

Standard	Ineffective 1	Needs Development 2	Proficient 3	Exemplary 4
<p>1. Leadership and District Culture. Demonstrate executive leadership by developing a collective district vision; shape school culture and climate; provide purpose and direction for individuals and groups; demonstrate an understanding of international issues affecting education; formulate strategic plans, goals, and change efforts with staff and community; set priorities in the context of community, student and staff needs; serve as an articulate spokesperson for the welfare of all students in a multicultural context.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments	Comments	Comments	Comments
Artifacts/Evidence:				

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<p>2. Policy and governance. Develop procedures for working with the board of education that define mutual expressions, working relationships, and strategies for formulating district policy for external and internal programs; adjust local policy to state and federal requirements and constitutional provisions, standards, and regulatory applications; recognize and apply standards involving civil and criminal liabilities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments	Comments	Comments	Comments
Artifacts/Evidence:				

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<p>3. Communications and Community Relations. Articulate district purpose and priorities to the community and mass media; request and respond to community feedback; and demonstrate consensus building and conflict mediation. Identify, track, and deal with issues. Formulate and carry out plans for internal and external communications. Exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support; align constituencies in support of district priorities; build coalitions to gain financial and programmatic support; formulate democratic strategies for referenda; relate political initiatives to the welfare of children.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments	Comments	Comments	Comments
Artifacts/Evidence:				

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<p>4. Organizational Management. Exhibit an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision making; manage the data flow; frame and solve problems; frame and develop priorities and formulate solutions; assist others to form reasoned opinions; reach logical conclusions and make quality decisions to meet internal and external customer expectations; plan and schedule personal and organization work; establish procedures to regulate activities and projects; delegate and empower at appropriate organizational levels; secure and allocate human and material resources; develop and manage the district budget; maintain accurate fiscal records.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments	Comments	Comments	Comments
Artifacts/Evidence:				

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<p>5. Curriculum Planning and Development. Design curriculum and a strategic plan that enhance teaching and learning in multiple contexts; provide planning and future methods to anticipate occupational trends and their educational implications; identify taxonomies of instructional objectives and validate procedures for curricular units, using theories of cognitive development; align sequence curriculum; use valid and reliable performance indicators and test procedures to measure performance outcomes; and describe the proper use of computers and other learning and information technologies.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments	Comments	Comments	Comments
Artifacts/Evidence:				

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<p>6. Instructional Management. Exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes; describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes; describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help students achieve at high levels.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments	Comments	Comments	Comments
Artifacts/Evidence:				

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<p>7. Human Resources Management. Develop a staff evaluation and development system to improve the performance of all staff members; select appropriate models for supervision based on adult motivation research; identify alternative employee benefits packages; and describe and apply the legal requirements for personnel selection, development, retention, and dismissal.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments	Comments	Comments	Comments
Artifacts/Evidence:				

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<p>8. Values and Ethics of Leadership. Understand and model appropriate value systems, ethics, and moral leadership; know the role of education in a democratic society; exhibit multicultural and ethnic understanding and related behavior; adapt educational programming to the needs of diverse constituencies; balance complex community demands in the best interest of the student; scan and monitor the environment for opportunities for staff and students; respond in an ethical and skillful way to the electronic and printed news media; and coordinate social agencies and human services to help each student grow and develop as caring, informed citizen.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Comments	Comments	Comments	Comments
Artifacts/Evidence:				

Summative Score Ranges

<i>Rating</i>	<i>Point Value</i>	<i>Summative Score Ranges</i>
<i>Level 1</i>	0	0-5
<i>Level 2</i>	1	6-13
<i>Level 3</i>	2	14-21
<i>Level 4</i>	3	22-24

Overall Score _____