Maine Schools for EXCELLENCE
Enhancing Educator Effectiveness and Student Learning

Leader Evaluation and Professional Growth Rubric

Standard 1: Leadership for Results

Indicator 1-a. Sense of Urgency The leader acts with a sense of urgency to achieve the highest results for all students and adults.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader displays no sense of urgency, not establishing aggressive yet realistic timelines for achieving goals, rarely making difficult decisions firmly and in a timely manner, and rarely encouraging efficiency and timeliness from all staff.	Leader displays a limited sense of urgency, infrequently establishing aggressive yet realistic timelines for achieving goals, infrequently making difficult decisions firmly and in a timely manner, and sometimes encouraging efficiency and timeliness from all staff.	Leader displays an adequate sense of urgency, often establishing aggressive yet realistic timelines for achieving goals, often making difficult decisions firmly and in a timely manner, and encouraging efficiency and timeliness from all staff.	Leader displays a high sense of urgency, frequently establishing aggressive yet realistic timelines for achieving goals, always making difficult decisions firmly and in a timely manner, and requiring efficiency and timeliness from all staff.
Sources of Evidence: • Observations • 360-degree survey			

Standard 1: Leadership for Results

Indicator 1-b. Organizational Capacity The leader builds organizational capacity by developing leadership in others.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader inadequately builds organizational capacity by taking a limited level of responsibility for and rarely monitoring the effectiveness of: 1) attracting, retaining, and developing quality teachers and other staff, 2) encouraging the professional development of staff through training, guided practice, and mentoring, and 3) offering promotional opportunities.	Leader seeks to build organizational capacity but does so inadequately by taking a moderate level of responsibility for and rarely monitoring the effectiveness of: 1) attracting, retaining, and developing quality teachers and other staff, 2) encouraging the professional development of all staff through training, guided practice, and mentoring, and 3) offering promotional opportunities.	Leader adequately builds organizational capacity by taking primary responsibility for and sometimes monitoring the effectiveness of: 1) attracting, retaining, and developing high-quality teachers and other staff, 2) encouraging the professional development of all staff through training, guided practice, and mentoring, and 3) offering promotional opportunities.	Leader excels in building organizational capacity by taking primary responsibility for and frequently monitoring the effectiveness of: 1) attracting, retaining, and developing highest-quality teachers and other staff, 2) ensuring the professional development of all staff through training, guided practice, and mentoring, and 3) offering promotional opportunities.
Sources of Evidence: • Observations • 360-degree survey			

Standard 1: Leadership for Results

Indicator 1-c. Shared Leadership The leader shares leadership responsibilities with others and fosters a collaborative organization.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not foster shared leadership or establishes limited opportunities for shared leadership across all staff, rarely seeking opportunities to work with others in the extended organization as well as with the greater community (including unions and other organizations that represent school personnel), establishing no or very few committees of internal and external stakeholders to provide leadership and guidance for initiatives and programs, and/or rarely communicating the need for shared leadership to all staff and stakeholders.	Leader fosters limited levels of shared leadership by establishing some opportunities for shared leadership across all staff, sometimes seeking opportunities to work with others in the extended organization as well as with the greater community (including unions and other organizations that represent school personnel), establishing a limited number of committees of internal and external stakeholders to provide leadership and guidance for initiatives and programs, and sometimes communicating the need for shared leadership to all staff and stakeholders.	Leader adequately fosters shared leadership by establishing multiple opportunities for shared leadership across all staff, often seeking opportunities to work with others in the extended organization as well as with the greater community (including unions and other organizations that represent school personnel), establishing committees of internal and external stakeholders to provide leadership and guidance for initiatives and programs, and communicating the need for shared leadership to all staff and stakeholders.	Leader fosters extensive levels of shared leadership by establishing multiple opportunities for shared leadership across all staff, frequently seeking opportunities to work with others in the extended organization as well as with the greater community (including unions and other organizations that represent school personnel), establishing committees of internal and external stakeholders to provide leadership and guidance for initiatives and programs, and frequently communicating the need for shared leadership to all staff and stakeholders.
Sources of Evidence: • Observations • 360-degree survey			

