New Hampshire Professional Standards For Educational Leaders 2018

1	Mission, Vision, and Core Values	DESCRIPTION - Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.			
		Ineffective	**Needs Improvement**	**Effective**	**Highly Effective**
1a	Develop, implement, and monitor an educational **Mission** for the school to promote the academic success and well-being of each student.	The school leader has not developed a mission that promotes the academic success and well-being of each student.	The school leader develops a mission that promotes the academic success and well-being of each student.	The school leader will develop a mission that promotes the academic success and well-being of each student through collaboration with the school and community by using relevant data.	The school leader will develop a mission that promotes the academic success and well-being of each student through collaboration with the school and community by using relevant data. The school leader promotes, communicates, and commits the mission to all stake holders and incorporates it in expectations for all. This mission aligns with the district mission.
1b	Develop, implement, and monitor an educational **Vision** for the school to promote the academic success and well-being of each student.	The school leader has not developed a vision that promotes the academic success and well-being of each student.	The school leader develops a vision that promotes the academic success and well-being of each student.	The school leader will develop a vision that promotes the academic success and well-being of each student through collaboration with the school and community by using relevant data.	The school leader will develop a vision that promotes the academic success and well-being of each student through collaboration with the school and community by using relevant data. The school leader promotes, communicates, and commits the mission to all stake holders and incorporates it in expectations for all. This vision aligns with the district vision
1c	Articulate, advocate, and cultivate the **Core Values** that define the school's culture and stress the imperative of child-centered education.	The school leader has not developed core values that promote the academic success and well-being of each student.	The school leader develops core values that promote the academic success and well-being of each student.	The school leader will develop core values that promote the academic success and well-being of each student through collaboration with the school and community by using relevant data.	The school leader will develop core values that promote the academic success and well-being of each student through collaboration with the school and community by using relevant data. The school leader promotes, communicates, and commits the mission to all stake holders and incorporates it in expectations for all. The core values align with the district core values

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2	**Curriculum, Instruction, and Assessment**	*DESCRIPTION - Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*			
		Ineffective	**Needs Improvement**	**Effective**	**Highly Effective**
2a	Develop and implement coherent systems of **curriculum** that are responsive to student needs, embody high expectations for student learning, align academic standards within and across grade levels.	The school leader fails to develop, implement, and/or support systems of curriculum that are responsive to student needs.	The school leader has partially developed, implemented, and/or supported coherent systems of curriculum that are responsive to student needs.	The school leader has developed, implemented, and/or supported research-based coherent systems of curriculum that are responsive to student needs, embody high expectations for student learning, align academic standards within and across grade levels.	The school leader has developed, implemented and/or supported innovative/alternative, research-based, coherent systems of curriculum that are responsive to student needs, embody high expectations for student learning, align academic standards within and across grade levels.
2b	Develop and implement coherent systems of **instruction** that are responsive to student needs, embody high expectations for student learning, consistent with academic standards within and across grade levels.	The school leader fails to develop, implement, and/or support systems of instruction that are responsive to student needs.	The school leader has partially developed, implemented, and/or supported coherent systems of instruction that are responsive to student needs.	The school leader has developed, implemented, and/or supported research-based coherent systems of instruction that are responsive to student needs, embody high expectations for student learning, align academic standards within and across grade levels.	The school leader has developed, implemented and/or supported innovative/alternative, research-based, coherent systems of instruction that are responsive to student needs, embody high expectations for student learning, align academic standards within and across grade levels.
2c	Employ valid and varied **assessments** that provide data to improve student growth, drive professional development, and to improve curriculum and instruction.	The school leader fails to effectively employ valid and varied assessments that provide data to improve student growth and drive professional development.	The school leader employs valid and varied assessments but inconsistently utilizes data to improve student growth, drive professional development, and refine curriculum and instruction.	The school leader employs valid and varied assessments that provide data to improve student growth, drive professional development, and refines curriculum and instruction.	The school leader seeks innovative, valid, and varied assessments to provide data which improves student growth, drives professional development, and refines curriculum and instruction.
