Leader Development Self-Assessment

Standard 1: Planning for Continuous Improvement. Engages the school community in developing and maintaining a shared vision; plans effectively; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources; and evaluates results for the purpose of continuous school improvement.

1A. Engages the school community in developing and maintaining a shared vision

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows the importance of a vision to bring focus and to mobilize the work of an organization □ Knows how to lead the articulation, development, and implementation of a shared vision for the school that places student and faculty learning at the center □ Has the ability to lead and motivate staff, students, and families to achieve the school's vision □ Is able to interact with the community concerning the school's vision, mission, and priorities □ Understands that the school's vision, mission, and goals must relate to the instructional needs of students □ Is able to focus on student learning as a driving force for curriculum, instruction, and institutional decision-making □ Knows how to create a school leadership team that is skillful in using data	□ Develops a learner-centered vision for the school that takes into account the unique needs of the school and community □ Focuses his or her work on achieving the vision □ Shares the vision statement and school goals with staff and community	□ Uses collaborative processes to involve faculty in developing a vision that reflects high expectations for students and staff □ Refers to the school's vision statement consistently to guide discussions and decision making (e.g., about curriculum, instruction, budget and time allocations, adoption of new programs) □ Communicates the school's vision in a variety of formats and to all members of the school community, including students, staff, parents, and members of the larger community	□ Engages a diverse group, including representatives of staff, students, families, and community members, to collaborate in developing, reviewing and/or revising the school's vision statement and in communicating the vision to others □ Keeps the school vision "front and center" to remind all of the school's collective purpose; connects all meetings of staff and community to the school vision □ Helps staff and students create a shared understanding of how the school vision relates to and drives their daily work □ Identifies, develops, and supports teachers to serve as leaders in engaging staff, students, parents, and community members to commit to making the vision a reality	□ Inspires members of the community to focus on how each person can contribute to achieving the school's shared vision □ Works with feeder schools to ensure that school visions are aligned across schools and with the school system □ Takes a leadership role in the collaborative development of a systemwide vision that reflects the unique needs of learners in the system □ Provides training to other school leaders on processes for creating and achieving a meaningful school vision

1B. Plans effectively for school improvement; uses critical thinking and problem-solving techniques; collects, analyzes, and interprets data; allocates resources

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
☐ Knows how to lead the development and implementation of a strategic plan for the school	☐ Complies with all state and local requirements for the development of a strategic plan	☐ Engages all members of the staff and faculty in establishing goals and a plan to accomplish them	☐ Involves a diverse group (including representatives from staff, students, parents, and community members) to analyze multiple sources of data to determine school strengths and needs, to create target goals, and to develop a strategic plan to accomplish goals	☐ Involves many and diverse members of the community to accomplish school goals
☐ Knows how to plan for the achievement of annual learning gains, school improvement goals, and other targets related to the shared vision	☐ Collects and analyzes a variety of types of data; disaggregates by subgroups and sets goals accordingly	☐ Views the strategic plan as an opportunity to bring life to a shared vision		☐ Engages in systemwide planning for school improvement, ensuring that students are equipped to function in a global and digital society
☐ Knows how to align instructional objectives and curricular goals with the shared vision	☐ Establishes a reasonable number of data-based goals, which are achievable, measurable, and understandable to all stakeholders	☐ Continually looks for new and better ways to conduct schooling; is not bound by the status quo	☐ Identifies potential leaders on the faculty to lead the creation or refinement of the strategic school plan; ensures the use of interactive processes to fully engage members of the school community	☐ Works with feeder schools to ensure that school goals and action plans are aligned between and across schools and with the school system
☐ Has the ability to work with staff and others to establish and accomplish goals	☐ Uses school goals to manage and monitor his or her activities	☐ Ensures that strategic plan goals and strategies (1) are based on research and professional literature and (2) focus on student and faculty learning		☐ Provides training and/or coaching on creating effective strategic plans that engage diverse elements of the community and impact student achievement
☐ Is able to work with faculty to identify instructional and curricular needs that align with vision and resources	☐ Establishes a school leadership team to help formulate a strategic plan, based on data	☐ Uses results of data analysis to identify school needs, allocate resources, and plan for improvement of student achievement		
☐ Knows how to relate strategic goals to instructional needs	☐ Identifies and uses external resources as sources for ideas to plan for improved student achievement	☐ Identifies responsible parties to accomplish school goals and strategies		
☐ Understands the use of goals to manage activities		☐ Motivates staff, parents, and students to work toward accomplishing goals; helps them see the connection between the goals and improved student achievement		
☐ Knows and can facilitate a variety of problem-solving techniques; uses a variety of decision-making skills		☐ Utilizes data when making instructional and curricular changes or to support current curricula and instruction		
☐ Knows and can use processes for gathering information when making decisions				
☐ Knows how to create a school leadership team that is skillful in using data				

1C. Evaluates results for the purpose of continuous school improvement

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows how to create a school leadership team that is skillful in using data □ Has the ability to use multiple sources of data to manage the accountability process □ Is able to monitor and assess instructional programs, activities, and materials □ Knows how to use approved methods and principles of program evaluation in the school improvement process □ Is able to use diagnostic tools to assess, identify, and apply instructional improvement	□ Engages a leadership team in collecting data for periodic assessment of school goals □ Uses multiple sources of data to identify accomplishments and problems □ Reports progress toward the achievement of goals to staff	□ Establishes a systematic and ongoing cycle of continuous improvement that includes data collection, analysis, planning, and evaluation □ Involves the entire staff in the monitoring and accountability process □ Uses results of data analysis to make needed revisions in the strategic plan □ Focuses attention on results by consistently asking questions to prompt reflection (e.g., In what ways is this helping to achieve our goals? What was the result? What can we learn?)	□ Involves representatives of the student body, staff, and community in assessing school progress □ Invites and honors diverse points of view in making meaning of data □ Identifies staff members to lead the review of multiple data sources to monitor progress toward goals and action steps; provides training and resources for their success □ Uses multiple methods of communication (e.g., newsletters and Web updates) to convey progress toward goals to all stakeholder groups	□ Shares data and the results of data analyses with other schools □ Presents what he or she has learned to audiences outside of the school □ Coaches and/or mentors other leaders in learning how to monitor and assess progress toward goals □ Consults with others to create effective processes for monitoring progress

Leader Development Self-Assessment

Standard 2: Teaching and Learning. The instructional leader promotes and monitors the success of all students in the learning environment by collaboratively aligning the curriculum; by aligning the instruction and the assessment processes to ensure effective student achievement; and by using a variety of benchmarks, learning expectations, and feedback measures to ensure accountability.