Standard 1: Leadership for Results

Indicator 1-d. Change Management The leader realizes and sustains positive change in collaboration with others.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not take an active and engaged lead role in change initiatives (e.g., a school-wide effort to encourage increased teacher professional development), rarely establishing change initiative goals, ineffectively supporting the definition of the change process, not clearly communicating change initiatives to staff, students and other stakeholders, and/or not monitoring the success of the change initiatives.	Leader takes a less active and engaged lead role in change initiatives (e.g., a school-wide effort to encourage increased teacher professional development), helping establish change initiative goals, supporting the definition of the change process, communicating change initiatives to staff, students and other stakeholders, and only passively monitoring the success of the change initiatives.	Leader takes an active and engaged lead role in change initiatives (e.g., a school-wide effort to encourage increased teacher professional development), establishing change initiative goals, supporting the definition of the change process, clearly communicating change initiatives to staff, students and other stakeholders, and actively monitoring the success of the change initiatives.	Leader takes an active and highly engaged lead role in change initiatives (e.g., a school-wide effort to encourage increased teacher professional development), establishing change initiative goals, defining the change process, clearly communicating change initiatives to staff, students and other stakeholders, actively monitoring the success of the change initiatives, and gathering feedback on what was effective and ineffective in the change process.
Sources of Evidence: • Observations • 360-degree survey			

Standard 2: Vision and Mission

Indicator 2-a. Embraced Vision The leader inspires the learning community to embrace a shared and compelling vision for student learning and instructional practice.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader is minimally or not involved and engaged in clearly articulating and striving toward a shared and inspiring vision of high levels of student learning and adult instructional practice, serving as a poor model for the broader learning community to foster support of and commitment to the vision.	Leader is involved and engaged in clearly articulating and striving toward a shared and inspiring vision of high levels of student learning and adult instructional practice, occasionally serving as a model for the broader learning community to foster support of and commitment to the vision.	Leader is actively involved and engaged in clearly articulating and striving toward a shared and inspiring vision of high levels of student learning and adult instructional practice, serving as a good model for the broader learning community to foster support of and commitment to the vision.	Leader is actively involved and highly engaged in clearly articulating and striving toward a shared and inspiring vision of high levels of student learning and adult instructional practice, serving as an exceptional model for the broader learning community to foster support of and commitment to the vision.
Sources of Evidence: • Artifacts of the leader's practice			

Standard 2: Vision and Mission

Indicator 2-b. Shared Mission The leader advances the mission by developing a shared purpose and drive toward the vision.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not advance the mission or does so poorly through limited collaboration with parents, staff and other members of the learning community. Leader finds limited ways to connect with stakeholders and gather their input.	Leader moderately advances the mission through collaborating with some parents, staff and other members of the learning community, seeking and incorporating their input and involvement. Leader uses traditional settings to find ways to connect with stakeholders and gather their input.	Leader adequately advances the mission through collaborating with most parents, staff and other members of the learning community, seeking and incorporating their input and involvement. Leader uses traditional and non-traditional settings to find creative ways to connect with stakeholders and gather their input.	Leader significantly advances the mission through frequently collaborating with all parents, staff and other members of the learning community, seeking and incorporating their input and involvement. Leader uses traditional and non-traditional settings as well as multiple mediums (such as print, digital, or in-person interactions) to find creative ways to connect with stakeholders and gather their input.
Sources of Evidence: • Artifacts of the leader's practice			

Standard 3: Teaching and Learning

Indicator 3-a. Instructional Focus The leader ensures teaching and learning are the primary focus of the organization.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does little to ensure that teaching and learning are the primary focus of the school by: rarely emphasizing through interactions the value of effective teaching and of achieving highest learning outcomes; not seeking ways to make the instructional program relevant and forward-thinking; rarely monitoring the level of staff focus on teaching and learning; and not holding staff accountable for the level of focus on teaching and learning.	Leader strives to but does not always ensure that teaching and learning are the primary focus of the school by: emphasizing through some interactions the value of effective teaching and of achieving highest learning outcomes; seeking ways to make the instructional program relevant and forward-thinking; sometimes monitoring the level of staff focus on teaching and learning; and holding some staff accountable for the level of focus on teaching and learning.	Leader ensures that teaching and learning are nearly always the primary focus of the school by: emphasizing through most interactions the value of effective teaching and of achieving highest learning outcomes; ensuring that the instructional program is relevant and forward-thinking; regularly monitoring the level of staff focus on teaching and learning; and holding staff accountable for the level of focus on teaching and learning.	Leader ensures that teaching and learning are always the primary focus of the school by: strongly emphasizing through all interactions the value of effective teaching and of achieving highest learning outcomes; ensuring that the instructional program is relevant and forward-thinking; regularly monitoring the level of staff focus on teaching and learning; and holding self and staff accountable for the level of focus on teaching and learning.
Sources of Evidence: • Observation-related conferences • Artifacts of the leader's practice			

