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| STANDARD I: INSTRUCTIONAL LEADERSHIP  The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the  central focus of schooling. | |
| **I-A. Curriculum:** Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. |  |
| **I-B. Instruction:** Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. |  |
| **I-C. Assessment:** Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. |  |
| **I-D. Evaluation:** Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. |  |
| **I-E. Data-Informed Decision Making:** Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. |  |

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| STANDARD II: MANAGEMENT & OPERATIONS  The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources  to implement appropriate curriculum, staffing, and scheduling | |
| **II-A. Environment:** Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. |  |
| **II-B. Human Resources Management and Development:** Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. |  |
| **II-C. Scheduling and Management Information Systems:** Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. |  |
| **II-D. Law, Ethics, and Policies:** Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. |  |
| **II-E. Fiscal Systems:** Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. |  |

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| STANDARD III: FAMILY & COMMUNITY ENGAGEMENT  The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other  stakeholders that support the mission of the district and its schools. | |
| **III-A. Engagement:** Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school,district, and community. |  |
| **III-B. Sharing Responsibility:** Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. |  |
| **III-C. Communication:** Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. |  |
| **III-D. Family Concerns:** Addresses family and community concerns in an equitable, effective, and efficient manner. |  |

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| STANDARD IV: PROFESSIONAL CULTURE  The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff. | |
| **IV-A. Commitment to High Standards:** Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. |  |
| **IV-B. Cultural Proficiency:** Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected. |  |
| **IV-C. Communication:** Demonstrates strong interpersonal, written, and verbal communication skills. |  |
| **IV-D. Continuous Learning:** Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. |  |
| **IV-E. Shared Vision:** Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. |  |
| **IV-F. Managing Conflict:** Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. |  |