Arkansas LEADS Assistant Principal Rubric

Assistant Principal:		Evaluator:	
District:		Building/School Assignment:	
School Year:		Educator Rating Status:	

Standard 1 – Vision, Mission, and Goals

Standard 1: An education leader promotes the success of every student by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all appropriate stakeholders.

Description: Education leaders are accountable and have unique responsibilities for developing and implementing a vision of learning to guide organizational decisions and actions. Education leaders guide a process for developing and revising a shared vision, strong mission, and goals that are high and achievable for every student when provided with appropriate, effective learning opportunities.

Functions	Ineffective	Progressing	Effective	Highly Effective
1 A. Collaboratively develop and implement a shared vision and mission ☐ Not Rated	*The leader…* Allows no opportunity for staff involvement in development and implementation of a vision of learning. ☐	*The leader…* Involves only staff in development and implementation of a vision of learning. ☐	*The leader…* Involves all staff and other appropriate stakeholders in development and implementation of a vision of learning. ☐	*The leader…* Involves all staff and other appropriate stakeholders in an annual revision as necessary of the vision of learning. ☐
1 B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning ☐ Not Rated	*The leader…* Collects but fails to analyze data for determining the organization's effectiveness in accomplishing the vision of learning. ☐	*The leader…* Collects and analyzes data for determining the organization's effectiveness in accomplishing the vision of learning. ☐	*The leader…* Collects and analyzes data at least quarterly with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. Utilizes data to modify organizational practices and procedures to accomplish the vision of learning. ☐	*The leader…* Collects and analyzes data frequently with school's leadership team to assess the organization's effectiveness in accomplishing the vision of learning. ☐

Functions	Ineffective	Progressing	Effective	Highly Effective
1 C. Create and implement plans to achieve goals ☐ Not Rated	*The leader…* Establishes a school improvement plan which focuses on the vision of learning but has goals that are neither measurable nor specific. ☐	*The leader…* Establishes a school improvement plan which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning. ☐	*The leader…* Collaborates with all appropriate stakeholders to establish a school improvement plan, which is aligned with district, state, and federal policies and has specific, measurable goals to accomplish the vision of learning. Ensures that improvement plans are implemented with fidelity. ☐	*The leader…* Communicates school-wide goals and actions frequently (at least quarterly, if applicable) with all appropriate stakeholders. ☐
1 D. Promote continuous and sustainable improvement ☐ Not Rated	*The leader…* Does not establish a process for monitoring school's progress in achieving the vision of learning. ☐	*The leader…* Establishes a process to monitor school's progress in achieving the vision of learning. ☐	*The leader…* Facilitates a systematic and ongoing process of monitoring the school's progress in achieving the vision of learning inherent in the school improvement plan. Facilitates making appropriate adjustments suggested by data to accomplish the vision of learning. Provides school improvement reports to stakeholders, at least quarterly, recognizing areas for improvement and celebrating successes. ☐	*The leader…* Advocates at district, regional, and state levels for fiscal, human, and technological resources to accomplish the vision of learning. Engages in the political process to advocate for appropriate changes in curriculum, instruction, assessment, and resource allocation. ☐

Functions	Ineffective	Progressing	Effective	Highly Effective
1 E. Monitor and evaluate progress and revise plans ☐ Not Rated	*The leader…* Fails to monitor or revise effectiveness of the school improvement plan. ☐	*The leader…* Annually monitors priorities, goals, and actions of the school improvement plan but does not facilitate adequate mid-course corrections. ☐	*The leader…* Facilitates at least semi-annually the monitoring and revising of priorities, goals, and actions stated in the school improvement plan in order to make corrections. Utilizes classroom observations to ensure that instructional priorities of the school improvement plan are being implemented with fidelity. ☐	*The leader…* Actively participates in specific team, grade level, or departmental meetings to monitor effectiveness of the school improvement plan and to facilitate revisions. ☐
Comments:				

Standard 2 – Teaching and Learning

Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Description: A strong, positive, professional culture fosters learning by all educators and students. In a strong professional culture, leaders share and distribute responsibilities to provide quality, effectiveness, and coherence across all components of the instructional system (such as curriculum, instructional materials, pedagogy, and student assessment). Leaders are responsible for a professional culture in which learning opportunities are targeted to the vision and goals and differentiated appropriately to meet the needs of every student. Leaders need knowledge, skills, and beliefs that provide equitable differentiation of instruction and curriculum materials to be effective with a range of student characteristics, needs, and achievement.