2A. *Promotes the success of all students in the learning environment*

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
☐ Knows the importance of a school culture focused on student and adult learning ☐ Is able to focus upon student learning as a driving force for curriculum, instruction, and instructional decision-making ☐ Is able to engage staff in ongoing study and implementation of research-based practices ☐ Has the ability to use the latest research, applied theory, and best practices to make curricular and instructional decisions ☐ Is able to identify differentiated instructional strategies to meet the needs of a variety of student populations ☐ Is able to communicate high expectations and standards for the academic and social development of students ☐ Knows how to collaborate with community, staff, district, state, and university personnel to develop the instructional program	☐ Refers to research and best practices to make curricular and instructional decisions ☐ Identifies and celebrates successes of students and staff ☐ Establishes high expectations for student success; communicates that all students can learn when provided appropriate curriculum and instructional support ☐ Communicates the expectation that all faculty and staff can improve practice ☐ Communicates to staff a belief in the importance of collaboration; encourages sharing of successful practice among staff ☐ Uses available resources in the community, local school system, region, and state to help staff develop instructional programs	☐ Communicates to all that student learning is the school's priority through regular classroom visits, formal meetings, and informal conversations ☐ Helps staff understand and apply research about curriculum, instruction, and assessment ☐ Creates a collaborative culture, providing support (including time and structures) and accountability (including expectations and monitoring) ☐ Participates in collaborative staff meetings; leads discussions and protocols as appropriate ☐ Facilitates faculty collaboration to identify students who are not proficient; engages staff to collaboratively develop, implement, and assess strategies that will help students attain grade-level proficiency ☐ Ensures, through regular observations, that teachers develop and use lessons that are relevant to students and are aligned to state and local standards	☐ Promotes a sense of collective efficacy among staff, who recognize that successes are the result of the alignment and rigor of curriculum and instructional differentiation to meet student needs ☐ Nurtures and sustains the belief among staff that their collective efforts are sufficient to meet challenges ☐ Identifies leaders on the staff and provides training so they can facilitate protocols and inquiry at collaborative meetings ☐ Encourages classroom and office doors to be open for colleagues to observe, problem-solve, and engage in discussions that focus on supporting student achievement at high levels ☐ Establishes expectations that teachers will collaborate to identify and monitor differentiation strategies to meet diverse needs of students	☐ Identifies best practices in high-performing schools with similar student demographics ☐ Provides opportunities for instructional leaders and teachers to share successes with others in the school system ☐ Engages in continuous learning with other administrators in the school and school system ☐ Promotes reflection among staff, faculty, students, and administrators in order to improve practice throughout the school system ☐ Leads administrators and teachers from other schools in implementing protocols to improve student achievement ☐ Assumes leadership to ensure the successful transition of students between schools

Name   Position   School   Year

2B. Collaboratively aligns curriculum, instruction, and assessment to ensure student achievement

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows the importance of the alignment of content and instruction with high standards resulting in improved student achievement □ Knows how to align curriculum, instructional practices, and assessments to local, state, and national standards □ Has the ability to develop curriculum aligned to state standards □ Stays current with state, national, and district standards for curriculum □ Understands instructional best practices; stays current with research and professional literature	□ Requires staff to establish student learning objectives related to the Alabama Courses of Study and to LEA Pacing and Curriculum Guides □ Leads faculty in selecting curriculum materials (e.g., textbooks, resources, media) that are aligned with state standards □ Provides resources (e.g., Alabama Courses of Study, district alignment and pacing guides) for curriculum alignment □ Monitors teacher lesson plans weekly to ensure that alignment of curriculum, instruction, and assessment is planned □ Observes classrooms weekly to monitor delivery of aligned curriculum, instruction, and assessment □ Supports state initiatives designed to increase student achievement	□ Works with faculty to ensure alignment of curriculum, instruction, and assessment in all grade levels and subject areas □ Facilitates faculty dialogue about the Alabama Courses of Study in order to reach a shared understanding of essential content, knowledge, and skills expected of students in their school, subject, and/or grade level(s) □ Observes classrooms daily to monitor alignment of curriculum, instruction, and assessment □ Gives data-based feedback to teachers following observations	□ Creates a climate in which faculty members are accountable to one another to align curriculum, instruction, and assessment □ Arranges for peer observations and shared reflection to support student achievement □ Provides time for teachers to collaboratively analyze student work samples to assure alignment and press for achievement at high levels □ Identifies leaders on the staff and provides them with adequate training and support to facilitate collaborative meetings □ Identifies leaders to facilitate the selection and alignment of texts by staff	□ Assumes interschool leadership to ensure vertical alignment of curriculum, instruction, and assessment within feeder patterns to maximize student achievement

2C. Uses a variety of benchmarks, learning expectations, and feedback measures to ensure accountability

