

Appendix 13

**California State University, Fresno
Educational Leadership and Administration Program
Clear Administrative Services Credential**

Candidate Assessment

based on the

**Descriptions of Practice
of the
California Professional Standards
for
Educational Leaders (CPSELs)**

from

Moving Leadership Standards into Everyday Work

by

WestEd (2003)*

This assessment has been completed for the candidate _____
by _____ on (date) _____

Instructions: The candidate is to self-assess her/his performance utilizing this form. The candidate's lead (district) mentor must also complete an independent assessment of the candidate using this form. The candidate and district mentor may wish to make notes on the form, circle key phrases, and so on. However, the candidate and district mentor are asked to circle the degree of performance on each page (Practice that is directed toward the standard, Practice that approaches the standard, Practice that meets the standard, Practice that exemplifies the standard). When the candidate and district mentor each complete their independent assessments, they will meet and discuss the results of both assessments, and agree on areas for further growth.

Note that the great majority of candidates are new to their positions and will probably be assessed at lower levels. The goal of this instrument is to facilitate planning for further professional growth of the candidate.

Upon agreement of areas for further growth, the candidate and district mentor complete a tentative "Mentoring Plan" (Clear Credential Induction Plan). Then the candidate, district mentor, and university mentor meet to complete the induction plan and to sign off their agreement to participate in the further growth of the candidate.

Periodically, at least twice each semester, a follow-up assessment will take place utilizing this assessment tool and possibly other means. The results of the follow-up assessments may necessitate a change in the induction plan, which will be duly signed off by all three.

The final section of this assessment instrument is to identify performance behaviors specific to the position and/or candidate not mentioned elsewhere in the assessment that are considered to be areas of further growth.

1.1 Develop a Shared Vision

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

1.2 Plan and Implement Activities Around the Vision

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator recognizes that achieving the vision requires her or him to provide leadership with respect to planning and implementation. She or he may have introduced the vision and the examination of data into some planning and decision-making. She or he and others responsible for decision-making may have begun identifying barriers to achieving the vision.</p>	<p>The administrator's communication about planning stresses the relationship between decisions and the accomplishment of the goals of the vision. She or he facilitates dialogue at the site that engages staff in examining data about the site and comparing it with the desired vision. She or he supports staff in developing capacity to think systematically about strategic courses of action that are likely to move the school toward the vision. She or he guides staff in identifying and addressing barriers to achieving the vision.</p>	<p>The school leader organizes and facilitates data analysis and long-range planning activities with staff that result in the development of a strategic plan for the site that identifies courses of action aimed at achieving the vision. She or he ensures that short-term planning and decision-making are linked to the strategic plan and standards. She or he provides staff and committees with relevant up-to-date information and facilitates the interpretation and use of these data to make sound choices among courses of action.</p>	<p>The school leader actively infuses the site vision and standards into the strategic plan and all decision-making processes in the school. She or he ensures that courses of action and decisions in specific areas (e.g., curriculum, assessment, professional development) serve to align school subsystems in support of achieving standards. The leader guides staff in using data thoughtfully to assess options and commit to courses of action that are likely to support achieving the milestones and benchmarks in the strategic plan. She or he ensures that relevant data are available and examined regularly to monitor progress and adjust plans accordingly.</p>

1.3 Allocate Resources to Support The Vision

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator demonstrates awareness of the importance of resource allocation for the achievement of the vision. She or he has begun to link decisions about seeking and allocating resources to the goals of the vision and to strategic planning for achieving the vision.</p>	<p>The administrator incorporates the goals of the vision into the development of the site budget. She or he allocates discretionary funds in support of achieving standards. She or he seeks and uses information related to instructional needs as part of the budgeting process.</p>	<p>The school leader communicates and models the expectation that decisions about resource allocation are directed at achieving the goals of the vision. She or he engages staff in identifying budgetary priorities linked to implementation of the strategic plan and achievement of standards. She or he capitalizes on opportunities to augment resources by engaging staff in developing proposals in response to funding opportunities.</p>	<p>The school leader ensures that all short- and long-term decisions about resource allocation are justified and aligned with strategic courses of action for achieving the vision. The leader acts as a resource developer and broker, leading the school to seek and obtain appropriate resources in support of standards. She or he ensures sound and equitable decisions about the distribution and use of resources to support student learning and closing of the achievement gap between subsets of students.</p>