Functions	Ineffective	Progressing	Effective	Highly Effective
2 A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations ☐ Not Rated	*The leader…* Fails to demonstrate a belief in and commitment to high academic expectations for students and teachers.	*The leader…* Demonstrates a belief in and commitment to high academic expectations for some but not all students. Collects survey data but findings are seldom used to impact decision-making. Provides minimal support for mission and belief statements of the school. Occasionally engages in dialogue with teachers and provides opportunities to share.	*The leader…* Demonstrates a belief in and commitment to high academic expectations for all students. Examines and utilizes data regularly collected through various means (e.g. culture/climate surveys, opinion surveys, needs assessment) to ensure a nurturing learning environment for students and staff. Reinforces and supports mission and belief statements of the school and uses them to guide collaborative decision-making. Engages regularly in dialogue with teachers and provides opportunities for teachers to share innovations that have resulted in higher student achievement.	*The leader…* Promotes the school's mission and beliefs to all appropriate stakeholders. Engages staff members and students in frequent conversations focused on the application of the school's mission and beliefs.
	☐	☐	☐	☐

Functions	Ineffective	Progressing	Effective	Highly Effective
2 B. Create a comprehensive, rigorous, and coherent curricular program ☐ Not Rated	*The leader…* Neglects to ensure that teachers are implementing standards with fidelity. ☐	*The leader…* Ensures that Arkansas standards documents are implemented. Initiates discussions regarding alignment of standards, instruction, and assessment. ☐	*The leader…* Collaborates with teachers to ensure the implementation of a developmentally appropriate curriculum that is fully aligned with standards documents with fidelity. Ensures that standards, instruction, and assessment are aligned. Ensures that implemented curriculum demonstrates substantial connections within and between different content areas. ☐	*The leader…* Supports discussions with staff throughout all grade levels and content areas to ensure Arkansas' standards are implemented. Provides and engages in multiple, on-going opportunities for curricular meetings across grade levels within the school to ensure horizontal and vertical curricular alignment between grade levels and across content areas. ☐
2 C. Create a personalized and motivating learning environment for students ☐ Not Rated	*The leader…* Neglects to ensure utilization of differentiated instruction. Fails to celebrate accomplishments of students. ☐	*The leader…* Implements instructional strategies and interventions that may lead to differentiated instruction for some but not all students. Facilitates recognition and celebration of students' accomplishments on an infrequent basis. ☐	*The leader…* Ensures the application of differentiated teaching strategies and use of rich curricular materials. Ensures the use of educational technologies and other appropriate resources to address learning needs of diverse student populations (including students with disabilities; cultural or linguistic differences; gifted and talented; or students from disadvantaged socio-economic backgrounds). Ensures that teachers are giving students multiple opportunities for success and provides viable interventions to support student growth. Facilitates a well-defined process that celebrates students' accomplishments which are communicated to the community. ☐	*The leader…* Ensures effective use of differentiated teaching strategies, curricular materials, educational technologies, and other outside resources (beyond what is provided at building level) appropriate to address diverse student populations. Empowers teachers to design and implement differentiated instructional strategies and interventions in order to reach all students. ☐