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows how to use multiple sources of data to manage the accountability process	□ Oversees and ensures the appropriate administration of required state and system assessments	□ Ensures that teacher-made assessments are aligned with Alabama Courses of Studies content standards	□ Identifies faculty members who are skilled in assessment; supports them in facilitating team meetings to develop and analyze common assessments	□ Assumes leadership to share data across schools to positively impact student achievement
□ Knows how to coach staff and teachers on the evaluation of student performance	□ Helps faculty and staff understand the purposes of formative and summative assessment and their relationship to student achievement	□ Requires teachers to administer benchmarks	□ Encourages teachers to engage students in self-assessment; ensures that students can accurately communicate their progress to teachers and family members (e.g., through student-led conferences)	□ Provides opportunities for teachers to share common assessments, student achievement results, and processes of data meetings with teachers across the school system
□ Has the ability to assess student progress using a variety of formal and informal assessments		□ Ensures the collaborative development and use of common assessments		□ Networks with other schools to learn improved ways to monitor student progress and develop student responsibility for achievement of goals
□ Understands requirements for administration of state and system assessments	□ Requests support from local, regional, and state resources to provide assistance to faculty on assessment practices	□ Facilitates data meetings to ensure all faculty analyze student data (e.g., state assessments, benchmarks, and teacher-made tests); reflect on their instructional practices; and use the results to plan and deliver improved instruction	□ Monitors student understanding of learning goals and assessment of progress through classroom observations and discussions with students	
□ Knows how to access relevant data at the school and classroom levels	□ Explains state-required assessments and disaggregated results to students, families, and faculty in understandable ways	□ Provides training and coaching to improve the staff's capacity to use a variety of methods to monitor student progress		
□ Is able to disaggregate data by subgroups	□ Ensures regular communication of student progress with parents and students	□ Ensures consistency in grading practices through the use of rubrics and common assessments		
	□ Reviews and monitors teacher-assigned grades to ensure compliance with school and district grading policies	□ Provides training in communicating effectively with families regarding student progress		
	□ Reviews and analyzes data from multiple sources			

Standard 3: Human Resources Development. Recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals. Works collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork and enhance student achievement.

3A. Recruits, selects, mentors, and retains faculty and staff to accomplish school and system goals

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows federal, state, and local employment laws that govern hiring decisions □ Knows how to hire and retain high-quality teachers and staff □ Knows the importance of recruiting, hiring, developing, and retaining a diverse staff □ Knows the importance of mentors in retaining beginning teachers □ Has the ability to establish mentor programs to orient new teachers □ Has the ability to provide ongoing coaching and other forms of support for veteran staff	□ Adheres to relevant federal, state, and local employment laws, policies, and procedures □ Establishes a process for hiring staff that is in line with school system and state policies □ Selects staff who are highly qualified in the school's identified areas of need □ Provides mentors for beginning teachers □ Seeks to hire and retain a diverse teaching staff □ Recognizes and celebrates staff accomplishments	□ Selects staff whose beliefs about teaching and learning are aligned with the school's vision □ Recruits and selects a diverse staff, aiming to mirror the diversity of the community □ Selects mentors based on their teaching skills and their ability to establish positive relationships with beginning teachers □ Provides support (time, coaching, and other resources) for beginning teachers, mentors, and others □ Facilitates positive relationships among staff in order to retain quality staff □ Uses tools such as focus groups and surveys to assess staff satisfaction; works to improve school climate and working conditions	□ Includes teachers in creating interview questions for teacher candidates; when appropriate, involves staff in the interview process □ Engages faculty in the identification of mentors and the matching of new teachers with appropriate mentors □ Provides awareness sessions and support to motivate teachers to seek certification from the National Board for Professional Teaching Standards and/or other nationally recognized organizations □ Identifies and mentors potential leaders among the staff, provides opportunities for continual growth to maximize potential; encourages these individuals to seek specialized training, as appropriate	□ Works with committees (local, state, and/or national) to recommend policies and procedures related to employment issues □ Works with central office to actively recruit highly qualified personnel in the school's identified areas of need □ Engages other schools in the system to work together so that staff are strategically assigned to capitalize on their strengths and meet the needs of students systemwide □ Works with central office and schools to develop teachers through the identification and encouragement of students with potential to undertake teaching as a profession □ Provides feedback to colleges and universities regarding the quality of teachers they have trained with the goal of improving the overall preparedness of beginning teachers

3B. Works collaboratively with faculty and staff to plan and implement effective professional development that is based upon student needs, promotes both individual and organizational growth, and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork, establishing professional learning communities (PLCs) that enhance student achievement

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Understands principles of adult learning and how to apply them for professional development □ Knows how to provide mentors for beginning teachers and coaching for veteran staff □ Has the ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals □ Is able to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning □ Is able to identify and foster the development of aspiring leaders among faculty and staff □ Understands the importance of creating a community of learners among faculty and staff □ Knows strategies to build a professional learning community (PLC) among faculty and staff □ Knows it is important to set high expectations and standards for the performance of all teachers and staff	□ Provides sufficient professional development for staff to meet local and state requirements □ Uses the *Alabama Standards for Effective Professional Development*, the *Alabama Quality Teaching Standards (AQTS)*, and the *Alabama Continuum for Teacher Development* to plan for and support staff growth □ Participates in professional development with staff □ Advocates collaboration and supports informal opportunities for teachers to work together □ Engages staff in discussions and readings about current research and effective practice □ Establishes norms for meetings that foster trust and collaboration □ Assumes the role of "lead learner" in the school, modeling an attitude of inquiry □ Aligns professional development with school improvement goals	□ Uses data from several sources (e.g., classroom observations, student assessments, teacher evaluations) to identify strengths and needs for professional development □ Relates all professional development to the *Alabama Continuum for Teacher Development*; engages staff in reflection to target areas for professional growth □ Ensures that all professional development includes follow-up, coaching as needed, and adequate time for reflection and sharing with colleagues □ Provides time and resources for teachers to meet regularly and establish PLCs □ Participates actively in PLCs □ Introduces protocols to guide discussion; facilitates analysis of student work □ Ensures that teachers meet in PLCs to assess rigor and alignment of student work and to identify ways to successfully differentiate instruction	□ Engages faculty in designing and implementing job-embedded professional development □ Provides staff with options for learning, i.e., differentiates professional development □ Assesses professional development efforts; monitors by collecting data on the quality of implementation and the impact on student learning □ Develops leaders among the faculty (e.g., mentors, instructional coaches, and collaborative curriculum development team leaders) □ Develops leaders among the faculty by providing training and opportunities for faculty to mentor, coach, and facilitate PLC/team meetings □ Requires teachers to assess the effectiveness of professional development through action research and inquiry □ Encourages staff to engage students in action research to improve student learning	□ Collaborates with others in the school system to share resources for quality professional development that is data-driven, inquiry-based, collaborative, and focused on student learning □ Engages in and has a leadership role in a PLC with other instructional leaders in the school system □ Collaborates with other school leaders to create opportunities for cross-school sharing and collaboration (e.g., vertical teams, cross-school learning teams, subject-area teams, or interdisciplinary teams) □ Provides opportunities for staff to share results of PLC work (especially student achievement data) with administrators and teachers from other schools