Standard 3: Teaching and Learning

Indicator 3-b. Curriculum Implementation The leader directs the implementation of a rigorous, relevant, and balanced curriculum.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader ineffectively leads the implementation of a relevant, balanced and rigorous standards-based curriculum by working collaboratively with few staff and/or implementing an instructional framework that does not align instructional strategies to the curriculum. Leader does not or ineffectively structures time and resources to support teachers in working collaboratively.	Leader moderately leads the implementation of a relevant, balanced and rigorous standards-based curriculum by working collaboratively with most staff to implement a common instructional framework that aligns instructional strategies to the curriculum. Leader attempts to structure time and resources to support teachers in working collaboratively, with varying levels of success.	Leader adequately leads the implementation of a relevant, balanced and rigorous standards-based curriculum by working collaboratively with all staff to implement a common instructional framework that aligns instructional strategies to the curriculum. Leader structures time and resources to support teachers in working collaboratively in examining student work, holding professional conversations, and adjusting their teaching practices accordingly.	Leader outstandingly leads the implementation of a relevant, balanced and highly rigorous standards-based curriculum by frequently working collaboratively with all staff to implement a common instructional framework that aligns all instructional strategies to the curriculum. Leader efficiently structures time and resources to ensure that teachers work collaboratively in examining student work, holding professional conversations, and adjusting their teaching practices accordingly.
Sources of Evidence: • Observations and related conferences			

Standard 3: Teaching and Learning

Indicator 3-c. Common Framework The leader guides development and implementation of common language for instructional quality.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not oversee or monitor the implementation of a common instructional framework, minimally supporting a common language for instructional quality and thus ineffectively driving teacher conversation, practice, observation, evaluation, and feedback.	Leader passively oversees and monitors the implementation of a common instructional framework, inconsistently supporting a common language for instructional quality that drives teacher conversation, practice, observation, evaluation, and feedback.	Leader actively oversees and monitors the implementation of a common instructional framework, supporting a common language for instructional quality that drives most teacher conversation, practice, observation, evaluation, and feedback.	Leader actively oversees and frequently monitors the implementation of a common instructional framework, ensuring a common language for instructional quality that drives all teacher conversation, practice, observation, evaluation, and feedback.
Sources of Evidence: • Observations and related conferences • SLO quality review			

Standard 3: Teaching and Learning

Indicator 3-d. Pedagogical Knowledge The leader demonstrates knowledge of a range of pedagogy and ensures all adults have the knowledge, skills, and dispositions to support student success.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader displays knowledge of a limited range of pedagogy, rarely participates in and rarely encourages teachers to participate in activities to gain additional knowledge, and infrequently monitors whether teachers have all the knowledge, skills, and dispositions necessary to ensure student success.	Leader displays knowledge of a moderate range of pedagogy, sometimes participates in and encourages most teachers to participate in activities to gain additional knowledge, and sometimes monitors whether teachers have all the knowledge, skills, and dispositions necessary to ensure student success.	Leader displays knowledge of a full range of pedagogy, often participates in and encourages most teachers to participate in activities to gain additional knowledge, and sometimes monitors whether self and teachers have all the knowledge, skills, and dispositions necessary to ensure student success.	Leader displays knowledge of a full range of pedagogy, continuously participates in and encourages all teachers to participate in multiple activities to gain additional knowledge, and frequently monitors whether self and teachers have all the knowledge, skills, and dispositions necessary to ensure student success.
Sources of Evidence: • Observations and related conferences			

Standard 4: Knowledge of Students and Adults

Indicator 4-a. Knowing and Valuing Students and Adults The leader ensures each student and adult is known and valued.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not ensure that most students and adults in the learning community (e.g., staff, parents, and community leaders) are known and valued by most staff through limited understanding of the broader context and community (e.g., family environments), providing limited encouragement and recognition for accomplishments, and/or encouraging little or no sharing among staff to support common knowledge and understanding.	Leader ensures that most students and adults in the learning community (e.g., staff, parents, and community leaders) are known and valued by most staff through understanding of the broader context and community (e.g., family environments), providing some encouragement and recognition for accomplishments, and encouraging some sharing among staff to support common knowledge and understanding.	Leader ensures that nearly every student and adult in the learning community (e.g., staff, parents, and community leaders) is known and valued by all staff through understanding of the broader context and community (e.g., family environments), providing periodic encouragement and recognition for accomplishments, and encouraging frequent sharing among staff to support common knowledge and understanding.	Leader ensures that every student and adult in the learning community (e.g., staff, parents, and community leaders) is known and valued by all staff through understanding of the broader context and community (e.g., family environments), providing frequent encouragement and recognition for accomplishments, and ensuring frequent sharing among staff to support common knowledge and understanding.
Sources of Evidence: • Artifacts of the leader's practice • 360-degree survey			