2d	Promote instructional practice that is consistent with knowledge of learning theory, effective pedagogy, and is differentiated and student-centered.	The school leader fails to promote instructional practice that is consistent with knowledge of learning theory, effective pedagogy, and is differentiated and student-centered.	The school leader inconsistently promotes instructional practice that is consistent with knowledge of learning theory, effective pedagogy, and is differentiated and student-centered.	The school leader promotes instructional practice that is consistent with knowledge of learning theory, effective pedagogy, and is differentiated and student-centered.	The school leader advances instructional practice that is consistent with knowledge of learning theory, effective pedagogy, and is differentiated and student-centered.
2e	Promote the effective use of technology in the service of teaching and learning.	The school leader fails to promote the effective use of technology in the service of teaching and learning.	The school leader inconsistently promotes the effective use of technology in the service of teaching and learning.	The school leader promotes the effective use of technology in the service of teaching and learning.	The school leader seeks innovative and effective use of technology in the service of teaching and learning.

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3	Community of Care and Support for Students	DESCRIPTION - Effective educational leaders cultivate a positive inclusive, caring, safe, and supportive school community that promotes the academic success and well-being of each student.			
		Ineffective	**Needs Improvement**	**Effective**	**Highly Effective**
3a	Build and maintain a safe environment that meets the academic, social, emotional, and physical needs of students.	The school leader fails to build and maintain an environment that meets the needs of students.	The school leader inconsistently promotes a safe environment that meets the needs of students.	The school leader uses effective methods to promote a safe environment to meet the needs of students and periodically evaluates and reflects upon their effectiveness.	The school leader uses innovative and effective methods to promote a safe environment to meet the needs of students and regularly evaluates and reflects upon their effectiveness.
3b	Incorporate the community cultures and languages into the school's learning environment.	The school leader fails to integrate community cultures and languages into the school's learning environment.	The school leader rarely integrates community cultures and languages into the school's learning environment.	The school leader ensures, respects, and integrates the community cultures and languages into the school's learning environment.	The school leader collaborates with local stakeholders to ensure the community cultures and languages are integrated into the school's learning environment.
3c	Ensure that academic, civic, and social supports, services, extra-curricular activities, and accommodations are in place to meet the diverse needs of each student.	The school leader fails to ensure supports and programs are in place to meet the academic, civic and social needs of the diverse student body.	The school leader minimally ensures supports and programs are in place to meet the academic, civic and social needs of the diverse student body.	The school leader ensures supports and programs are in place to meet the academic, civic and social needs of the diverse student body.	The school leader develops supports and programs to meet the diverse needs of the student body and continuously adjusts to maintain their efficacy.
3d	Promote relationships that support student engagement and positive behavior.	The school leader fails to promote relationships that support student engagement and positive behavior.	The school leader maintains relationships that support student engagement and positive behavior.	The school leader maintains and promotes relationships that support student engagement and positive behavior.	The school leader promotes and cultivates relationships that support student engagement and positive behavior.

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4	**Professional Capacity of School Personnel**	*DESCRIPTION - Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*			
		Ineffective	**Needs Improvement**	**Effective**	**Highly Effective**
4a	Provide for effective induction and mentoring of new personnel.	The school leader fails to provide for induction and mentoring of new personnel.	The school leader minimally provides for induction and mentoring of new personnel.	The school leader provides meaningful and ongoing induction and mentoring of new personnel.	The school leader collaborates with all stakeholders to implement meaningful ongoing induction and mentoring of new personnel.
4b	Promote the personal & professional well-being of faculty, staff, and self.	The school leader fails to promote the personal & professional well-being of faculty, staff, and self.	The school leader minimally promotes the personal & professional well-being of faculty, staff, and self.	The school leader promotes the personal & professional well-being of faculty, staff, and self.	The school leader promotes the personal & professional well-being of faculty, staff, and self by developing relationships that are respectful and supportive.