3C. Organizes, supervises, and evaluates faculty and staff to accomplish school and system goals

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Has the ability to work collaboratively with teachers to plan for individual professional development □ Is familiar with and able to use a variety of supervisory models to improve teaching and learning □ Knows the accepted methods and principles of personnel evaluation □ Knows the law and policies related to supervision and evaluation of staff □ Knows how to operate within the provisions of each contract as well as established enforcement and grievance procedures	□ Follows the law related to supervision and evaluation of staff; implements state- and system-level evaluation policies □ Communicates evaluation policies and procedures clearly to all staff, both orally and in writing; clarifies misunderstandings □ Explains the value of the *Alabama Quality Teaching Standards* and *the Alabama Continuum for Teacher Development* for teacher self-assessment □ Documents teacher and staff performance consistently and objectively; maintains accurate and confidential records □ Follows established grievance procedures □ Monitors improvement goals for teachers who do not meet performance expectations	□ Uses a variety of supervisory models (e.g., clinical supervision, cognitive coaching, standards-based supervision, collegial supervision, self-directed supervision) to help teachers improve teaching and learning □ Regularly monitors classroom instruction; provides feedback to teachers that encourages reflection and identifies their strengths and areas for improvement □ With data from classroom observations, helps teachers plan and adjust instruction; facilitates the identification of goals for improvement □ Identifies struggling teachers; documents performance consistently; provides support (e.g., coaching, professional development, and resources) to help them improve □ Engages teachers in self-assessment with the *Alabama Continuum for Teacher Development*; poses questions to encourage reflection and self-assessment	□ Facilitates schoolwide, collaborative assessments (e.g. walkthroughs, action research) to align practice with the *Alabama Continuum for Teacher Development* □ Formalizes opportunities for staff to visit one another's classrooms, as invited, to observe and give feedback to colleagues □ Uses data collected by audits to assess practice and improve instruction	□ Works with other instructional leaders and teachers in the system to fine-tune guidelines for teacher observation and feedback □ Shares effective supervision strategies with other instructional leaders in the school system, region, and state □ Looks for commonalities across schools in order to leverage systemwide resources to target improvement efforts and support teachers

3D. Creates a personal professional development plan for his or her own continuous improvement

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	...and	...and	...and	...and
□ Understands how to create a personal professional development plan for his or her own continuous improvement	□ Sets personal and professional goals □ Reads educational research and leadership literature □ Models learning informally and formally □ Engages in professional development on a regular basis □ Assesses self using the *Alabama Continuum for Instructional Leaders Development*	□ Creates a plan for professional growth, based on current research about effective school leadership and based on school-based student achievement data □ Relates professional growth goals to the *Alabama Standards* and *Continuum* □ Stays current on group dynamics, human relationships, and personality styles; uses this information to build strong relationships among staff and community □ Models an attitude of inquiry, continuously learning about best practices in instruction and assessment	□ Uses 360-degree evaluation processes to gather input from others on performance, knowledge, and skills; uses results to help plan for personal and professional development □ Shares his or her own professional goals with faculty; asks for observations and feedback from colleagues (faculty and peers)	□ Participates actively in networks of principals (e.g., state and national professional associations) □ Meets with other leaders in the school system to share progress and problems related to meeting goals □ Assumes leadership in reflecting on educational values and core beliefs with other instructional leaders in the system

Standard 4: Diversity. Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

4A. Responds to and influences the larger personal, political, social, economic, legal, and cultural context in the classroom, school, and local community

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and		…and	…and
□ Knows how to involve the school community in appropriate diversity policy implementations, program planning, and assessment efforts □ Knows how to recognize and respond effectively to multicultural and ethnic needs in the organization and the community □ Has the ability to perceive the needs and concerns of others and is able to deal tactfully with them □ Knows how to handle crisis communications in both oral and written form □ Knows how to represent the school and the educational establishment in relations with various cultural, ethnic, racial, and special interest groups in the community □ Has the ability to interact effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation	□ Recognizes diversity as a strength □ Stays informed of community events and diversity issues □ Works to understand others' backgrounds and points of view □ Respects various religious beliefs □ Models inclusion and respect toward all; insists that diversity is never a disparaging subject in school discussions □ Creates respectful relationships with members of the community □ Seeks to become an effective communicator by reading professional literature and attending workshops on diversity and communication □ Is open to disagreements and complaints; listens and seeks to understand □ Represents the school to diverse groups in a positive manner; seeks input and dialogue □ Expects faculty to communicate respectfully	□ Infuses affirmations of diversity throughout the school, as evidenced by content, learning materials, and student products □ Considers equity in developing school goals, professional development, curriculum, instruction, assessment, and disaggregation for data analysis □ Ensures that all points of view are heard and honored in problem-solving □ Anticipates potential areas of conflict; resolves differences proactively □ Recruits diverse parents and community members (e.g., for school committees, leadership positions, volunteer activities) □ Involves representatives from the community in discussions about how best to honor cultures, languages, and traditions □ Ensures effective communication with students, parents, and other staff by providing diversity training to enhance the understanding and skills of staff	□ Helps staff recognize their own assumptions and biases, through ongoing dialogue, in order to improve relationships with other staff, students, parents, and community members □ Engages staff in self-assessments that help to build awareness and acceptance of diversity □ Develops leaders among the staff to assess and improve school communications □ Establishes reviews by community members to look for examples within the school of awareness and appreciation of diversity (e.g., curricular materials and texts that deal with prejudice and discrimination—for example, civil rights, the displacement of Native Americans, the suffrage movement) and work samples that demonstrate a variety of learning modalities	□ Engages other instructional leaders and teachers in challenging conversations that deal with issues of diversity to increase awareness and sensitivity across the school system □ Facilitates the valuing of diversity—including language, gender, ability, race, culture, socioeconomic status, and other factors—within the school system's community □ Establishes clear, consistent, and open communication with other schools in the system