2.1 Develop School Culture and Ensure Equity

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator demonstrates awareness of the professional culture of the school and is able to assess how well it represents high standards of professionalism and the principle of education equity. She or he identifies important changes in culture that need to occur for the school to become a powerful learning environment for all students. The administrator may have begun to identify specific areas of belief/values for change and strategies for achieving change.</p>	<p>The administrator provides opportunities for faculty to examine their understandings of standards-based education, professionalism, equity, and excellence and to identify ways in which current beliefs, values, and practices fall short of desired ideals. She or he examines ways in which her or his own actions and communications influence shared values; she or he identifies and uses strategies to support needed changes in moving the school toward greater equity and professionalism.</p>	<p>The school leader engages in a range of ongoing activities that shape and reinforce a professional culture by conveying a consistent set of beliefs, values, and assumptions regarding the educability of all students in a standards-based system and the principle of equity. She or he explicitly and implicitly incorporates questions of values and beliefs into professional dialogue at the site. The leader challenges and encourages members of the school community to examine and refine individual and collective expressions of professionalism.</p>	<p>The school leader's actions support all members of the school community in maintaining a culture of excellence and responsibility. By her or his words and deeds, the site leader models commitment to high standards for all students and to closing the achievement gap among subgroups of students; moreover, these actions encourage and influence the faculty to embrace and demonstrate shared commitment to these beliefs and values. Individually and collectively, they model professionalism in their sense of responsibility for the results they achieve, their students, and each other.</p>

2.2 Guide the Instructional Program

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator recognizes the centrality of her or his role in guiding the instructional program. She or he uses data about student learning to identify areas of strength in the instructional program, as well as areas in which the program does not yet succeed in supporting all students to achieve to high standards. The administrator initiates professional dialogue with teachers around instructional goals and strategies.</p>	<p>The administrator engages faculty in dialogue around the instructional program, with a focus on standards and on site data. She or he guides staff in using data to identify areas needing improvement, to set goals in these areas, and to identify and implement strategies for achieving those goals. The administrator's communication with staff emphasizes the importance of supporting all students in achieving to high standards and supports staff in considering and responding to the range of needs represented in the students population.</p>	<p>The school leader works with faculty to articulate and extend understanding of standards-based teaching and learning and to use this knowledge to develop and improve the instructional program at the site. The leader's actions ensure a focus on achieving high standards and on closing the achievement gap between subgroups of students. She or he ensures that decisions about instructional schedules, materials, pedagogy, and assessment are responsive to student needs and to state and district learning expectations. She or he supports faculty in using data and other relevant information, supported by the appropriate use of technology, to monitor and adjust instruction.</p>	<p>The school leader uses his or her deep understanding of standards-based teaching and learning to provide ongoing, coherent guidance for implementation and continuous improvement of the school's instructional system. She or he ensures that all instructional subsystems (e.g., instructional materials, pedagogy, assessment, use of technology) are designed and aligned to facilitate the achievement of high standards and closing the achievement gap. She or he ensures that faculty demonstrate an inquiring stance toward the results of the core instructional work of the school. The leader facilitates professional dialogue at the site so that individual teachers and the faculty as a whole are engaged in ongoing articulation, testing, and refinement of their understanding of relationships between instructional practices and student learning results and use this understanding to make positive changes in their practice.</p>