Functions	Ineffective	Progressing	Effective	Highly Effective
2 D. Supervise instruction ☐ Not Rated	*The leader…* Fails to fully implement district policies and procedures for supervising/evaluating instruction. ☐	*The leader…* Implements district policies and procedures regarding supervision and evaluation of instruction. Monitors classroom instruction but inconsistently provides feedback to assist teachers in their efforts to improve instructional practices. ☐	*The leader…* Monitors classroom instruction formally and informally on a frequent basis. Provides teachers with timely, detailed feedback to assist them in their efforts to improve instructional practices. ☐	*The leader…* Assists teachers in becoming reflective practitioners (i.e. collects and utilizes data to enhance their own teaching and classroom environment). Implements a program of peer coaching/instructional facilitation. ☐
2 E. Develop assessment and accountability systems to monitor student progress ☐ Not Rated	*The leader…* Fails to ensure that staff develop and use formative assessments that are aligned with standards to monitor student progress and guide instruction. ☐	*The leader…* Ensure that staff develop and use only formative assessments that are aligned with standards to monitor student progress and guide instruction. Encourages staff to improve instructional practices based on assessment results. ☐	*The leader…* Collaborates with staff to analyze student performance data and use results to inform programmatic and instructional decisions. Encourages development and analysis of frequent formative assessments to monitor student progress and to diagnose efficacy of teaching practices. Ensures that staff is substantiating quality of their instructional practices with evidence of student mastery on well-developed assessments. ☐	*The leader…* Facilitates through distributed leadership the development and utilization of rigorous, authentic, performance-based, interdisciplinary assessments of student learning. ☐

Functions	Ineffective	Progressing	Effective	Highly Effective
2 F. Develop the instructional and leadership capacity of staff ☐ Not Rated	*The leader…* Neglects to provide opportunities for staff to develop their instructional or leadership capacities. ☐	*The leader…* Ensures that staff has professional development opportunities to access research-based practices focusing on enhancement of their instructional and leadership capacities. ☐	*The leader…* Encourages and supports staff participation in professional development opportunities to access research-based practices that focus on enhancement of their instructional and leadership capacities. ☐	*The leader…* Empowers staff to seek opportunities to demonstrate skills as instructional leaders at building, district, and state levels. ☐
2 G. Maximize time spent on quality instruction ☐ Not Rated	*The leader…* Has no evidence to support the use of maximizing time spent on quality instruction. ☐	*The leader…* Designs processes and practices to protect instructional time from interruptions to ensure the maximum amount of opportunities for quality instruction and student learning. ☐	*The leader…* Implements processes and practices to protect instructional time from interruptions and maximizes time spent on quality instruction. Emphasizes the expectation for bell-to-bell learning that is engaging and varied to ensure learner involvement. ☐	*The leader…* Systematically analyzes impact of time spent on quality instruction to improve student achievement. ☐

Standard 2 – Teaching and Learning - *Continued*

Functions	Ineffective	Progressing	Effective	Highly Effective
2 H. Promote the use of the most effective and appropriate technologies to support teaching and learning ☐ Not Rated	*The leader…* Fails to encourage the appropriate use of technology to support teaching and learning. ☐	*The leader…* Inconsistently encourages the use of technology by teachers and students to extend their learning and instruction in all content areas. ☐	*The leader…* Promotes and supports appropriate use of technology by teachers and students as an integral part and extension of learning and instruction in all content areas. Monitors the effective use of technology for instructional purposes and provides timely feedback to teachers about their use of technology. ☐	*The leader…* Analyzes use of technology to ensure the most effective integration into the teaching and learning process. Ensures that opportunities exist that promote the use of technology in the classroom as well as the home. ☐
2 I. Monitor and evaluate the impact of the instructional program ☐ Not Rated	*The leader…* Fails to develop specific processes to monitor and evaluate the impact of the instructional program on student achievement. ☐	*The leader…* Occasionally facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. ☐	*The leader…* Facilitates analysis of various assessments, surveys, and other sources to evaluate student learning, effective teaching, and program quality. Establishes systems and structures for continuous and collaborative analysis of antecedents (adult actions) and results indicators (student data). ☐	*The leader…* Collaborates with stakeholders to update the instructional program based upon the results of various sources of data. ☐

Comments:

Standard 3 – Managing Organizational Systems and Safety

Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Description: Education leaders need a systems approach in complex organizations of schools and districts. In order to ensure the success of all students and provide a high-performing, orderly and safe learning environment, education leaders manage daily operations and environments through efficiently and effectively aligning resources with vision and goals. Valuable resources include financial, human, time, materials, technology, physical plant, and other system components.