4B. Addresses diverse student needs to ensure the success of all students

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows how to promote and monitor the delivery of instructional content that provides for diverse perspectives appropriate to the situation □ Has the ability to arrange for students and families whose home language is not English to engage in school activities and communication through oral and written translations □ Knows the laws and policies regarding exceptional students □ Is familiar with instruments used to assess learning styles and strengths	□ Encourages staff to learn their students' interests, backgrounds, and learning styles □ Provides professional development for self and staff on the impact of cultural differences on learning and teaching □ Provides training, as appropriate, for effective teaching of students with special needs, including students whose first language is not English □ Implements the laws and policies regarding exceptional students; assures that IEPs and 504 plans are implemented □ Utilizes a referral process (e.g. BBSST, RTI) to ensure that struggling students receive adequate and appropriate assistance and support □ Requires differentiated instruction in lesson plans □ Analyzes data to support cultural sensitivity	□ Helps teachers recognize learner assets, based on students' backgrounds and experiences □ Raises teacher consciousness of the importance of equity in classroom participation; monitors to assure that student participation is not related to demographics (e.g., culture, gender, economic background) □ Monitors, via classroom observations, for varied instructional strategies to address all learning styles and differentiated instructional opportunities for diverse learners □ Provides special services, as needed, to students with special needs □ Engages staff in assessing their own learning styles, considering students' styles, and discussing implications for teaching and learning	□ Facilitates meetings during which teachers share engaging and culturally responsive curriculum, units, and lesson designs □ Facilitates staff's assessments of the effectiveness of different teaching strategies with different learners □ Arranges for teachers to collaborate in creating differentiated strategies to meet the learning needs of students from varied backgrounds, with limited English proficiency, and with varying learning styles or exceptionalities □ Ensures that teachers help students (1) learn about learning styles, (2) self-assess, and (3) appreciate diversity in the classroom and in the school	□ Provides opportunities for staff to share, with other school staffs, effective strategies for differentiating instruction and providing culturally responsive curriculum and instruction □ Coordinates with other schools in the system to provide high-quality learning experiences for special-needs students

Standard 5: Community and Stakeholder Relationships. The instructional leader identifies the unique characteristics of the community to create and sustain mutually supportive family-school-community relations.

5A. Creates and sustains supportive family-school relations

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
☐ Has the ability to address student and family conditions that affect learning ☐ Knows the importance of parents as partners in students' education ☐ Knows how to engage and involve parents as partners ☐ Knows how to involve family and community in appropriate policy implementation, program planning, and assessment efforts	☐ Keeps families informed of school events, improvement efforts, and accountability results ☐ Actively seeks and obtains parent assistance and involvement ☐ Establishes a welcoming school environment for parents ☐ Ensures that teachers communicate with families about learning goals, assignments, progress, and behavior	☐ Establishes positive relationships with families, encouraging engagement with the school, and visiting families when appropriate ☐ Uses multiple strategies to communicate with families and students, e.g., mail, phone, face-to-face, newsletter, e-mail, blog, Web site ☐ Establishes the practice of making administrators and teachers available to families by phone, meetings, and/or e-mail ☐ Provides training (e.g., through workshops, videos, book studies, and conferences) for parents to learn better ways to support student development and learning	☐ Establishes a school norm of family-school collaboration to support student success ☐ Provides training for teachers and parents in open-minded and respectful communication, family-school partnerships, etc. ☐ Provides skill development for parents in how to advocate for their children ☐ Establishes structures (e.g., student-led conferences) for students to share academic progress with families ☐ Supports families in obtaining services integral to successful student learning, e.g., medical assistance, dental hygiene, tutoring services, quality before- and after-school programs ☐ Invites representative families to serve on focus groups to stay informed about parent concerns and questions ☐ Provides leadership training for parents to improve effectiveness in shared decision-making	☐ Works with other instructional leaders in the school system to establish improved communications with parents and families ☐ Shares best practices in parental involvement with other school and system leaders

5B. Identifies the unique characteristics of the community to create and sustain mutually supportive school-community relations

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
☐ Is able to identify community leaders and their relationships to school goals and programs ☐ Is able to clearly communicate the school's vision, mission, and priorities to members of the community ☐ Knows how to serve as primary school spokesperson in the community ☐ Knows the importance of sharing leadership and gathering input from others ☐ Is able to seek resources from families, business, and community members to support school goals ☐ Knows how to develop partnerships, coalitions, and networks to impact student achievement ☐ Knows how to actively engage the community to share responsibility for student and school success ☐ Is able to involve family and community members in appropriate policy implementation, program planning, and assessment efforts	☐ Embraces and celebrates the positive traditions of the school and community ☐ Responds to questions and concerns from the community with openness, respect, and timely information ☐ Is accessible to and approachable by community stakeholder groups ☐ Establishes groups to give input and share leadership ☐ Builds connections and partnerships with a variety of community and business groups to support school goals	☐ Builds positive and trusting relationships with community leaders ☐ Uses a variety of technological resources (e.g., voice mail, web pages, e-mail, blogs) to communicate with community stakeholders ☐ Expands connections and partnerships with community groups not only to support school goals but also to provide active learning opportunities for students within the school (e.g., guest speakers, tutors, mentors) and in the community (e.g., internships, co-op work, service-learning) ☐ Actively solicits input from representatives of community groups	☐ Works with health and social service agencies to provide comprehensive student services ☐ Engages community representatives in making significant decisions and in involving the wider community ☐ Solicits community members' help to build on school and community traditions in order to positively impact teaching and learning	☐ Is an integral part of a collaborative network of service providers in the community to support learning needs of students ☐ Collaborates with the school system, and especially with feeder schools, to communicate with the community ☐ Seeks resources to meet school improvement goals through direct appeal, grant-writing, and other means ☐ Advocates for children with key community decision makers ☐ Collaborates with central office to ensure alignment between student learning and current and future needs of the business community

Standard 6: Technology. Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication.

