

**LEADERSHIP EFFECTIVENESS THROUGH ANALYSIS AND DATA (LEAD)
2022-2023**

The LEADER	The LEADING
Standard 1: Culture Standard 2: Professionalism	Standard 3: Operational Leadership Standard 4: Strategic Leadership Standard 5: Instructional Leadership

Reminder: All elements build from 2-4. For example, all aspects of a level 2 and 3 must be present for the educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for the educator to be rated a 4.

The LEADER			
Standard 1- CULTURE: The leader ensures a positive culture.			
1.1 Social-Emotional and Psychological Safety			
Leader creates, models, and ensures an environment that is social-emotionally and psychologically safe.			
1: Leader does not create, model or ensure an environment that is social-emotionally and psychologically safe.	2: Leader is beginning to create, model, and ensure an environment that is social-emotionally and psychologically safe.	3: Leader creates, models, and ensures an environment that is social-emotionally and psychologically safe and defines structures for monitoring the extent to which the school is a safe place for students and staff.	4: Leader collaborates with stakeholders to collect data and monitor the extent to which the school is a safe place for students and staff and uses feedback/input to adjust and refine responses as appropriate.
1.2 Inclusion, Diversity, Equity and Accessibility			
Leader establishes an inclusive culture by increasing and embedding learning opportunities and experiences that promote inclusion, diversity, equity and accessibility.			

1: Leader does not establish an inclusive culture by increasing or embedding learning opportunities and experiences that promote inclusion, diversity, equity and accessibility.	2: Leader is beginning to establish an inclusive culture by increasing and embedding learning opportunities and experiences that promote inclusion, diversity, equity and accessibility.	3: Leader establishes an inclusive culture by increasing and embedding learning opportunities and experiences that promote inclusion, diversity, equity and accessibility and uses data to assess the extent to which the school is inclusive, responding to potential issues in a timely manner.	4: Leader empowers staff to demonstrate and advocate for a culture of inclusion and the leader strategically collaborates with stakeholders to confront and correct any misaligned and/or inequitable practices and situations.
--	--	--	--

1.3 Stakeholder Relationships
 Leader models professional relationships within the school, community and district.

1: Leader does not model professional relationships within the school, community and district.	2: Leader is beginning to model professional relationships within the school, community and district.	3: Leader models professional relationships within the school, community and district and monitors the extent to which staff maintain professional relationships with stakeholders and within the school.	4: Leader leverages professional relationships for the benefit of the school and community and promotes and encourages opportunities for staff, students, and stakeholders to participate in and contribute to the overall success of the school and/or district.
--	---	--	--

1.4 Building a Strong School Community Based on Trust
 Leader builds trust and promotes a strong school community by creating methods/protocols for engagement.

1: Leader does not build trust or promote a strong school community by creating methods/protocols for engagement.	2: Leader is beginning to build trust and promote a strong school community by creating methods/protocols for engagement.	3: Leader builds trust and promotes a strong school community by creating methods/protocols for engagement and monitors the effectiveness of the opportunities for engagement and two-way communication.	4: Leader empowers staff to develop additional ways to enhance engagement and build trust between the school and community and the leader strategically collaborates with stakeholders to confront and correct potential gaps.
---	---	---	---

Standard 2 - PROFESSIONALISM: The leader models professionalism.

2.1 Professional Growth/Learning
 Leader pursues professional learning opportunities aligned with professional growth goals in support of the school plan.

1: Leader does not pursue professional learning opportunities	2: Leader is beginning to pursue professional learning opportunities	3: Leader pursues professional learning opportunities aligned with	4: Leader supports the growth of colleagues, peers and/or new
---	--	--	---

DAC APPROVAL DATE: _____

BOE APPROVAL DATE: _____

aligned with professional growth goals in support of the school plan.	aligned with professional growth goals in support of the school plan.	professional growth goals in support of the school plan and monitors the extent to which the school continuously improves as a result of the implementation of the leader's professional learning.	leaders through mentorship, leadership of professional learning, and/or leadership in district, state or national organizations.
---	---	---	--

2.2 Reflective Practices

Leader uses reflective practices as a tool to promote continuous professional growth.