Functions	Ineffective	Progressing	Effective	Highly Effective
3 A. Monitor & evaluate the management and operational systems ☐ Not Rated	*The leader…* Ignores management of facilities to the point where cleanliness and safety issues are a concern. ☐	*The leader…* Maintains facilities to minimal standards. ☐	*The leader…* Supervises maintenance of all facilities including grounds and buildings (interior and exterior) to maximize student learning. Ensures that all maintenance issues are reported in a timely manner. ☐	*The leader…* Has a systematic program for facilities management (e.g., processes for safety, cleanliness, and maintenance schedules). ☐
3 B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources ☐ Not Rated	*The leader…* Lacks knowledge of school budget, human resources, and technological resources. ☐	*The leader…* Demonstrates knowledge of the alignment of school budget, human resources, and technological resources. ☐	*The leader…* Manages the school budget and determines staff assignments and distribution of technological resources to effectively address student learning needs. Obtains and allocates funds based on student needs within the framework of federal, state, and district policies and works with staff to determine how school financial resources can be equitably and effectively allocated to support student learning needs. ☐	*The leader…* Works with all appropriate stakeholders to ensure strategic and equitable allocation and effective use of financial, human, and technological resources to meet instructional goals and support teacher needs to maximize student learning. ☐

Functions	Ineffective	Progressing	Effective	Highly Effective
3 C. Promote and protect the welfare and safety of students and staff ☐ Not Rated	*The leader…* Neglects to implement a Crisis Management Plan, student handbook, and/or district discipline policy. ☐	*The leader…* Inconsistently implements policies and procedures, including the Crisis Management Plan, student handbook, and district discipline policy that provides a safe, healthy, orderly learning and working environment. ☐	*The leader…* Implements policies and procedures that maintain a supportive, safe, healthy, orderly learning and working environment as reflected in the student handbook and discipline policy. Rehearses emergency procedures addressed in the Crisis Management Plan. ☐	*The leader…* Involves internal and external stakeholders in the continuous review of keeping the Crisis Management Plan, student handbook, and district discipline policy updated. ☐
3 D. Develop the capacity for distributed leadership ☐ Not Rated	*The leader…* Neglects to facilitate use of distributed leadership in management of the organization. ☐	*The leader…* Recognizes the need for distributed leadership in management of the organization. Inconsistently delegates management of specified responsibilities to appropriate stakeholders. ☐	*The leader…* Provides leadership development opportunities for staff. Delegates management of specified responsibilities to appropriate stakeholders. ☐	*The leader…* Provides leadership development opportunities for staff designed to enhance management of the organization and to foster career development of staff. ☐

Functions	Ineffective	Progressing	Effective	Highly Effective
3 E. Ensure teacher and organizational time is focused to support quality instruction and student learning ☐ Not Rated	*The leader…* Neglects to consider scheduling that maximizes student learning and provides appropriate instructional planning and/ or lacks an understanding of how to schedule for maximum student learning. ☐	*The leader…* Develops a master schedule to maximize student learning but does not ensure time is spent by faculty on meaningful activities to improve student learning. ☐	*The leader…* Provides planning and instructional time by developing a master schedule that maximizes student learning and provides for individual and collaborative planning for staff. Establishes structures and provides time at least bi-monthly for teacher-based teams to collaboratively : • generate assessments for units of instruction • analyze assessment results, and • improve instructional practices. ☐	*The leader…* Develops a master schedule to maximize student learning by providing for individual and on-going collaborative planning for every teacher. Structures school schedule to enable all teachers to have individual and team collaborative planning time weekly. Systematically monitors the effect of the master schedule on collaborative planning and student achievement. ☐
Comments:				