6A. Plans, implements, and evaluates the effective integration of current technologies and electronic tools in teaching, management, research, and communication

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
☐ Has the ability to develop a plan for technology integration for the school community	☐ Establishes a vision and plan for technology use to support the school's strategic plan	☐ Collaboratively creates a technology plan that takes into account the needs of students with various learning styles	☐ Involves students, parents, staff, and community members in creating, committing to, and supporting a technology plan	☐ Participates in LEA planning for the effective use of technology
☐ Knows practical approaches for developing and implementing successful technology planning	☐ Develops a budget and timeline for technology acquisition and maintenance	☐ Uses multiple sources of data, research, and best practices to develop a school technology plan	☐ Collaborates with teams to consider how best to differentiate instruction using technology	☐ Mentors/coaches leaders in technology integration
☐ Has the ability to develop an effective teacher professional development plan increasing technology usage to support curriculum-based practices	☐ Ensures that the technology plan takes into account needs for hardware, software, maintenance, and networking	☐ Provides professional development that models and engages uses technology and engages teachers in practical applications (e.g., lesson design)	☐ Identifies members of the staff who are expert in the use of technology; supports them in facilitating team meetings to share uses of technology to improve student achievement	☐ Establishes and leverages strategic partnerships to support technology
☐ Has the ability to implement a plan for the use of technology, telecommunications, and information systems to enrich curriculum, instruction, and assessment	☐ Demonstrates understanding of faculty's need for professional development and support to use technology to advance learning	☐ Monitors use of technology (e.g., through classroom observations, student surveys, lesson plans)	☐ Facilitates development of platforms (e.g., webinars, wikis, bulletin boards, blogs) for teachers and students to participate in virtual learning communities	☐ Shares with others in the LEA ideas to use technology in order to maximize learning for all students
☐ Knows how to promote the effective integration of technology throughout the teaching and learning environment	☐ Advocates for appropriate technology-supported learning	☐ Provides professional development on integrating technology to improve students' engagement, critical thinking, and problem-solving skills	☐ Maximizes digital-age resources to support effective instructional practice and maximize the performance of adults and students	☐ Leads collaborative efforts in the LEA to share costs to provide high-quality professional development on technology use and integration
☐ Knows how to provide support for teachers to increase the use of technology already in the school or classrooms	☐ Identifies staff who use technology appropriately and innovatively to increase student learning; provides opportunities for them to share with others	☐ Facilitates the appropriate use of technology to enhance instruction (e.g., project-based learning activities, writing instruction, tutorials, higher-level thinking, and problem solving)	☐ Collaborates to establish metrics, collect and analyze data, and share findings to improve staff performance and student learning	☐ Participates in local, state, national, and/or global learning communities that encourage technological innovation in approaches to learning
☐ Knows how to increase access to educational technologies for the school	☐ Engages staff in learning about the digital age and its implications for teaching today's students			☐ Advocates for local, regional, state, national, and global communities to conduct and share research about the effective use of technology
	☐ Ensures success for all students through technology-enabled assistance to students with special needs			

6B. Models the use of technology for personal and professional productivity

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Is able to model the use of technology for personal and professional productivity □ Is able to use technology to support the analysis and use of student assessment data	□ Is a competent and routine user of technology tools used by education and business professionals in this digital age □ Uses technology to collect and analyze data □ Uses appropriate technologies to maintain student and personnel records □ Uses technology to maximize communication within the school □ Uses technology-based management systems to facilitate effective school operations □ Promotes the staff's use of a variety of communication methods, including digital-age tools and technologies	□ Models and promotes the purposeful and effective use of technology for learning □ Engages in sustained, job-related professional development in technology to stay current and skilled; uses technology for at least some of this learning □ Communicates with members of the school community (staff, parents, community members, and students) through digital-age tools (e.g., blogs, e-mail, Web-based applications, text messages) as well as more traditional methods □ Uses technology to encourage and expand communication and collaboration among faculty, parents, and students	□ Establishes and engages in a professional learning community that focuses on the appropriate use of technology in schools □ Collects feedback from staff, students, parents, and community about the use of technology in school □ Develops partnerships with community business leaders to stay abreast of technology innovations and potential applications in the school	□ Promotes and shares the use of technology among other staff in the school system, region, and state □ Facilitates local, national, and/or global learning communities that foster the innovative use of technology in the teaching process to maximize student achievement □ Facilitates and participates in learning communities that stimulate, nurture, and support administrators in the use of technology in schools

6C. Understands and applies system, state, and federal policies governing technology use in schools

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Understands the ethical and legal concerns educators face when using technology throughout the teaching and learning environment	□ Follows district, state, and federal policies and laws governing technology use in schools □ Assures the safe, appropriate, and secure use of technology on school property □ Educates staff and students on the safe and ethical use of technology (e.g. creates awareness of unacceptable practices such as cyber-bullying, inappropriate texting or porn via cell phones) □ Monitors social interactions related to the use of technology and information □ Educates staff and students on technology-related legal issues, including laws on copyright, intellectual property, and the Family Educational Rights and Privacy Act (FERPA) □ Ensures equitable access to technology for all students, teachers, and staff	□ Encourages investigation and evaluation by faculty and staff of Developing trends and technologies for their potential to increase student learning □ Provides all students, teachers, and staff with digital-age learning and working environments □ Collaboratively establishes and enforces policies for safe, legal, and ethical use of digital information and technology	□ Collaborates with staff, parents, students, and community members to identify and solve problems related to the use of technology in schools □ Participates in state, national, and/or global networks to learn from others about the ethical use of technology in schools	□ Participates in the development of policies at the school system or state level regarding the equitable, responsible, and safe use of technology

Standard 7: Management of the Learning Organization. Manages the organization, facilities, and financial resources; implements operational plans; and promotes collaboration to create a safe and effective learning environment. Allocates and monitors the use of instructional time to achieve student success.

