Gwinnett Leader Effectiveness System Performance Standards and Rubrics

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Performance Standard 1: Instruction					
The leader fosters the success of all st		communication, implementation, and	evaluation of a shared vision of		
teaching and learning that leads to school improvement.					
Exemplary	Proficient				
In addition to meeting the	Proficient is the expected level of	Needs Development	Ineffective		
requirements for Proficient	performance.				
The leader actively and continually	The leader consistently fosters the	The leader inconsistently fosters	The leader does not foster the		
employs innovative and effective	success of all students by	the success of students by	success of all students by		
leadership strategies that maximize	facilitating the development,	facilitating the development,	facilitating the development,		
student learning and result in a	communication, implementation,	communication, implementation,	communication, implementation,		
shared vision of teaching and	and evaluation of a shared vision	or evaluation of a shared vision of	or evaluation of a shared vision of		
learning that reflects excellence.	of teaching and learning that leads	teaching and learning that leads to	teaching and learning that leads to		
(Leaders rated Exemplary	to school improvement.	school improvement.	school improvement.		
continually seek ways to serve as					
role models and collaborative					
leaders.)					
Performance Standard 2: School Cl					
The leader promotes the success of all	students by developing, advocating, a	nd sustaining an academically rigoro	us, positive, and safe school climate		
for all stakeholders.					
Exemplary	Proficient				
In addition to meeting the	Proficient is the expected level of	Needs Development	Ineffective		
requirements for Proficient	performance.				
The leader continually seeks out	The leader consistently promotes	The leader inconsistently	The leader does not promote the		
new opportunities or substantially	the success of all students by	promotes the success of all	success of all students by		
improves existing programs to	developing, advocating, and	students by developing,	developing, advocating, or		
create an environment where	sustaining an academically	advocating, or sustaining an	sustaining an academically		
students and stakeholders thrive.	rigorous, positive, and safe school	academically rigorous, positive, or	rigorous, positive, or safe school		
(Leaders rated Exemplary	climate for all stakeholders.	safe school climate for all	climate for all stakeholders.		
continually seek ways to serve as		stakeholders.			
role models and collaborative					
leaders.)					
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	Proficient				
In addition to meeting the	Proficient is the expected level of	Needs Development	Ineffective		
requirements for Proficient	performance.				
The leader continually seeks out	The leader consistently gathers,	The leader inconsistently gathers,	The leader fails to gather, analyze,		
research on the effective use of	analyzes, and uses a variety of	analyzes, and uses a limited set of	or use data from varied sources to		
assessment data and ensures school	data to inform planning and	data to inform planning and	inform planning and decision-		
personnel are aware of relevant	decision-making consistent with	decision making. Plans and	making. Plans and decisions do		
findings and are using data to	established guidelines, policies,	decisions sometimes do not align	not conform to established		
improve instructional programs.	and procedures.	with established guidelines,	guidelines, policies, and		
Outcomes of planning and		policies, and procedures.	procedures.		
assessment can be linked to					
improved student performance.					
(Leaders rated Exemplary					
continually seek ways to serve as					
role models and collaborative leaders.)					
	tional Managament				
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.					
		overseeing ine school's organization, o	operation, and use of resources.		
Exemplary	Proficient Proficient is the expected level of	Nooda Dayslannant	Ineffective		
In addition to meeting the	Proficient is the expected level of	Needs Development	пенесиче		
	n aufau		i		
requirements for Proficient	performance.	The leader is a continued	The leader in the mark		
The leader continually exhibits a	The leader consistently fosters the	The leader inconsistently supports,	The leader inadequately supports,		
The leader continually exhibits a highly effective organizational	The leader consistently fosters the success of all students by	manages, or oversees the school's	manages, or oversees the school's		
The leader continually exhibits a highly effective organizational management style by demonstrating	The leader consistently fosters the success of all students by supporting, managing, and	manages, or oversees the school's organization, operation, or use of	manages, or oversees the school's organization, operation, or use of		
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making,	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's	manages, or oversees the school's	manages, or oversees the school's		
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations,	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of	manages, or oversees the school's organization, operation, or use of	manages, or oversees the school's organization, operation, or use of		
The leader continually exhibits a highly effective organizational management style by demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's	manages, or oversees the school's organization, operation, or use of	manages, or oversees the school's organization, operation, or use of		
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	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of	manages, or oversees the school's organization, operation, or use of	manages, or oversees the school's organization, operation, or use of		
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	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of	manages, or oversees the school's organization, operation, or use of	manages, or oversees the school's organization, operation, or use of		
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	The leader consistently fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of	manages, or oversees the school's organization, operation, or use of	manages, or oversees the school's organization, operation, or use of		

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Performance Standard 5: Human Res	ources Management				
The leader fosters effective human resou	rces management through the selection,	induction, support, and retention of qua-	lity instructional and support		
personnel.		* *			
Exemplary	Proficient				
In addition to meeting the	Proficient is the expected level of	Needs Development	Ineffective		
requirements for Proficient	performance.	-			
The leader continually demonstrates	The leader consistently fosters	The leader inconsistently selects,	The leader inadequately selects,		
expertise in the process of selection,	effective human resources	inducts, supports, or retains quality	inducts, supports, or retains quality		
induction, support, and retention of	management through the selection,	instructional and support personnel.	instructional and support personnel.		