Standard 4 – Collaborating with Families and Stakeholders

Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Description: In order to educate students effectively for participation in a diverse, democratic society, leaders incorporate participation and views of families and stakeholders for important decisions and activities of schools and districts. Key stakeholders include educators, students, community members, and organizations that serve families and children. Leaders recognize that diversity enriches and strengthens the education system and a participatory democracy. Leaders regard diverse communities as a resource and work to engage all members in collaboration and partnerships that support teaching and learning.

Functions	Ineffective	Progressing	Effective	Highly Effective
4 A. Collect and analyze data and information pertinent to the educational environment ☐ Not Rated	*The leader…* Neglects to collect and /or analyze appropriate data to implement strategies to improve student learning and instruction. ☐	*The leader…* Collects and analyzes data to make decisions that enhance the educational environment, but inconsistently collaborates with staff. ☐	*The leader…* Consistently involved with staff and community to collect and analyze data to make decisions that enhance the educational environment. ☐	*The leader…* Collaborates with internal and external stakeholders in the process of collecting and analyzing data based on current research methods to identify and address diverse student needs. Uses assessment and research methods to identify and address diverse student needs. ☐
4 B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources ☐ Not Rated	*The leader…* Neglects to form cultural connections between school and community. ☐	*The leader…* Utilizes a variety of methods and resources to develop an appreciation and understanding within the school for the community's cultural diversity. ☐	*The leader…* Forms connections between school and community by bringing the community's social and intellectual resources into school. Utilizes a variety of methods and resources to develop an appreciation and understanding within the school for the community's cultural diversity. ☐	*The leader…* Secures external resources to expand the school's appreciation of the community's diverse cultural, social, and intellectual resources. The school celebrates with a variety of external communities to heighten multi-cultural diversity. ☐

Functions	Ineffective	Progressing	Effective	Highly Effective
4 C. Build and sustain positive relationships with families and caregivers ☐ Not Rated	*The leader…* Neglects to build relationships with families and care givers. ☐	*The leader…* Interacts with families and caregivers in a professional manner. Involves families and caregivers in some decisions concerning their children's education. Communicates with families and caregivers primarily through print and electronic media. ☐	*The leader…* Participates in frequent positive interactions with families and caregivers and is open, respectful, and welcoming. Involves families and caregivers consistently in decision making about their children's education. Communicates with families and caregivers through a variety of venues; (i.e., school events, newsletters, community events, and websites). ☐	*The leader…* Hosts open forums, focus groups, and conducts surveys to elicit family and caregivers' perceptions about the school. Secures external resources to provide enriching educational opportunities for students' families and caregivers. ☐
4 D. Build and sustain productive relationships with community partners ☐ Not Rated	*The leader…* Neglects to develop partnerships with the community. ☐	*The leader…* Utilizes existing partnerships between school and community. Demonstrates an awareness of community services by occasionally making these services known to families and children. ☐	*The leader…* Applies communication and collaboration strategies to develop family and local community partnerships. Proactively collaborates with community agencies for health, social, and other services to support families and children. ☐	*The leader…* Embraces and advertises benefits provided by community agencies that support health, social and other services to families and children. ☐
Comments:				

Standard 5 – Ethics and Integrity

Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Description: Local and state education agencies and professional organizations hold educators to codes of ethics, with attention to personal conduct, fiscal responsibilities, and other types of ethical requirements. Ethics and integrity mean leading from a position of caring, modeling care and belonging in educational settings, personally in their behavior and professionally in concern about students, their learning, and their lives. Leaders demonstrate and sustain a culture of trust, openness, and reflection about values and beliefs in education. They model openness about how to improve the learning of every student. They engage others to share decisions and monitor consequences of decisions and actions on students, educators, and communities.