Standard 4: Knowledge of Students and Adults

Indicator 4-b. Individual Student Support The leader develops a system to support students socially, emotionally, and intellectually.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader develops no systems and/or structures that provide social, emotional, and intellectual support to individuals, or develops highly ineffective systems and structures.	Leader guides the implementation and/or development of systems and structures that address some students' social, emotional, and intellectual needs, in their development, learning, and achievement. Leader sometimes monitors effectiveness of systems and structures in supporting students. Leader holds self accountable for supporting a subset of students socially, emotionally, and intellectually.	Leader guides the implementation and/or development of effective systems and structures that strive to ensure that all students are fully supported socially, emotionally, and intellectually, in their development, learning, and achievement. Leader sometimes monitors effectiveness of systems and structures in supporting students. Leader holds self accountable for fully supporting students socially, emotionally, and intellectually.	Leader guides the implementation and/or development of highly effective systems and structures that support all students socially, emotionally, and intellectually, in their development, learning, and achievement. Leader continually monitors effectiveness of systems and structures in supporting students. Leader holds self, teachers and other staff accountable for fully supporting students socially, emotionally, and intellectually.
Sources of Evidence: • Artifacts of the leader's practice • 360-degree survey			

Standard 5: Culture

Indicator 5-a. Expectation Setting The leader inspires and nurtures a culture of high expectations.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader poorly supports a culture of high expectations by: setting inappropriate expectations; not identifying quality indicators; rarely encouraging in others actions that drive the common goals of the organization; neither developing nor overseeing the implementation of communications that emphasize high expectations; and/or providing few development opportunities to staff for building a culture of high expectations.	Leader moderately supports a culture of high expectations by: setting moderately high expectations; identifying quality indicators; encouraging in others actions that drive the common goals of the organization; developing or overseeing the implementation of communications that emphasize high expectations; and providing limited development opportunities to staff for building a culture of high expectations.	Leader effectively and continually supports a culture of high expectations by: setting high expectations; identifying and monitoring quality indicators; modeling and encouraging in all others actions that drive the common goals of the organization; developing and overseeing the implementation of communications that emphasize high expectations; and providing development opportunities to staff to build a culture of high expectations.	Leader effectively and continually inspires and nurtures a culture of high expectations by: setting and regularly revisiting high expectations; identifying and monitoring quality indicators; modeling and encouraging in all others actions that drive the common goals of the organization; developing and overseeing the implementation of clear and effective communications that integrate high expectations; and providing multiple development opportunities to staff to build a culture of high expectations.
Sources of Evidence: • Observations • 360-degree survey			

Standard 5: Culture

Indicator 5-b. Relationship Building The leader builds authentic, productive relationships that foster a collaborative spirit.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader builds little or limited trust and few productive relationships, through listening and collaboration, with students, staff, parents, and/or community members, fostering limited support of the vision and minimal focus on learning.	Leader builds complete trust and productive relationships, through listening and collaboration, with some students, staff, parents, and community members that foster a collaborative spirit and support of the vision and focus on learning.	Leader builds complete trust and productive relationships, through effective listening and collaboration, with all students, staff, parents, and community members that foster a collaborative spirit and support of the vision and focus on learning.	Leader builds complete trust and highly productive relationships, through effective listening, teamwork, and collaboration, with all students, staff, parents, and community members that foster a highly collaborative spirit and common support of the vision and focus on learning.
Sources of Evidence: • Observations • 360-degree survey			