instructional personnel resulting in a	induction, support, and retention of	• • •			
highly productive staff (e.g., highly	quality instructional and support				
satisfied stakeholders, increased	personnel.				
student learning, and development of					
leadership capacity among staff).					
(Leaders rated Exemplary continually					
seek ways to serve as role models and					
collaborative leaders.)					
Performance Standard 6: Teacher/Sta	ff Evaluation				
The leader fairly and consistently evalue		state and district guidelines and provide	es them with timely and constructive		
feedback focused on improved student le					
Exemplary	Proficient				
In addition to meeting the	Proficient is the expected level of	Needs Development	Ineffective		
requirements for Proficient	performance.				
The leader continually provides	The leader fairly and consistently	The leader fairly evaluates school	The leader does not fairly evaluate		
teachers and staff with highly	evaluates school personnel in	personnel, but inconsistently follows	school personnel or does not follow		
effective formative and summative	accordance with state and district	state and district guidelines.	state or district guidelines. Feedback		
feedback resulting in improved school	guidelines and provides them with	Feedback is not consistent, timely,	fails to be either timely,		
personnel performance and higher	timely and constructive feedback	constructive, or focused on	constructive, or focused on		
student growth. The leader mentors	focused on improved student	improved student learning.	improved student learning.		
other leaders in the evaluation process.	learning.				
(Leaders rated Exemplary continually					
seek ways to serve as role models and					
collaborative leaders.)	P*				
Performance Standard 7: Professiona		da and adrian anazarina in aandiruusus nu	ofossional development and		
The leader fosters the success of student	s by aemonstrating professional standard	is and etnics, engaging in continuous pr	ojessionai aeveiopment, ana		
contributing to the profession.	D		T		
Exemplary	Proficient	N. I. D. I	T 66 4*		
In addition to meeting the	Proficient is the expected level of	Needs Development	Ineffective		
requirements for Proficient	performance.	TPI 1 1 ' ' ()	771 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
The leader continually demonstrates	The leader consistently fosters the	The leader inconsistently demonstrates professional standards,	The leader shows disregard for professional standards and ethics,		
professionalism beyond the school district through published works,	success of students by demonstrating professional standards and ethics,	engages in continuous professional	engaging in continuous professional		
formal presentation(s), and/or formal	engaging in continuous professional	development, or makes	development, or making		
recognition(s) or award(s). (<i>Leaders</i>	development, and making	contributions to the profession.	contributions to the profession.		
rated Exemplary continually seek	contributions to the profession.	contributions to the profession.	contributions to the profession.		
ways to serve as role models and	contributions to the profession.				
collaborative leaders.)					
Performance Standard 8: Communica	tion and Community Polations				
The leader fosters the success of all stud		a effectively with stakeholders			
Exemplary	Proficient	S cystery with statementals.			
In addition to meeting the	Proficient is the expected level of	Needs Development	Ineffective		
requirements for Proficient	performance.	recus Development	menetuve		
The leader continually seeks and	The leader consistently fosters the	The leader inconsistently	The leader demonstrates inadequate		
creates innovative and productive	success of all students by	communicates or infrequently	or detrimental communication or		
methods to proactively communicate	communicating and collaborating	collaborates on issues of importance	collaboration with stakeholders.		
and engage effectively with	effectively with stakeholders.	to stakeholders.	conduction with starcholders.		
stakeholders. (Leaders rated	one of the state o	to statemonors.			
Exemplary continually seek ways to					
serve as role models and collaborative					
leaders.)					
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