Functions	Ineffective	Progressing	Effective	Highly Effective
5 A. Ensure a system of accountability for every student's academic and social success ☐ Not Rated	*The leader…* Implements a data-driven system of accountability but does not utilize findings to make decisions that focus on the success of every student.	*The leader…* Implements a data-driven system of accountability to fulfill the professional obligation to regularly monitor progress of each student's and subpopulation's progress in meeting school standards.	*The leader…* Utilizes a data-driven system to create and implement a school improvement plan that fulfills ethical obligations to: • regularly monitor progress of each student's and subpopulation's progress in meeting school academic standards • promote social success by monitoring standards of student behavior that are collaboratively developed and clearly communicated to stakeholders and equitably applied to all students. Ensures legal and equitable allocation of fiscal, human, and material resources.	*The leader…* Collaborates with internal and external stakeholders to ensure a culture that promotes a data driven system supporting every child through the implementation of practices emphasizing legal and ethical treatment of all students. This is achieved in part via the following objectives: • regularly monitor and evaluate progress of each student and subpopulation group in meeting school academic standards • provide staff assistance in employing differentiated instructional and support interventions dedicated to diverse student needs, especially those identified via monitoring of student achievement.
	☐	☐	☐	☐

Functions	Ineffective	Progressing	Effective	Highly Effective
5 B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior ☐ Not Rated	*The leader…* Demonstrates a lack of self-control characterized by a frequent loss of temper and continual reluctance to discuss sensitive topics and to reflect about his/her professional efficacy.	*The leader…* Engages in reflective practice through active listening, observing, questioning, and sharing multiple perspectives. Generally maintains self-control but occasionally exhibits anger and defensiveness when dealing with sensitive subjects and personal attacks.	*The leader…* Identifies his/her professional strengths and weaknesses by engaging in reflective practice on his/her own work through active listening, observing, questioning, sharing multiple perspectives, and hypothesis testing. Exerts self-control consistently as characterized by dignity, empathy, respect, reflection, self-evaluation, and self-control even when dealing with sensitive subjects and personal attacks.	*The leader…* Is an exemplar of emotional intelligence characterized by exerting self-control, treating self and others with dignity, empathizing with others, respecting self and others, and collaborating in making substantive decisions. Enhances professional efficacy of self and staff by modeling reflective practice through active listening, observing, finding capacities, questioning, and sharing multiple perspectives, and hypothesis testing. Consistently exerts self-control in dealing with sensitive subjects and personal attacks even in the most difficult and confrontational situations.
	☐	☐	☐	☐
5 C. Safeguard the values of democracy, equity, and diversity ☐ Not Rated	*The leader…* Allows personal preferences, beliefs, and/or biases to trump impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders.	*The leader…* Occasionally allows personal preferences, beliefs and/or biases to interfere with attempts to employ impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders.	*The leader…* Models impartiality, sensitivity to student diversity, dedication to equality and equitable treatment in interactions with stakeholders.	*The leader…* Uses leadership as an opportunity to create and nurture a learning community characterized by mutual respect, individuality, and pursuit of individual and common good.
	☐	☐	☐	☐

