

<b>SCHOOL LEADERSHIP PRACTICES</b>					
<b>Strategically Leading Change/ Continuous Improvement</b>					
<p>The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.</p>					
<b>Instructional Content, Pedagogy and engagement</b>	<b>Student Monitoring/ Assessment</b>	<b>Professional learning &amp; Implementation</b>	<b>Interpersonal Skills</b>	<b>Organizational Leadership</b>	<b>Parents/ Community</b>
<p>The administrator conducts daily instructional walkthroughs and uses observations to inform professional learning. The administrator can identify trends and individual professional learning needs and provides immediate support. The administrator knows students learning needs and can recognize if instruction is impacting their learning.</p>	<p>The administrator leads a research based system for analyzing data with teachers to determine and act on trends and individual student, grade level and school wide academic and social needs for all students. Student achievement is monitored during daily walkthroughs and short and long term assessment cycles.</p>	<p>The administrator uses data and daily walkthroughs to inform professional learning. Multiple systems and structures have been developed in the school to cultivate teacher learning. The school focus, professional learning, teacher collaboration and a common pedagogy is evident in all classrooms. Equal access and success for all racial groups is evident.</p>	<p>The administrator has positive and productive relationships with staff, students, parents and community. The staff feels supported and can have honest and trusting conversations about the work. Mutual respect and trust is evident and multiple cultural perspectives and experiences are valued. The administrator views work through an appreciative lens, with a focus on what is working.</p>	<p>The administrator has developed and maintains clear systems to organize and maximize resources and operations. Clear lines of communication have been established and staff leadership has been cultivated, allowing the administrator to focus on student learning.</p>	<p>The administrator has a positive relationship with parents and community. Systems are in place to engage, teach, support and communicate with parents. Parents know and understand their child’s learning successes and needs and are provided resources and learning connected to the needs of their child.</p>
<b>District Stewardship</b>					
<p>The administrator sees his/her role as being accountable for the wellbeing of the school district by operating in service of it. As a steward, the administrator cares for the wellbeing of the people and realizes what effects his/her leadership has on the broader organization. The leader recognizes relationships as being central to stewardship, and models how to be kind, invest in others, encourage, provide feedback and respectfully interact. The administrator is thoughtful about how time is spent and resources are used and how these decisions impact the system. When faced with challenging circumstances, the administrator leads proactively and effectively through disappointment and loss.</p>					

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