

Standard 1

The candidate is an educational leader who promotes the success of *all* students by facilitating the articulation, implementation, and stewardship of a vision of learning that is created, shared, and supported by the internal and external education community.

Minimum Performance Indicators

The candidate demonstrates knowledge, understanding, implementation; and/or application of:

- Development, assessment, and evaluation of a strategic plan that aligns with district and state goals.
- Effective communication skills (i.e., listening, speaking, and writing) with multiple stakeholders.
- Effective team-building, conflict management, group processing, and consensus-building skills.
- How different organizational models might be used in an educational context.
- Information sources, data collection, and data analysis for continuous improvement of student achievement.

Standard 2

The candidate is an educational leader who promotes the success of *all* students by advocating, nurturing, and maintaining a district culture and instructional program conducive to student learning and the professional growth of staff.

Minimum Performance Indicators

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Sustained staff development/professional growth that stimulates continuous student growth.
- State and district initiatives toward implementation of the mission of the school district.
- Effective selection, placement/assignment, supervision, and evaluation of staff.
- Strategies to enhance and foster positive morale of staff.
- Appropriate uses of technology for teaching and learning.
- Curricular and extracurricular program development, assessment, and evaluation.

- Skills and strategies that foster effective teaching and learning for all students.
- Student growth and development, learning theory, and principles of lifelong learning.
- Strategies for building trust among students, staff, and parents.

Standard 3

The candidate is an educational leader who promotes the success of *all* students by ensuring management of the district's organization, operations, and resources to support safe, efficient, and effective learning environments.

Minimum Performance Indicators

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Aligning human, material, fiscal, time, and facility resources with the goals of schools, the district, and community.
- Educational research that addresses continuous improvement of student learning.
- Essential elements of a safe and secure learning environment.
- Pupil personnel and records management.

Standard 4

The candidate is an educational leader who promotes the success of *all* students by collaborating with families and community members in order to respond to diverse interests and needs to mobilize community resources.

Minimum Performance Indicators

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Regular assessment and response to the diverse needs and expectations of the community.
- Media relations, business partnerships, political advocacy, and constructive relationships with religious, service, and community organizations.
- Enhancement of student learning and growth through the development of business, community, and educational resources and partnerships.

Standard 5

The candidate is an educational leader who promotes the success of *all* students by acting with integrity, fairness, and in an ethical manner.

Minimum Performance Indicators

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Fair, equitable, dignified, and respectful treatment of all people.
- Consistent communication and modeling of a personal/professional code of ethics that fosters an environment of trust.
- Consistent protection of the rights and confidentiality of students, staff, and parents.
- Positive relationships with the diverse education community.
- Current district, state, and federal policies, laws, and contractual obligations.

Standard 6

The candidate is an educational leader who promotes the success of *all* students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Minimum Performance Indicators

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Strategies and activities to lead and operate the school district in the best interest of all students and families.
- Strategies to lead change and manage conflict.
- Strategies and activities to lead and operate the school district in compliance with current district, state, and federal policies, laws, and regulations.
- Strategies and activities to lead and operate the school district to ensure that effective communication occurs with the school community.
- Processes for influencing public policy to provide quality education for all students.

Standard 7

The candidate is an educational leader who promotes the success of *all* students by working effectively with the school district's board of directors to recommend appropriate policies and effectively lead and manage the district consistently with the Board's policies.

Minimum Performance Indicators

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- The system of public school governance in our democracy.
- Procedures for working with the board of directors to define mutual working expectations and working relationships.
- Strategies for formulating local policies to govern district programs consistent with state and federal requirements and constitutional provisions.
- Legal responsibilities.
- Conflict management techniques to address stakeholder concerns and issues.

Standard 8

The candidate is an educational leader who promotes the success of *all* students by providing leadership for the staff, students, and community that results in continuous improvement of student learning and the effective management of the district.

Minimum Performance Indicators

The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Articulation of a shared vision, mission, and culture (i.e., beliefs, values, behaviors) that focus on continuous student growth and performance.
- Processes for gathering, analyzing, and using data for continuous system improvement.
- Change processes to build system capacities to better serve students and the community.
- Appropriate decision-making processes.
- Technology that enhances business, support, and instructional systems.