4c	Foster continuous improvement of individual and collective instructional capacity to achieve improved student outcomes through actionable feedback and reflective practice.	The school leader fails to foster continuous improvement of individual and collective instructional capacity.	The school leader minimally fosters continuous improvement of individual and collective instructional capacity.	The school leader fosters continuous improvement of individual and collective instructional capacity.	The school leader fosters continuous improvement of individual and collective instructional capacity to achieve improved student outcomes through actionable feedback and reflective practice.
4d	Develop and support shared leadership within the school community.	The school leader fails to develop and support shared leadership within the school community.	The school leader minimally develops and supports shared leadership within the school community.	The school leader develops and supports shared leadership within the school community.	The school leader develops and supports shared and effective leadership within the school community in order to ensure each student's academic success and well-being.

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5	Operations and Management	DESCRIPTION - Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.			
		Ineffective	Needs Improvement	Effective	Highly Effective
5a	Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.	The school leader fails to institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.	The school leader minimally institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.	The school leader institutes, manages, and monitors operations and administrative systems that promote the mission and vision of the school.	The school leader effectively institutes, manages, and monitors operations and administrative systems using technology and data to improve quality and efficiency that promotes the mission and vision of the school.
5b	Manage staff resources to optimize their professional capacity to address each student's learning needs.	The school leader fails to manage staff resources to optimize their professional capacity to address each student's learning needs.	The school leader minimally manages staff resources to optimize their professional capacity to address each student's learning needs.	The school leader manages staff resources to optimize their professional capacity to address each student's learning needs.	The school leader effectively manages staff resources by providing continuous professional development in targeted areas to optimize their professional capacity to address each student's learning needs.
5c	Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	The school leader fails to seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning communities; professional capacity and community; and family and community engagement.	The school leader minimally seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning communities; professional capacity and community; and family and community engagement.	The school leader seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning communities; professional capacity and community; and family and community engagement.	The school leader effectively seeks, acquires, and manages fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning communities; professional capacity and community; and family and community engagement.
5d	Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.	The school leader fails to recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and forms them into an educationally effective faculty.	The school leader minimally recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.	The school leader recruits, hires, supports, develops, and retains effective and caring teachers and other professional staff and forms them into an educationally effective faculty.	The school leader recruits, hires, supports, develops, and retains highly effective and caring teachers and other professional staff and forms them into an educationally effective faculty.
5e	Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.	The school leader fails to know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.	The school leader minimally knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.	The school leader knows, complies with, and helps the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.	The school leader knows, complies with, helps, and instructs the school community to understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
5f	Develop and manage productive relationships with: central office, school board, and feeder/connecting schools .	The school leader fails to develop and manage productive relationships with: central office, school board, and feeder/connecting schools.	The school leader minimally develops and manages productive relationships with: central office, school board, and feeder/connecting schools.	The school leader develops and manages productive relationships with: central office, school board, and feeder/connecting schools.	The school leader develops and manages collaborative relationships with: central office, school board, and feeder/connecting schools.
5g	Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	The school leader fails to develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	The school leader minimally develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	The school leader develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	The school leader develops and administers systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community to develop a strong and sustainable school culture.

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6	**Professional Community for Teachers and Staff**	*DESCRIPTION - Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*			
		Ineffective	**Needs Improvement**	**Effective**	**Highly Effective**
6a	Develop workplace conditions for teachers and other professional staff that promote professional development, practice, and student learning.	The school leader fails to develop workplace conditions for teachers and other professional staff that promotes professional development, practice, and student learning.	The school leader minimally develops workplace conditions for teachers and other professional staff that promotes professional development, practice, and student learning.	The school leader develops workplace conditions for teachers and other professional staff that promotes professional development, practice, and student learning.	The school leader develops a collaborative workplace for teachers and other professional staff that promotes professional development, practice, and student learning.
6b	Empower and entrust teachers and staff with collective responsibility for meeting the needs of each student, pursuant to the mission, vision, and core values of the school.	The school leader fails to empower and entrusts teachers and staff with collective responsibility for meeting the needs of each student, supportive of the mission, vision, and core values of the school.	The school leader minimally empowers and entrusts teachers and staff with collective responsibility for meeting the needs of each student, supportive of the mission, vision, and core values of the school.	The school leader empowers and entrusts teachers and staff with collective responsibility for meeting the needs of each student, supportive of the mission, vision, and core values of the school.	The school leader creates an environment that empowers and entrusts teachers and staff to collectively and independently accept responsibility for meeting the needs of each student, supportive of the mission, vision, and core values of the school.
