**

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

**Element A. Exerting Professional Influence**

Leaders improve the broader political, social, economic, legal, and cultural context of education for all students and families through active participation and exerting professional influence in the local community and the larger educational policy environment.

Indicator	Not Evident	Emerging	Proficient	Exemplary
3. Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, so every student can meet educational expectations and policy goals	Does not seek equity or appropriate provision to ensure opportunities for success for every student	Plans for components and changes that could lead to equity or appropriate provision to ensure opportunities for success for every student	Advocates for equity and adequacy in providing for students' and families' educational, physical, emotional, social, cultural, legal, and economic needs, to enable every student to meet educational expectations and policy goals.	Trains others to advocate for equity or appropriate provision to ensure opportunities for success for every student

**Performance Expectation 6: The Education System**

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

<b>Element B. Contributing to the Educational Policy Environment</b>				
<b>Leaders contribute to policies and political support for excellence and equity in education.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Operates consistently to uphold and influence federal, state, and local laws, policies, regulations, and statutory requirements in support of every student learning	Shows minimal compliance with federal, state, and local mandates	Seeks to uphold and focus federal, state, and local laws, policies, regulations, and statutory requirements to support student learning.	Upholds and influences federal, state, and local laws, policies, regulations, and statutory requirements in support of learning for every student	Helps others to understand how to uphold and influence mandates to offer support in learning for every student
2. Collects and accurately communicates data about educational performance in a clear and timely way, relating specifics about the local context to improve policies and inform progressive political debates	Does not use student data to change policies or provide information	Organizes student data in meaningful ways to provide information that is relevant and timely	Collects and effectively communicates data about educational performance using specifics about the local context to improve policies and to inform progressive political debates	Shows others how to organize and analyze data to communicate implications for improving policies and offering correct information for healthy debate
3. Communicates effectively with key decision makers in the community and in broader political contexts to improve public	Does not provide communication which is clear and meaningful to decision makers	Seeks to understand how to communicate with decision makers in a variety of public political contexts	Communicates effectively with key decision makers in a variety of public political contexts to improve understanding of federal, state, and local	Shares strategies and language for communicating effectively with decision makers in a variety of public political contexts

<b>Performance Expectation 6: The Education System</b>				
<b>Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</b>				
<b>Element B. Contributing to the Educational Policy Environment</b>				
<b>Leaders contribute to policies and political support for excellence and equity in education.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
understanding of federal, state, and local laws, policies, regulations, and statutory requirements			laws, policies, regulations, and statutory requirements.	
4. Advocates for increased support of excellence and equity in education	Does not encourage support of excellence and equity in education	Studies approaches for advocacy of excellence and equity in education	Advocates for increased support of excellence and equity in education	Engages others in offering advocacy for increased excellence and equity in education

<b>Performance Expectation 6: The Education System</b>				
<b>Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</b>				

<b>Element C. Policy Engagement</b>				
<b>Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
1. Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families	Is either adversarial or indifferent in relationships with the school board, district and state education leaders, and policy actors	Develops cordial relationships with the school board, district and state education leaders, and policy actors	Builds strong relationships with the school board, district and state education leaders, and policy actors to inform and influence policies and policymakers in the service of children and families	Leads others to acquire networks of contacts through whom they will inform and influence policies and policymakers in the service of children and families.
2. Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education	Shows indifference toward public policies that provide for present and future needs of children and families and improve equity and excellence in education.	Adheres to public policies that provide for present and future needs of children and families and improve equity and excellence in education.	Supports public policies that provide for present and future needs of children and families and improve equity and excellence in education.	Engages others to support public policies to provide for present and future needs of children and families and improve equity and excellence in education.
3. Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning	Shows indifference toward public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	Endorses public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	Advocates for public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.	Leads others to promote public policies that ensure appropriate and equitable human and fiscal resources and improve student learning.

<b>Performance Expectation 6: The Education System</b>				
<b>Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.</b>				
<b>Element C. Policy Engagement</b>				
<b>Working with policymakers informs and improves education policymaking and effectiveness of the public's efforts to improve education.</b>				
<b>Indicator</b>	<b>Not Evident</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
4. Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures	Does not collect and analyze data on economic, social, and other emerging issues	Collects and analyzes data on economic, social, and other emerging issues that impact district and school planning, programs, and structures	Works with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures	Trains other educational leaders to work with community leaders to collect and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and structures