Gwinnett Leader Effectiveness System
Performance Standards and Rubrics

Performance Standard 1: Instructional Leadership

The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader actively and continually employs innovative and effective leadership strategies that maximize student learning and result in a shared vision of teaching and learning that reflects excellence. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader inconsistently fosters the success of students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.	The leader does not foster the success of all students by facilitating the development, communication, implementation, **or** evaluation of a shared vision of teaching and learning that leads to school improvement.

Performance Standard 2: School Climate

The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The leader inconsistently promotes the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.	The leader does not promote the success of all students by developing, advocating, **or** sustaining an academically rigorous, positive, **or** safe school climate for all stakeholders.

Performance Standard 3: Planning and Assessment

The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually seeks out research on the effective use of assessment data and ensures school personnel are aware of relevant findings and are using data to improve instructional programs. Outcomes of planning and assessment can be linked to improved student performance. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	The leader inconsistently gathers, analyzes, and uses a limited set of data to inform planning and decision making. Plans and decisions sometimes do not align with established guidelines, policies, and procedures.	The leader fails to gather, analyze, **or** use data from varied sources to inform planning and decision-making. Plans and decisions do not conform to established guidelines, policies, and procedures.

Performance Standard 4: Organizational Management

The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The leader inconsistently supports, manages, **or** oversees the school's organization, operation, **or** use of resources.	The leader inadequately supports, manages, **or** oversees the school's organization, operation, **or** use of resources.

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Performance Standards and Rubrics

Performance Standard 5: Human Resources Management
The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually demonstrates expertise in the process of selection, induction, support, and retention of instructional personnel resulting in a highly productive staff (e.g., highly satisfied stakeholders, increased student learning, and development of leadership capacity among staff). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	The leader inconsistently selects, inducts, supports, **or** retains quality instructional and support personnel.	The leader inadequately selects, inducts, supports, **or** retains quality instructional and support personnel.

Performance Standard 6: Teacher/Staff Evaluation
The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually provides teachers and staff with highly effective formative and summative feedback resulting in improved school personnel performance and higher student growth. The leader mentors other leaders in the evaluation process. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	The leader fairly evaluates school personnel, but inconsistently follows state and district guidelines. Feedback is not consistent, timely, constructive, **or** focused on improved student learning.	The leader does not fairly evaluate school personnel **or** does not follow state or district guidelines. Feedback fails to be either timely, constructive, **or** focused on improved student learning.

Performance Standard 7: Professionalism
The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually demonstrates professionalism beyond the school district through published works, formal presentation(s), and/or formal recognition(s) or award(s). (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and making contributions to the profession.	The leader inconsistently demonstrates professional standards, engages in continuous professional development, **or** makes contributions to the profession.	The leader shows disregard for professional standards and ethics, engaging in continuous professional development, **or** making contributions to the profession.

Performance Standard 8: Communication and Community Relations:
The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

Exemplary *In addition to meeting the requirements for Proficient…*	Proficient *Proficient is the expected level of performance.*	Needs Development	Ineffective
The leader continually seeks and creates innovative and productive methods to proactively communicate and engage effectively with stakeholders. (*Leaders rated Exemplary continually seek ways to serve as role models and collaborative leaders.*)	The leader consistently fosters the success of all students by communicating and collaborating effectively with stakeholders.	The leader inconsistently communicates **or** infrequently collaborates on issues of importance to stakeholders.	The leader demonstrates inadequate **or** detrimental communication **or** collaboration with stakeholders.