6c	Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of each student.	The school leader fails to establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of each student.	The school leader minimally establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of each student.	The school leader establishes and sustains a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of each student.	The school leader empowers a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of all.
6d	Promote shared accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.	The school leader fails to promote shared accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.	The school leader minimally promotes shared accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.	The school leader promotes shared accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.	The school leader advocates and advances accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
6e	Develop and support an environment that encourages working relationships that promote professional capacity and the improvement of practice.	The school leader fails to develop and supports an environment that encourages working relationships that promotes professional capacity and the improvement of practice.	The school leader minimally develops and supports an environment that encourages working relationships that promotes professional capacity and the improvement of practice.	The school leader develops and supports an environment that encourages working relationships that promotes professional capacity and the improvement of practice.	The school leader inspires and stimulates an environment that encourages working relationships that promotes professional capacity and the improvement of practice.
6f	Design and implement opportunities for collaborative professional learning.	The school leader fails to design and implement opportunities for collaborative professional learning.	The school leader minimally designs and implements opportunities for collaborative professional learning.	The school leader designs and implements opportunities for collaborative professional learning.	The school leader actualizes opportunities for collaborative professional learning.

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7	Meaningful Engagement of Families and Community	DESCRIPTION - Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.			
		Ineffective	**Needs Improvement**	**Effective**	**Highly Effective**
7a	Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.	The school leader fails to create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.	The school leader minimally creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.	The school leader creates and sustains positive, collaborative, and productive relationships with families and the community for the benefit of students.	The school leader creates self-sustaining positive, collaborative, and productive relationships with families and the community for the benefit of all.
7b	Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement that advocates for the needs and priorities of students, families, and the community.	The school leader fails to understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement that advocates for the needs and priorities of students, families, and the community.	The school leader minimally understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement that advocates for the needs and priorities of students, families, and the community.	The school leader understands, values, and employs the community's cultural, social, intellectual, and political resources to promote student learning and school improvement that advocates for the needs and priorities of students, families, and the community.	The school leader is embedded in the community's cultural, social, intellectual, and political resources to promote student learning and school improvement that advocates for the needs and priorities of students, families, and the community.
7c	Engage in approachable, accessible, and welcoming two-way communication with families and the community about the school, students, needs, problems, and accomplishments.	The school leader fails to engage in approachable, accessible, and welcoming two-way communication with families and the community about the school, students, needs, problems, and accomplishments.	The school leader minimally engages in approachable, accessible, and welcoming two-way communication with families and the community about the school, students, needs, problems, and accomplishments.	The school leader engages in approachable, accessible, and welcoming two-way communication with families and the community about the school, students, needs, problems, and accomplishments.	The school leader drives two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
7d	Provide opportunities for the school community to partner with families as a resource to support student learning in and out of school.	The school leader fails to provide opportunities for the school community to partner with families as a resource to support student learning in and out of school.	The school leader minimally provides opportunities for the school community to partner with families as a resource to support student learning in and out of school.	The school leader provides opportunities for the school community to partner with families as a resource to support student learning in and out of school.	The school leader creates and promotes opportunities for the school community to partner with families as a resource to support student learning in and out of school.

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8	Ethics and Professional Norms	DESCRIPTION - Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.			
		Ineffective	**Needs Improvement**	**Effective**	**Highly Effective**
8a	Act ethically and professionally in all aspects of school leadership including personal conduct, relationships with others, decision making, and stewardship of the school's resources.	The school leader fails to act ethically and professionally in all aspects of school leadership including personal conduct, relationships with others, decision making, and stewardship of the school's resources.	The school leader minimally acts ethically and professionally in all aspects of school leadership including personal conduct, relationships with others, decision making, and stewardship of the school's resources.	The school leader acts ethically and professionally in all aspects of school leadership including personal conduct, relationships with others, decision making, and stewardship of the school's resources.	The school leader exemplifies ethical and professional standards in all aspects of school leadership including personal conduct, relationships with others, decision making, and stewardship of the school's resources.