2.3 Guide Professional Growth of Staff

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>While the administrator realizes that the professional growth of staff is important for student learning and school improvement, strategies to support such growth are limited in their capacity to address the range of needs at the site. The administrator is beginning to deepen her or his understanding of what constitutes learning-rich environments for adults and how to create such environments. She or he may rely on “one-size-fits-all” staff development opportunities and defer to “outside experts” to facilitate teachers’ learning</p>	<p>The administrator works with staff to deepen understanding of standards-based teaching and learning, to assess individual and collective needs, and to plan professional development aligned with those needs. She or he facilitates the identification of short- and long-term learning goals for the staff and allocates resources in accordance. The administrator communicates to staff the importance of continuous growth and work to inculcate norms of relative practice, self-assessment, collaboration, and openness to new ideas. She or he ensures that all professional staff participate in appropriate professional learning activities.</p>	<p>The school leader establishes understanding among the professional staff that their continuous growth is a key element in improving student learning. The leader ensures that appropriate professional learning opportunities are available for the entire range of teacher experience and identified needs at the site. She or he develops and implements a variety of strategies to build leadership capacity in others, especially with respect to standards-based teaching and learning processes. She or he creates a culture that embodies norms of reflection and collaboration around matters of practice. The staff demonstrates continuous improvement in its capacity for self-directing learning.</p>	<p>The school leader facilitates development and oversight of a broad range of professional growth opportunities for the staff. She or he works with other instructional leaders at the site to ensure that professional growth activities occur within the context of a focused and coherent plan for improving standards-based student learning through the development of individual and collective capacity. Taking into account the heterogeneity of the staff, as well as changes in the instructional program that results from district/state/federal initiatives, the leader applies principles of effective professional and organizational development to ensure progress of individuals and groups on achieving standards. The leader sustains a professional environment that is a learning rich environment for adults, characterized by members of the learning community assuming responsibility and leadership for their own and other’s development.</p>

2.4 Create and Utilize Accountability Systems

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator ensures compliance with state and district accountability procedures. She or he discusses data from these procedures with staff to identify areas for improvement. The administrator periodically reviews student learning and data with teachers individually and in groups.</p>	<p>The administrator works with staff to clarify learning expectations and to use student data to monitor and assess achievement of goals. She or he facilitates individual and collective dialogue with staff to inculcate high expectations and a sense of professional responsibility for student achievement. She or he ensures compliance with state and district accountability procedures.</p>	<p>The school leader works collaboratively with all members of the professional staff to identify and implement assessment strategies that support continuous improvement of all students to high standards of learning based on content and performance standards. The leader ensures that these strategies incorporate accurate and appropriate data about teaching and learning. She or he supports staff in using technology as part of the analysis process and in aligning professional growth goals with assessment data.</p>	<p>The school leader facilitates the development of school wide commitment to multiple measures of student learning, regular assessment of progress, and use of assessment data to guide teaching and learning. She or he ensures that the site's accountability strategies focus on the achievement of all students to high academic levels and on closing the achievement gap between subgroups of students. The leader actively promotes the goal of improving school wide, standards-based instructional capacity as an essential component of accountability.</p>

3.1 Ensure a Safe School Environment

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator understands and is committed to creating and maintaining the school as a safe environment. She or he values a positive school climate and identifies areas for improvement. The site administrator recognizes the importance of shifting responsibility for safety from her or his office to the school community as a whole, but may feel compelled to rely heavily on rules and consequences at this stage.</p>	<p>The administrator ensures that appropriate policies, plans, and monitoring activities are in place to maintain the school as a safe environment. She or he communicates regularly with members of the community so that they are aware of these expectations and understand their roles in maintaining school safety. She or he engages members of the community in identifying and implementing processes to build civility, mutual respect, and caring among individuals and groups.</p>	<p>The school leader implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for adults and students. She or he works with students and staff to internalize responsibility for school safety and climate. She or he guides members of the school community in articulating images of a positive environment that fosters student achievement, shared responsibility, respect, and self-regulation. She or he supports staff and students in exercising leadership to create such an environment.</p>	<p>The school leader institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through positive climate. She or he facilitates members of the school community in ongoing refinement of their commitment to developing and sustaining an environment that supports the physical, emotional, intellectual, and social well-being of all.</p>