Functions	Ineffective	Progressing	Effective	Highly Effective
5 D. Consider and evaluate the potential moral and legal consequences of decision-making ☐ Not Rated	*The leader…* Relies primarily on emotional reactions and personal preferences to make substantive decisions. ☐	*The leader…* Inconsistently relies on school policy and procedures to make and explain substantive decisions. ☐	*The leader…* Makes and explains substantive decisions based on ethical and legal principles inherent in law, school policy and procedures. ☐	*The leader…* Utilizes a model of ethical reasoning that addresses empathy, individual rights, equity, professional obligations, utility, and legality that inform the intentions and substance of school policy and procedures to: • make and explain substantive decisions • revise and/or create individual school guidelines and procedures. ☐
5 E. Promote social justice and ensure that individual student needs inform all aspects of schooling ☐ Not Rated	*The leader…* Occasionally allows personal preferences, beliefs, and/or biases to trump individual rights, liberties, equitable treatment, and dignity of those in his/her scope of influence and care. ☐	*The leader…* Consistently enforces policies, laws, and regulations enacted by local, state, and federal authorities. ☐	*The leader…* Pro-actively facilitates decision making that promotes individual rights and liberties outlined in policies, laws, and regulations enacted by local, state, and federal authorities. ☐	*The leader…* Establishes and nurtures a climate of care and social justice by serving as an exemplary protector of individual rights and liberties and assisting colleagues in developing dispositions and practices that ensure that individual student needs are the focus of all curricular, instructional, and assessment practices. ☐

Comments:

Standard 6 – The Education System

Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Description: Leaders understand that public schools belong to the public and contribute to the public good. Leaders develop relationships with a range of stakeholders and policymakers to identify, respond to, and influence issues, public awareness, and policies. They see schools and districts as part of larger local, state, and federal systems that support the success of every student, while increasing equity and social justice. Education leaders advocate for education and students in professional, social, political, economic, and other arenas.

Functions	Ineffective	Progressing	Effective	Highly Effective
6 A. Advocate for children, families, and caregivers ☐ Not Rated	The leader… Fails to advocate within the school, community, state, and/or national levels to meet needs of children and their families or caregivers. ☐	The leader… Advocates on behalf of children, families, and caregivers within the school, community, state, and/or national levels to meet needs of children and their families or caregivers as situations arise. ☐	The leader… Develops and implements a plan of action to advocate within the school community, state and/or national levels to meet needs of children, their families or caregivers. ☐	The leader… Builds systems of support and advocacy within the school, community, state, and/or national levels to meet needs of children and their families or caregivers. Models and encourages other faculty members to proactively and regularly interact with children, families, and caregivers and engage them in understanding economic and political support needs of the school and district. ☐
6 B. Act to influence local, district, state, and national decisions affecting student learning ☐ Not Rated	The leader… Neglects to attempt to develop relationships with stakeholders and policymakers. ☐	The leader… Maintains membership in appropriate professional organizations. ☐	The leader… Develops relationships with a range of stakeholders and policymakers. Actively participates in appropriate professional organizations. ☐	The leader… Identifies, responds to, and influences issues, trends, and potential changes that affect the context of education and the way it is conducted at the local, district, state and/or national levels. ☐

Functions	Ineffective	Progressing	Effective	Highly Effective
6 C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies ☐ Not Rated	*The leader…* Fails to stay abreast of emerging educational trends and initiatives. ☐	*The leader…* Stays abreast of emerging educational trends and initiatives by reviewing current research and applying the research-grounded leadership practices. Communicates pertinent educational research to staff in order to enhance professional practices and improve student learning. ☐	*The leader…* Stays abreast of emerging educational trends and initiatives by: • attending professional conferences • participating in professional development. ☐	*The leader…* Promotes and evaluates implementation of emergent strategies based on pertinent educational research to enhance professional practices and improve student learning. ☐

Comments:

Principal Name: _____

Principal Signature: _____Date: _____

Superintendent/Designee Signature: _____   Date: _____

AR LEADS Scoring Report

Performance Level Rating

	Ineffective	Progressing	Effective	Highly Effective
Standard 1:	☐	☐	☐	☐
Standard 2:	☐	☐	☐	☐
Standard 3:	☐	☐	☐	☐
Standard 4:	☐	☐	☐	☐
Standard 5:	☐	☐	☐	☐
Standard 6:	☐	☐	☐	☐
Overall:	☐	☐	☐	☐

Summary of Commendations	Recommended Area(s) of Growth	Expectations

_____

PRINCIPAL SIGNATURE

_____

DATE

_____

SUPERINTENDENT/DESIGNEE SIGNATURE

_____

DATE