8b	Model professional norms of integrity, fairness, transparency, trust, collaboration, and perseverance that support learning and continuous improvement.	The school leader fails to model professional norms of integrity, fairness, transparency, trust, collaboration, and perseverance that support learning and continuous improvement.	The school leader minimally models professional norms of integrity, fairness, transparency, trust, collaboration, and perseverance that support learning and continuous improvement.	The school leader models professional norms of integrity, fairness, transparency, trust, collaboration, and perseverance that support learning and continuous improvement.	The school leader promotes and expects professional norms of integrity, fairness, transparency, trust, collaboration, and perseverance that support learning and continuous improvement.
8c	Promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.	The school leader fails to promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.	The school leader minimally promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.	The school leader promotes the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.	The school leader safeguards and protects the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
8d	Lead with interpersonal and communication skills, social-emotional insight, and appreciation for varied backgrounds and cultures.	The school leader fails to lead with effective interpersonal and communication skills, social-emotional insight, and an appreciation for varied backgrounds and cultures.	The school leader minimally leads with effective interpersonal and communication skills, social-emotional insight, and an appreciation for varied backgrounds and cultures.	The school leader leads with effective interpersonal and communication skills, social-emotional insight, and an appreciation for varied backgrounds and cultures.	The school leader exemplifies effective interpersonal and communication skills, social-emotional insight, and an appreciation for varied backgrounds and cultures.

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9	Equity and Cultural Responsiveness	DESCRIPTION - Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.			
		Ineffective	**Needs Improvement**	**Effective**	**Highly Effective**
9a	Address matters of equity and cultural responsiveness in all aspects of leadership which promotes and influences the best interests of members of the school community.	The school leader fails to address matters of equity and cultural responsiveness in all aspects of leadership which promotes and influences the best interests of members of the school community.	The school leader minimally addresses matters of equity and cultural responsiveness in all aspects of leadership which promotes and influences the best interests of members of the school community.	The school leader addresses matters of equity and cultural responsiveness in all aspects of leadership which promotes and influences the best interests of members of the school community.	The school leader successfully integrates matters of equity and cultural responsiveness in all aspects of leadership which promotes and influences the best interests of members of the school community.
9b	Promote a culture that recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.	The school leader fails to promote a culture that recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.	The school leader minimally promotes a culture that recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.	The school leader promotes a culture that recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.	The school leader actualizes a culture that recognizes, respects, and employs each student's strengths, diversity, and culture as assets for teaching and learning.
9c	Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success in compliance with policies, laws and regulations enacted by the local, state and federal authorities.	The school leader fails to provide each student with equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success in compliance with policies, laws and regulations enacted by the local, state and federal authorities.	The school leader minimally provides that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success in compliance with policies, laws and regulations enacted by the local, state and federal authorities.	The school leader provides each student with equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success in compliance with policies, laws and regulations enacted by the local, state and federal authorities.	The school leader ensures that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success in compliance with policies, laws and regulations enacted by the local, state and federal authorities.
9d	Identify and address institutional biases associated with race, class, culture, language, gender identity, sexual orientation, or special status and act with cultural competence and responsiveness in their interactions, decision making, and practice.	The school leader fails to identify and address institutional biases associated with race, class, culture, language, gender identity, sexual orientation, or special status and acts with cultural competence and responsiveness in their interactions, decision making, and practice.	The school leader minimally identifies and addresses institutional biases associated with race, class, culture, language, gender identity, sexual orientation, or special status and acts with cultural competence and responsiveness in their interactions, decision making, and practice.	The school leader identifies and addresses institutional biases associated with race, class, culture, language, gender identity, sexual orientation, or special status and acts with cultural competence and responsiveness in their interactions, decision making, and practice.	The school leader has shifted institutional biases associated with race, class, culture, language, gender identity, sexual orientation, or special status and models positive cultural competence and responsiveness in their interactions, decision making, and practice.