3.2 Create an Infrastructure to Support an Effective Learning Environment

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator demonstrates understanding that the school is an organizational system and appreciates the interconnectedness of subsystems (e.g., instruction assessment, budget, planning) in the organization. She or he ensures that all responsibilities at the site are assigned to individuals and/or groups. She or he carries out program and staff evaluation in compliance with district and state policy.</p>	<p>The administrator conceptualizes and establishes a set of site-based subsystems to enhance teaching and learning at the site. She or he ensures that these systems function as useful tools for planning, implementing, and monitoring school operations. The administrator works with individuals and groups to explain the use of such systems and to involve them in using system feedback (e.g., data, information, experiences) to refine the design and operation of the subsystems.</p>	<p>The school leader establishes and oversees a coherent and aligned set of operational subsystems at the site. She or he works with staff to deepen their understanding of these systems so that individuals and groups are able to exercise leadership in assuring that systems operate to support student learning results. She or he coordinates and facilitates operational planning, implementation, and assessment activities, assuring that relevant data and information are available and incorporated into these processes to improve standards-based teaching and learning at the site.</p>	<p>The school leader demonstrates a deep understanding of organizational and systems theory as evidenced by a set of organizational structures, practices, and policies that complement and enhance each other in support of student learning to high standards. The leader ensures that this infrastructure allows individuals and groups to exercise professional responsibilities effectively and efficiently. She or he incorporates and guides a variety of monitoring and assessment activities that support continuous development and improvement on the part of teachers and students.</p>

3.3 Manage the School as a Learning-Support System

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator oversees and manages the daily and cyclical operations of the school to ensure a continuity of performance. She or he recognizes areas in which management requires strengthening in support of student learning and achievement of important goals. She or he may have begun to seek out opportunities to increase capacity in these areas. She or he ensures that resources are allocated in a timely manner.</p>	<p>The administrator identifies and implements management practices that enhance teaching and learning. She or he works with faculty and community members to create structures for coordinated planning and decision-making. She or he seeks out opportunities to extend management skills and to build shared responsibility for the operation of the school as a learning-support system. She or he ensures that resources are allocated soundly to support teaching and learning.</p>	<p>The school leader develops, implements, and monitors strategies that engage all stakeholders in actively and effectively sharing responsibility for planning, decision-making, and problem solving at the site. She or he ensures that appropriate structures (e.g., committees, forums) and timelines are established and implemented to maintain focus on improving standards-based teaching and learning. The leader makes effective and equitable decisions in allocating and aligning resources to facilitate the achievement of all students and subgroups of students.</p>	<p>The school leader demonstrates expertise in linking management strategies to goals of achieving standards in teaching and learning. She or he ensures that short- and long-term cycles of planning and review are coordinated with respect to engaging stakeholders, using relevant data and information technology, and focusing on standards-based goals. The leader ensures that decisions of individuals and groups with responsibility for resource allocation are soundly based on principles of equitable access and opportunity.</p>

3.4 Maintain Legal Integrity

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator is aware of contractual and legal obligations that inform her or his work. She or he responds to situations in which individuals or groups question whether such obligations are being met. The administrator maintains confidentiality in discussing legal matters and ensures the privacy of information for staff, students, parents, and community members.</p>	<p>The administrator exercises responsibility in maintaining accurate knowledge of all contractual and legal obligations affecting the school and in using that knowledge to establish and maintain compliance. She or he works with staff to develop their understanding and commitment to legal responsibilities. The administrator models and communicates expectations regarding issues of confidentiality and privacy of information.</p>	<p>The school leader is actively engaged as a mentor and teacher at the site with respect to legal matters and contractual obligations. Her or his leadership actions demonstrate broad understanding of the range of legal matters that impact the site (e.g., requirements of categorical funding, use of the internet, child safety and abuse, special education, release of children to an adult). She or he engages others in reflecting on issues of legal integrity and in sharing responsibility for administering contracts and agreements fairly. The leader models professional integrity and encourages others to do the same.</p>	<p>The school leader demonstrates through her or his communication and behavior a deep understanding of legal issues affecting students, teachers, and the school, and a principled commitment to act with integrity. She or he ensures that concepts and practices associated with professional and legal integrity are infused throughout the site. She or he facilitates and supports contract administration to ensure equity as well as fairness, consistent with the purpose of the school and the rights of all members of the school community.</p>