7A. Manages the organization and facilities; implements operational plans

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Is able to apply operational plans and processes to accomplish strategic goals □ Knows the importance of attending to student learning goals in the daily operation of the school □ Is able to use goals to manage activities □ Has the ability to delegate tasks clearly and appropriately to accomplish organizational goals □ Has the ability to develop the techniques and organizational skills necessary to lead/manage a complex and diverse organization □ Knows how to create and empower a school leadership team that shares responsibility for the management of the learning organization	□ Delegates tasks clearly and appropriately to accomplish organizational goals □ Implements processes and procedures for the management and operation of the school so as to minimize disruptions to instruction and maximize effective use of the school facility □ Displays the organizational skills necessary to manage a complex and diverse learning organization □ Creates a school leadership team to assist in the development of operational plans and processes to manage the daily operation of the school □ Regularly reviews and reflects on processes and systems designed to increase student achievement	□ Uses research and best practices to develop operational plans to accomplish school goals □ Collaborates with staff to ensure the effective management of the school □ Establishes a collaborative work environment in which the primary focus is student and adult learning □ Engages staff to ensure that operational plans and processes are focused on and result in increased student achievement	□ Mentors staff leaders to assume increased responsibility for the operation and management of the school □ Collaborates to improve management processes and operational plans; remains open to suggestions for improvement	□ Coaches administrators in other schools in areas related to management of facilities, and scheduling. □ Shares with other LEA leaders a process to develop and implement a sound operational plan

7B. Manages financial resources to accomplish school goals and priorities

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows how to identify and analyze the major sources of fiscal and nonfiscal resources for the school including business and community resources □ Knows how to manage financial and material assets and capital goods and services in order to allocate resources according to school priorities □ Is knowledgeable about school budgeting and accounting procedures □ Knows how to use an efficient budget planning process that involves staff and community □ Is able to identify and organize resources to achieve curricular and instructional goals □ Is able to plan and schedule one's own and others' work so that resources are used appropriately in meeting priorities and goals	□ Allocates resources appropriately to meet school goals □ Follows district, state, and federal guidelines to develop the school budget □ Establishes procedures to receive and disburse funds according to district, state, and federal guidelines □ Maintains appropriate financial records □ Informs and trains faculty and staff in established protocols for receipt and disbursement of funds □ Monitors expenditures, ensuring appropriate accounting	□ Collects input from staff to establish priorities for budget and resource allocation □ Implements fair and transparent systems to manage financial and human resources □ Creates and implements a process for forecasting student enrollment, facility, equipment, and operating needs for the purpose of long-range planning □ Uses school performance data to evaluate the effectiveness of funding priorities to accomplish school goals; makes appropriate modifications □ Allocates resources strategically to support teacher needs and to meet learning goals □ Ensures that the allocation of all resources is equitable and consistent with the school vision and goals for continuous school improvement	□ Establishes a budgeting process that fully involves staff and representatives of the community □ Works collaboratively with members of the community, staff, and families to plan for and obtain additional resources to sustain needed school improvement efforts	□ Augments school resources by maximizing the unique skills and abilities of the community to enhance learning opportunities for students and adults □ Coaches and mentors administrators in financial management to accomplish school goals

7C. Promotes collaboration to create a safe and effective learning environment

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows how to build and support a culture of learning at the school □ Knows how to develop and administer policies that provide a safe school environment □ Understands the relationship between a positive learning climate and safe, clean, and well-maintained facilities □ Understands the importance of clear expectations, processes, and procedures for students and staff □ Understands district and state policy and law related to student attendance and conduct □ Understands the importance of shared leadership and responsibility for the management of a learning organization	□ Establishes policies, routines, and procedures to create and sustain a safe, healthy, and orderly environment □ Displays organizational skills to manage a complex and diverse learning organization □ Resolves problems and conflicts in a fair, transparent, and collaborative manner □ Ensures that staff who need assistance with classroom management are provided with appropriate supports (e.g., professional development, coaching, or mentoring) so that classrooms are conducive to learning □ Uses research-based practices to prevent or reduce disruptive behavior and reinforce positive behavior □ Develops and implements plans and procedures for maintaining a substance-free, weapon-free, and violence-free school □ Engages in frequent and routine walkthroughs to monitor the safety, cleanliness, and maintenance of the school facilities	□ Collaboratively develops clear expectations, rules, structures, and procedures for staff and students □ Detects potential problems within the school environment and proactively intervenes to prevent conflict □ Uses a variety of problem-solving techniques and decision-making skills to resolve problems effectively □ Engages staff, students, and families in open and honest dialogue to reduce and prevent discord within the school environment □ Establishes trusting relationships so that staff, students, and community members feel safe to express opinions honestly □ Collects and analyzes multiple sources of data on issues related to school culture (e.g., student and faculty perceptions, absenteeism, demographics, health assessments, discipline infractions); uses results to modify plans, policies, and procedures to facilitate a positive learning environment □ Listens openly to all sides and to diverse points of view	□ Collaborates with community, family, and student representatives to establish plans and procedures that ensure a positive, safe, healthy, orderly and equitable learning environment □ Creates an environment of shared ownership among all stakeholders for safe, clean, and well-maintained facilities □ Works effectively with the community to forestall problems and to increase the positive climate of the school □ Builds student and adult capacity to monitor behaviors of self and others	□ Advocates at the district and state levels for needed changes in policies and laws related to maintenance of orderly school environments □ Partners with peer adjudication and community justice systems to increase student behavioral and academic performance □ Coaches administrators in other schools in creating a school environment that promotes student and adult learning

