1 unsatisfactory
2 weak satisfactory
3 satisfactory
4 strong satisfactory
5 exemplary

candidate name: ____________________
student number: ____________________
district location: ____________________
date of eval: ________________________

1. Mission and Vision

Develop a Vision:
D1. Developed and demonstrated the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.

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D2. Based development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.

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D3. Used data-based research strategies to create a vision that takes into account the diversity of learners in a district.

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D4. Demonstrated knowledge of ways to use a district’s vision to mobilize additional resources to support the vision.

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Articulate a Vision:
D5. Demonstrated the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.

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D6. Demonstrated the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

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D7. Demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

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Implement a Vision:
D8. Demonstrated the ability to plan programs to motivate staff, students, and families to achieve a school district’s vision.

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D9. Designed research-based processes to effectively implement a district vision throughout an entire school district and community.

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Steward a Vision:
D10. Demonstrated the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.

D11. Understands the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district’s vision, mission, and goals.

Promote Community Involvement in the Vision:
D12. Demonstrated the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

2. Climate, Culture, Instruction, and Professional Growth

Promote Positive School Culture:
D13. Develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

Provide Effective Instructional Program:
D14. Demonstrated an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.

D15. Able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district’s improvement and accountability systems.

D16. Demonstrated the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.

D17. Demonstrated the ability to allocate and justify resources to sustain the instructional program.

Apply Best Practices to Student Learning:
D18. Demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.

D19. Demonstrated an ability to assist school and district personnel in understanding and applying best practices for student learning.

D20. Understands and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.

D21. Understands how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.
Design a Comprehensive Professional Growth Plan:
D22. Demonstrated knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.

D23. Demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.

D24. Developed personal professional growth plans that reflect commitment to life-long learning and best practices.

3. Management of the Organization, Operations and Resources:

Manage the Organization:
D25. Demonstrated the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.

D26. Demonstrated effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.

D27. Demonstrated an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement.

D28. Demonstrated the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.

D29. Demonstrated an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

Manage Operations:
D30. Demonstrated the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.

D31. Can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.

D32. Developed staff communication plans for integrating district’s schools and divisions.

D33. Developed a plan to promote and support community collaboration among district personnel.
**Manage Resources:**

D34. Used problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.

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D35. Creatively sought new resources to facilitate learning.

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D36. Applied an understanding of school *district* finance structures and models to ensure that adequate financial resources are allocated equitably for the district.

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D37. Applied and assessed current technologies for management, business procedures, and scheduling.

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**4. Success of all Students by Collaboration:**

**Collaborate with Families and Other Community Members:**

D38. Demonstrated the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.

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D39. Demonstrated an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning.

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D40. Applied an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.

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D41. Demonstrated an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.

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D42. Demonstrated the ability to involve community members, groups, and other stakeholders in *district* decision-making, reflecting an understanding of strategies to capitalize on the district’s integral role in the larger community.

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D43. Demonstrated the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.

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D44. Demonstrated the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.

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D45. Developed and implemented strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.
Respond to Community Interest and Needs:
D46. Facilitated and engaged in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.

D47. Demonstrated the ability to promote maximum involvement with, and visibility within the community.

D48. Demonstrated the ability to interact effectively with individuals and groups that reflect conflicting perspectives.

D49. Demonstrated the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.

D50. Demonstrated the ability to advocate for students with special and exceptional needs.

Mobilize Community Resources:
D51. Demonstrated an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.

D52. Demonstrated how to use district resources to the community to solve issues of joint concern.

D53. Demonstrated an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

5. Acting with Integrity, Fairly, and in an Ethical Manner:
Acts with Integrity:
D54. Demonstrated a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

Acts Fairly:
D55. Demonstrated the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

Acts Ethically:
D56. Made and explained decisions based upon ethical and legal principles.

6. Understanding, Responding to, and Influencing the larger Political, Social, Economic, Legal and Cultural Context
Understanding the Larger Context:
D57. Demonstrated the ability to use appropriate research methods, theories, and
concepts to improve *district* operations.

D58. Demonstrated an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.

D59. Demonstrated an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific *district*.

D60. Can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a *district*.

D61. Demonstrate the ability to work with political leaders at the local, state, and national level.

D62. Can apply an understanding of how specific laws at the local, state, and federal level affect school *districts* and residents.

D63. Espoused positions in response to proposed policy changes that would benefit or harm *districts* and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

**Respond to the Larger Context:**

D64. Demonstrated the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.

D65. Applied an understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their *district* and its students.

D66. Demonstrated the ability to communicate regularly with all segments of the *district* community concerning trends, issues, and policies affecting the *district*.

**Influence the Larger Context:**

D67. Demonstrated an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests.

D68. Demonstrated the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

**7. Internship**

**Substantial:**

D69. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide
Interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders.

D70. Had a minimum of six months or equivalent of full time internship experience.

Sustained:
D71. Participated in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

Standards-based:
D72. Applied skills and knowledge articulated in these standards as well as state and local standards for educational leaders.

D73. Experiences were designed to accommodate candidates’ individual needs.

Real Settings:
D74. Experiences occurred in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills.

D75. Experiences include work with appropriate community organizations, parent groups, and school boards.

Planned and Guided Cooperatively:
D76. Experiences were planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals worked together to meet candidate and program needs.

D77. Mentors were provided training to guide the candidate during the intern experience.

Credit:
D78. Intern earned graduate credit for their intern experience.