4.1 Collaborate to Incorporate the Perspective of Families and Community Members

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

4.2 Establish and Manage Linkages Between the Site and the Larger Community Context

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator is aware of the importance of establishing connections between the school and the community. She or he establishes at least one regular strategy for disseminating information to parents and community members. Partnerships between the school and other institutions may exist at a preliminary level of engagement.</p>	<p>The administrator works with staff and with district leaders to identify needed connections between the site and the larger context in which it operates. She or he develops, implements, and monitors strategies to create such linkages. The administrator works with district, site, and community leaders to identify opportunities for establishing partnerships that will contribute to achieving the goals of the school.</p>	<p>The school leader maintains and assesses an established set of strategies for communicating about the school and about student results with stakeholders in the community. She or he participates in networking and exploratory dialogue with potential partners, identifies promising opportunities, and works with staff to establish and implement partnership activities.</p>	<p>The school leader creates an innovative and effective set of strategies to communicate regularly about the school with all families and other community members. She or he demonstrates a deep understanding of how partnerships and networking relationships benefit the school. This is evidenced by strategic choices that are implemented, with adequate support, to enhance the professional learning of teachers and the academic and social development of students.</p>

4.3 Engage and Coordinate Support from Agencies Outside the School

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator demonstrates awareness of the needs of families and students. She or he identifies areas in which students would benefit from community support services and provides appropriate information to families.</p>	<p>The administrator works with staff to assess the needs of families and students. Based on site needs, the administrator establishes connections between the school and community support agencies. She or he supports families and students in accessing needed services.</p>	<p>The school leader creates and maintains linkages between the school and a range of community service agencies. She or he ensures that families have knowledge about, and access to, a range of services that support their children’s physical, emotional, academic, and social development. She or he supports staff in deepening their understanding of child and adolescent development and applying this understanding in their work with students and their families.</p>	<p>The school leader serves as an advocate for students and their families by actively engaging the participation and support of community service agencies in the school. She or he shapes a culture in which advocacy for students and their families is considered central to the work of the school, thereby assuring that adults in the school take an active role in connecting families with appropriate outside support.</p>

5.1 Maintain Ethical Standards of Professionalism

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

5.2 Guide Sound Courses of Action Using Pertinent, State-of-the-Art Methods

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator demonstrates a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. She or he communicates to teachers the importance of using student data and other relevant information to inform practice. She or he identifies areas in which decisions and/or practice may not reflect relevant and/or current information.</p>	<p>The administrator engages teachers in regularly examining student data and using the information as the basis for decisions about classroom practice. She or he demonstrates the use of student data and other information in site decisions. She or he encourages and supports teachers in staying abreast of current information about teaching and learning.</p>	<p>The school leader ensures that the professional culture of the school reflects a commitment to the use of student data on an ongoing basis. She or he guides decision-making activities so that they reflect responsible and appropriate uses of data and other information. She or he works with staff to refine individual and collective capacity to use state-of-the-art information and technology about standards-based teaching and learning in its work.</p>	<p>The school leader is highly skilled in modeling and guiding the use of relevant information, including disaggregated student data throughout the cycles of planning, implementing, evaluating, and refining programs that occur in the school. She or he highly values the use of state-of-the-art technology and knowledge derived from research, theory, and best practices. The leader ensures that the school consistently accesses and incorporates such knowledge in its work.</p>

5.3 Model Reflective Practice and Continuous Growth

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

5.4 Sustain Professional Commitment and Effort

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator demonstrates commitment to her or his school and its community. She or he is aware of areas in which the professional community in the school might increase commitment and effort to benefit student learning. She or he encourages others in their performance.</p>	<p>The administrator recognizes the need to nurture the commitment of individuals at the site in support of the common agenda. She or he identifies strategies to assist and support members of the school community in prioritizing commitments and focusing efforts toward student learning. She or he facilitates colleagues in seeking an effective balance between work and personal life.</p>	<p>The school leader demonstrates the effective use of multiple strategies to increase commitment and effort among all staff. She or he facilitates staff in regularly clarifying priorities in relationship to educational purpose. She or he employs a range of substantive and symbolic actions to inspire staff.</p>	<p>The school leader acts as a model of commitment and effort by demonstrating an active balance in her or his work and personal life that allows her or him to sustain focused purpose and a high level of professional performance. By her or his example and efforts, including substantive and symbolic strategies, she or he ensures the staff's collective capacity to inspire each other to high levels of effort.</p>