7D. Allocates, monitors, and protects the use of instructional time to achieve student success

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows the importance of allocating and guarding instructional time for the achievement of learning goals □ Is able to relate the school's vision, mission, and goals to the instructional needs of students □ Knows the legal requirements for staff planning and school scheduling	□ Adheres to legal requirements for staff planning and school scheduling □ Creates a master schedule that allocates time for instruction and planning □ Uses technology, as appropriate, to efficiently share information in order to maximize time for teaching and learning □ Implements policies and procedures to protect instructional time from interruptions □ Protects teachers from issues and influences that detract from instructional time or focus	□ Ensures that special programs, events, and assemblies occur during instructional time only if they reinforce important learning goals for students; frequently poses the question, "How will this impact learning?" □ Designs age-appropriate school schedules to maximize learning □ Conducts staff meetings only when face-to-face contact is necessary; uses other time-efficient means to communicate when appropriate □ Designs and implements schedules that address diverse learning needs to ensure that learning time is not lost □ Engages faculty in sharing time-efficient strategies for routine data collection (e.g., attendance, collecting assignments, transitions, grades) □ Adjusts the school schedule as needed for research-based instructional practices (e.g. project-based learning activities, intervention learning opportunities) □ Monitors and evaluates the effectiveness of individual and collaborative planning time for increased student achievement	□ Collaborates with faculty to monitor the effective use of individual and collaborative planning time to maximize learning □ Establishes a culture in which teachers are accountable to themselves and to one another for the learning of all students □ Implements processes that maximize staff and community input to evaluate and increase the effective use of instructional time □ Builds collaborative structures and support throughout the school community that allow time to be valued as a resource to maximize student learning	□ Collaborates with system, state, and national colleagues to positively impact law and policy to protect instructional time to increase student achievement

Standard 8: Ethics. Demonstrates honesty, integrity, and fairness to guide school policies and practices consistent with current legal and ethical standards for professional educators.

8A. Demonstrates honesty, integrity and fairness consistent with ethical standards for professional educators

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
☐ Is aware of the *Alabama Educator Code of Ethics* ☐ Knows the importance of adhering to a professional code of ethics and values ☐ Has the ability to develop a personal code of ethics embracing diversity, integrity, and the dignity of all people ☐ Is able to conform to legal and ethical standards related to diversity ☐ Knows how to make decisions based on the legal, moral, and ethical implications of policy options and political strategies ☐ Is able to make decisions within an ethical context ☐ Knows how to act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications	☐ Understands, upholds, and models professional behavior and ethics as outlined in the *Alabama Educator Code of Ethics* ☐ Educates staff about the *Alabama Educator Code of Ethics* ☐ Maintains professional relationships with students, staff, parents, and the community ☐ Complies with all state and federal laws and education policies related to the confidentiality of student and personnel records ☐ Creates and maintains a positive work environment for students and staff ☐ Makes decisions based on the legal, moral, and ethical implications of policy options and political strategies	☐ Models ethical behavior, creating a climate of trust, stability, and inclusiveness ☐ Demonstrates continuing commitment to ethical and equitable practices for self, staff, and students ☐ Works collaboratively with staff to ensure compliance with local, state, and federal regulations and requirements ☐ Advocates for fair and equitable opportunities for all children's growth and learning ☐ Monitors equity, respect, and fairness in classroom and schoolwide interactions between and among students and staff ☐ Demonstrates appropriate professional behaviors in order to foster safe, positive, and productive interactions with students, staff, families, and community ☐ Demonstrates a personal and professional commitment to ethical conduct and respect for others ☐ Monitors own integrity through self-reflection and collaboration	☐ Remains open to challenges from stakeholders; makes changes that lead to school improvement and increased student achievement ☐ Mentors staff members in integrity and ethics ☐ Solicits feedback from colleagues related to integrity and fairness ☐ Collaborates with staff to reflect upon and find evidence of fairness and honesty within the school ☐ Collaboratively develops plan to establish more equitable, fair, and honest interactions among and between students, staff, and members of the community	☐ Models and promotes at school, system, state, or national levels high standards of integrity and ethical practices

8B. Develops and acts on well-reasoned beliefs, based upon an understanding of teaching and learning

Pre-Service Leadership	Developing Leadership	Collaborative Leadership	Accomplished Leadership	Distinguished Leadership
	…and	…and	…and	…and
□ Knows the importance of high academic standards and high expectations for students □ Knows the importance of instructional leadership based on well-reasoned educational beliefs □ Has the ability to formulate beliefs based upon an understanding of teaching and learning	□ Articulates strong professional beliefs about schools, teaching, and learning based on current research and practice □ Holds high expectations for all staff and students □ Believes all students can learn if they receive quality instruction and adequate support □ Communicates to faculty the expectation that all students can learn □ Acts in accordance with the belief that his or her primary role is to promote student learning	□ Challenges students and staff to set high expectations for themselves □ Creates a schoolwide focus on sustained continuous improvement □ Establishes a "no excuses" culture for student performance in the school □ Holds teachers accountable for student success; provides support for teachers and students to succeed □ Ensures that all decisions are based on what's best for student learning □ Engages in ongoing reflection, communication, and collaboration to revise practices and beliefs that promote school improvement □ Responds to challenges from school stakeholders, addressing appropriate changes that lead to school improvement and increased student achievement □ Becomes skillful in dialogue; teaches skills to teachers, students, and parents	□ Engages the school community (staff, students, parents, and community) in true dialogue about the purposes of schooling, arriving at shared values and beliefs based on current research and best practices □ Collaboratively monitors practices to ensure alignment with beliefs □ Engages faculty in courageous conversations to question long-established beliefs and assumptions □ Establishes a culture of inquiry in which members of the staff and community openly and respectfully discuss important beliefs about teaching and learning	□ Questions assumptions about student performance routinely in meetings with other leaders in the system, community, and state to focus on core beliefs about teaching and learning □ Positively influences other educational leaders and staff through his or her consistent alignment of actions and beliefs