Standard 5: Culture

Indicator 5-c. Respect for Diverse Cultures The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not appear to honor the culture of students, adults, and/or the larger community, demonstrating limited respect for diversity in his/her communications and actions and not fully supporting equity in all policies, practices, interactions and/or outcomes. Leader does not monitor teachers and other staff in their level of respect for diversity and does not hold self and others accountable for their actions.	Leader honors the culture of most students, adults, and the larger community, demonstrating respect for diversity in his/her communications and actions and supporting equity in all policies, practices, interactions and/or outcomes. Leader monitors all teachers and other staff in their level of respect for diversity and holds others accountable for their actions.	Leader honors the culture of all students, adults, and the larger community, demonstrating a high level of respect for diversity in his/her communications and actions and striving to ensure equity in all policies, practices, interactions and/or outcomes. Leader monitors all teachers and other staff in their level of respect for diversity and holds self and others accountable for their actions.	Leader honors the culture of all students, adults, and the larger community, demonstrating complete respect for diversity in his/her communications and actions and ensuring equity in all policies, practices, interactions and outcomes. Leader frequently monitors all teachers and other staff in their level of respect for diversity and holds self and others accountable for their actions.
Sources of Evidence: • Observations • 360-degree survey			

Standard 5: Culture

Indicator 5-d. Environment of Trust The leader creates and maintains a trusting and safe environment that promotes effective adult practice and student learning.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not create and maintain, through unclear and ineffective communications, structures, systems, and/or staff development, a school environment that most or all students and adults find trusting and safe.	Leader creates and maintains, through somewhat clear and effective communications, structures, systems, and staff development, a school environment that most or all students and adults find trusting and safe.	Leader creates and maintains, through clear and effective communications, structures, systems, and staff development, a school environment that all students and adults find trusting and safe and that strives to achieve highly effective adult practice and student learning.	Leader creates and maintains, through clear, consistent, and effective communications, structures, systems, and staff development, a school environment that all students and adults find trusting and safe and that ensures highly effective adult practice and student learning.
Sources of Evidence: • Observations • 360-degree survey			

Standard 6: Strategic Management

Indicator 6-a. Strategic Management Systems The leader designs, develops, and implements strategic management systems.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader leads the implementation of inefficient or ineffective strategic management systems (e.g., performance management systems, talent management systems, budgeting systems) and processes (e.g., performance management, financial management, communications and public relations processes and tools) that lead to poor to moderate teacher and staff performance, limited cost savings, and low stakeholder (i.e., parents, members of the learning community and community leaders) satisfaction.	Leader leads the implementation of somewhat efficient and effective strategic management systems (e.g., performance management systems, talent management systems, budgeting systems) and processes (e.g., performance management, financial management, communications and public relations processes and tools) that lead to moderate teacher and staff performance, moderate cost savings, and moderate stakeholder (i.e., parents, members of the learning community and community leaders) satisfaction.	Leader leads the implementation of efficient and effective strategic management systems (e.g., performance management systems, talent management systems, budgeting systems) and processes (e.g., performance management, financial management, communications and public relations processes and tools) that lead to moderate to high teacher and staff performance, cost savings, and high stakeholder (i.e., parents, members of the learning community and community leaders) satisfaction.	Leader leads the implementation of highly efficient and effective strategic management systems (e.g., performance management systems, talent management systems, budgeting systems) and processes (e.g., performance management, financial management, communications and public relations processes and tools) that lead to verifiably high teacher and staff performance, significant cost savings, and very high stakeholder (i.e., parents, members of the learning community and community leaders) satisfaction.
Sources of Evidence: • Artifacts of the leader's practice			

Standard 6: Strategic Management

Indicator 6-b. Continuous System Improvement The leader monitors and adapts systems and processes to ensure they are effective and efficient.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not monitor or adapt systems (e.g., performance management systems, talent management systems, budgeting systems) and processes (e.g., performance management, financial management, communications and public relations processes and tools) to evaluate whether they are effective and efficient.	Leader monitors systems (e.g., performance management systems, talent management systems, budgeting systems) and processes (e.g., performance management, financial management, communications and public relations processes and tools) to evaluate whether they are effective and/or efficient but does not always adapt them in response to findings.	Leader monitors and adapts systems (e.g., performance management systems, talent management systems, budgeting systems) and processes (e.g., performance management, financial management, communications and public relations processes and tools) to ensure they are effective and efficient in support of school performance focused on effective teaching and learning.	Leader continuously monitors and adapts systems (e.g., performance management systems, talent management systems, budgeting systems) and processes (e.g., performance management, financial management, communications and public relations processes and tools) to ensure they are highly effective and efficient in support of school performance focused on effective teaching and learning.
Sources of Evidence: • Artifacts of the leader's practice			