9e	Promote the preparation of students to live productively in, and contribute to, the diverse cultural contexts of a global society.	The school leader fails to promote the preparation of students to live productively in, and contribute to, the diverse cultural contexts of a global society.	The school leader minimally promotes the preparation of students to live productively in, and contribute to, the diverse cultural contexts of a global society.	The school leader promotes the preparation of students to live productively in, and contribute to, the diverse cultural contexts of a global society.	The school leader ensures the preparation of students to live productively in, and contribute to, the diverse cultural contexts of a global society.
9f	Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and address student misconduct in a positive, fair, and unbiased manner.	The school leader fails to provide that individual students are treated fairly, respectfully, and with an understanding of each student's culture and fails to address student misconduct in a positive, fair, and unbiased manner.	The school leader minimally provides that an individual student is treated fairly, respectfully, and with an understanding of each student's culture and minimally addresses student misconduct in a positive, fair, and unbiased manner.	The school leader provides that an individual student is treated fairly, respectfully, and with an understanding of each student's culture and addresses student misconduct in a positive, fair, and unbiased manner.	The school leader ensures that an individual student is treated fairly, respectfully, and with an understanding of each student's culture and addresses student misconduct in a positive, fair, and unbiased manner.

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10	School Improvement	DESCRIPTION - *Effective educational leaders act as agents of continuous growth to promote each student's academic success and the school's improvement.*			
		Ineffective	**Needs Improvement**	**Effective**	**Highly Effective**
10a	Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school and the district in a cohesive, systemic manner.	The school leader fails to use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school and the district in a cohesive, systemic manner.	The school leader minimally uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school and the district in a cohesive, systemic manner.	The school leader uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school and the district in a cohesive, systemic manner.	The school leader consistently uses methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school and the district in a cohesive, dynamic manner.
10b	Communicate with and engage all stakeholders in a data driven process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school improvement.	The school leader fails to communicate with and engages all stakeholders in a data driven process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school improvement.	The school leader minimally communicates with and engages all stakeholders in a data driven process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school improvement.	The school leader communicates with and engages all stakeholders in a data driven process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school improvement.	The school leader communicates with and engages all stakeholders in a data driven process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous and substantial school improvement.
10c	Employ situationally-appropriate strategies for improvement, including interventions, adaptive approaches and implementation.	The school leader fails to employ situationally-appropriate strategies for improvement, including interventions, adaptive approaches and implementation.	The school leader minimally employs situationally-appropriate strategies for improvement, including interventions, adaptive approaches and implementation.	The school leader employs situationally-appropriate strategies for improvement, including interventions, adaptive approaches and implementation.	The school leader continuously employs situationally-appropriate strategies for improvement, including interventions, adaptive approaches and implementation.
10d	Develop and promote leadership capacity among teachers and staff for inquiry, experimentation, and innovation for student growth.	The school leader fails to develop and promote leadership capacity among teachers and staff for inquiry, experimentation, and innovation for student growth.	The school leader minimally develops and promotes leadership capacity among teachers and staff for inquiry, experimentation, and innovation for student growth.	The school leader develops and promotes leadership capacity among teachers and staff for inquiry, experimentation, and innovation for student growth.	The school leader develops and promotes leadership capacity among teachers and staff for maximum inquiry, experimentation, and innovation for student growth.
10e	Develop appropriate systems of data collection, management, and analysis to share with the school, district office, and community stakeholders for student growth and school improvement.	The school leader fails to develop appropriate systems of data collection, management, and analysis to share with the school, district office, and community stakeholders for student growth and school improvement.	The school leader minimally develops appropriate systems of data collection, management, and analysis to share with the school, district office, and community stakeholders for student growth and school improvement.	The school leader develops appropriate systems of data collection, management, and analysis to share with the school, district office, and community stakeholders for student growth and school improvement.	The school leader develops extensive systems of data collection, management, and analysis to share with the school, district office, and community stakeholders for student growth and school improvement.