6.1 Engage With the Policy Environment to Support School Success

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator realizes that district, state, and federal policy impacts her or his site and students. She or he ensures compliance with policy and participates in local discussion about district policy and site practices.</p>	<p>The administrator actively seeks policy information relevant to her or his site from a variety of sources. She or he anticipates the effects of policy proposals for students and families in her or his community, participates in forums to provide information to policymakers, and encourages the participation of other stakeholders.</p>	<p>The school leader considers influencing policy as an integral part of her or his work as an educator. She or he maintains up-to-date knowledge and understanding of policy development, particularly at the state and local levels, and uses this knowledge proactively to further important education goals for the site and district. She or he seeks out opportunities and actively engages in a variety of forums to influence policy in the interests of all children.</p>	<p>The school leader maintains an up-to-date familiarity with education policy and takes a proactive stance as an advocate for all students. She or he is a skilled analyst of policy at local, regional, and national levels, particularly with respect to the effects of these policies on the opportunities and success of students at her or his site. She or he demonstrates understanding of local and state policymaking and successfully applies this knowledge to influence and shape policy that will support the achievement of key education goals. She or he demonstrates leadership among professional colleagues and in the larger community by facilitating dialogue on policy that furthers the pursuit of student achievement, equity, and educational excellence.</p>

6.2 Interact with Stakeholders

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

6.3 Incorporate Input from the Public

Practice that is directed toward the standard	Practice that approaches the standard	Practice that meets the standard	Practice that exemplifies the standard
<p>The administrator is aware of the importance of public opinion and accepts input from the public when it is offered. She or he engages the public in the events of the school so as to maintain a positive image. She or he may identify areas in which public engagement requires strengthening.</p>	<p>The administrator establishes opportunities for public input into school issues. She or he recognizes the challenges of positive public engagement across a range of interests and strategizes with others to improve relationships between the school and the public.</p>	<p>The school leader encourages input from the public by facilitating access to key meetings and forums. She or he demonstrates the ability to acknowledge, manage, and respond professionally to public input in the interest of the school’s children and achieving school goals.</p>	<p>The school leader views herself or himself as both an advocate for the school and a steward of a public institution. She or he ensures that the school remains open to public scrutiny by actively seeking out public involvement in a broad range of school events. She or he uses public input to shape strategic engagement and dialogue that strengthen public support for the mission and vision of the school.</p>

Summary of Assessment Ratings

Candidate _____ Date _____ Rating by ____ Candidate ____ District Mentor

For each area of assessment, mark an X under the rating you received.

Area	Practice that ...			
	is directed toward the standard	approaches the standard	meets the standard	exemplifies the standard
1.1 Develop A Shared Vision				
1.2 Plan and Implement Activities Around The Vision				
1.3 Allocate Resources To Support The Vision				
2.1 Develop School Culture And Ensure Equity				
2.2 Guide The Instructional Program				
2.3 Guide Professional Growth Of Staff				
2.4 Create And Utilize Accountability Systems				
3.1 Ensure A Safe School Environment				
3.2 Create Infrastructure To Support An Effective Learning Environment				
3.3 Manage The School As A Learning-Support System				
3.4 Maintain Legal Integrity				
4.1 Collaborate To Incorporate The Perspective Of Families And Community Members				
4.2 Establish And Manage Linkages Between The Site And Larger Community Context				
4.3 Engage And Coordinate Support From Agencies Outside The School				
5.1 Maintain Ethical Standards Of Professionalism				
5.2 Guide Sound Courses Of Action Using Pertinent, State-Of-The-Art Methods				
5.3 Model Reflective Practice And Continuous Growth				
5.4 Sustain Professional Commitment And Effort				
6.1 Engage With The Policy Environment To Support School Success				
6.2 Interact With Stakeholders				
6.3 Incorporate Input From The Public				
Other areas:				