Standard 7: Advocacy

Indicator 7-a. Stakeholder Communication The leader communicates internally and externally to advance the organization's vision and mission.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader rarely and/or ineffectively communicates to and networks with internal and external stakeholders to advance the organization's vision and mission.	Leader infrequently and/or with varying effectiveness communicates to and networks with most internal and external stakeholders to advance the organization's vision and mission.	Leader regularly and effectively communicates to and networks with most internal and external stakeholders to advance the organization's vision and mission.	Leader continuously and very effectively communicates to and networks with all internal and external stakeholders to significantly advance the organization's vision and mission.
Sources of Evidence: • Artifacts of the leader's practice			

Standard 7: Advocacy

Indicator 7-b. Community Engagement The leader strategically engages, mobilizes, and influences community leaders.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not or rarely seeks, informs, and mobilizes influential educational, political, and community leaders to advocate students and adults in the learning community.	Leader sometimes seeks, informs, and mobilizes influential educational, political, and community leaders to advocate for all students and adults in the learning community.	Leader frequently seeks, informs, and mobilizes influential educational, political, and community leaders to effectively advocate for all students and adults in the learning community.	Leader frequently and strategically seeks, informs, and mobilizes highly influential educational, political, and community leaders to enthusiastically and effectively advocate for all students and adults in the learning community.
Sources of Evidence: • Artifacts of the leader's practice			

Standard 8: Ethics

Indicator 8-a. Ethical Conduct The leader demonstrates high degree of professional ethics.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not demonstrate a high degree of personal and professional ethics exemplified by integrity, justice, and equity in communications and actions.	Leader demonstrates a high degree of personal and professional ethics exemplified by integrity, justice, and equity in communications and actions.	Leader consistently demonstrates a high degree of personal and professional ethics exemplified by integrity, justice, and equity in communications and actions and holds others accountable for showing the high ethical standards.	Leader consistently demonstrates the highest degree of personal and professional ethics exemplified by integrity, justice, and equity in communications and actions and holds self and others accountable for showing the highest ethical standards.
Sources of Evidence: • Observations and related conferences • Artifacts of the leader's practice • 360-degree survey			

Standard 8: Ethics

Indicator 8-b. Ethical Culture The leader establishes a culture in which ethical behavior is practiced by all stakeholders.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not establish a culture in which ethical behavior is practiced by most or all stakeholders.	Leader establishes a culture in which ethical behavior is practiced by most stakeholders, through: modeling ethical behavior and/or monitoring ethical behavior.	Leader establishes a culture in which ethical behavior is practiced by all stakeholders in all interactions and actions, through: modeling ethical behavior and monitoring ethical behavior.	Leader establishes a culture in which ethical behavior is practiced by all stakeholders in all interactions and actions, through: modeling ethical behavior, establishing rules and procedures to monitor ethical behavior, and holding stakeholders accountable for ethical behavior.
Sources of Evidence: • Observations and related conferences • Artifacts of the leader's practice • 360-degree survey			

Standard 9: Reflection and Growth

Indicator 9-a. Self-Reflection The leader reflects on personal and professional strengths and areas for development.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader is not a self-reflective practitioner who neither builds on his/her strengths nor identifies areas for professional growth.	Leader is a minimally self-reflective practitioner who sometimes builds on his/her strengths and infrequently identifies areas for professional growth, participating in limited self-reflective activities and assessments and few development activities.	Leader is a self-reflective practitioner who builds on his/her strengths and identifies areas for professional growth, participating in self-reflective activities and assessments and development activities.	Leader is a highly self-reflective practitioner who frequently builds on his/her strengths and identifies areas for personal and professional growth, participating in self-reflective activities and assessments and multiple development activities.
Sources of Evidence: • Professional Development Plan Review			

Standard 9: Reflection and Growth

Indicator 9-b. Adjustment to Practice The leader adjusts practice to maximize student performance and enhance teacher instruction.			
Ineffective (1)	**Developing (2)**	**Effective (3)**	**Distinguished (4)**
Leader does not adjust his/her practice in response to feedback, resulting in little or no improvement to student performance or teacher instruction.	The leader somewhat adjusts his/her practice in response to feedback, sometimes resulting in changes to student performance and teacher instruction.	The leader adjusts his/her practice based on self-reflection and feedback, resulting in improved student performance and teacher instruction.	The leader continuously adjusts plans and practice based on self-reflection, feedback, and additional data, resulting in maximized student performance and enhanced teacher instruction.
Sources of Evidence: • Professional Development Plan Review			