1: Leader does not use reflective practices as a tool to promote continuous professional growth.	2: Leader is beginning to use reflective practices as a tool to promote continuous professional growth.	3: Leader uses reflective practices as a tool to promote continuous professional growth and makes adjustments to their professional practice based on input/feedback from supervisors, colleagues, staff and students.	4: Leader establishes a system of continuous feedback from all stakeholders and reflects on input, adjusting and refining practices to support continuous professional improvement.
--	---	---	---

2.3 Professional Relationships

Leader models professional relationships.

1: Leader does not model professional relationships.	2: Leader is beginning to model professional relationships.	3: Leader models professional relationships and establishes school policies and procedures that support high standards for professional behavior in the school.	4: Leader fosters an environment where staff maintain confidentiality of student/staff data and interactions, holding one another accountable and maintaining high standards for professional behavior in the school and community.
--	---	--	---

2.4 Productive Community Partnerships

Leader creates and sustains productive community partnerships.

1: Leader does not create and sustain productive community partnerships.	2: Leader is beginning to create and sustain productive community partnerships.	3: Leader creates and sustains productive community partnerships and provides information to staff and students to promote community engagement and school improvement.	4: Leader fosters an environment where staff build relationships with and capitalize on community partnerships/resources to enrich students' education experiences and encourage students to build productive partnerships with community stakeholders.
--	---	--	---

2.5 Professional and Ethical Conduct

Leader models professional and ethical conduct including following all laws, district policies and school procedures.

DAC APPROVAL DATE: _____

BOE APPROVAL DATE: _____

1: Leader does not model professional and ethical conduct including following all laws, district policies and school procedures.	2: Leader is beginning to model professional and ethical conduct including following all laws, district policies and school procedures.	3: Leader models professional and ethical conduct including following all laws, district policies and school procedures and communicates to ensure that all staff understand the expectations for ethical conduct in the school.	4: Leader strategically collaborates with the students, staff and community to gather input/feedback and addresses potential gaps or misconduct.
--	---	---	---

The LEADING

Standard 3 - OPERATIONAL LEADERSHIP: The leader proactively and equitably manages the school, staff and resources.

3.1 Safety Procedures and Maintenance

Leader creates and maintains an environment that is physically safe.

1: Leader does not create or maintain an environment that is physically safe.	2: Leader is beginning to create and maintain an environment that is physically safe.	3: Leader creates and maintains an environment that is physically safe and monitors the extent to which the school is physically safe, responding to potential issues in a timely manner.	4: Leader and staff collaborate to proactively support a physically safe environment, responding well in advance of potential safety issues.
---	---	--	--

3.2 Communication

Leader creates and uses systems for effective communication.

1: Leader does not create or use systems for effective communication.	2: Leader is beginning to create and use systems for effective communication.	3: Leader creates and uses systems for effective communication and uses multiple communication pathways that engage stakeholders and meet their needs.	4: Leader creates and uses situationally appropriate systems for effective communication that are clear and encourage feedback from stakeholders.
---	---	---	---

3.3 Fiscal Responsibility

Leader manages a student-centered, school-based budget that demonstrates equitable resource allocation.

1: Leader does not manage a student-centered, school-based budget that demonstrates equitable resource allocation.	2: Leader is beginning to manage a student-centered, school-based budget that demonstrates equitable resource allocation.	3: Leader manages a student-centered, school-based budget that demonstrates equitable resource allocation and aligns budget to school priorities	4: Leader takes ownership for budgetary outcomes and collaborates with stakeholders to implement strategic approaches that maximize resources in an equitable manner.
--	---	---	--

DAC APPROVAL DATE: _____

BOE APPROVAL DATE: _____

		and district goals, soliciting input from various stakeholder groups.	
--	--	---	--

3.4 Recruiting, Hiring, Placement, and Dismissal of staff
 Leader establishes and manages processes to maintain high performing, effective educators.

1: Leader does not establish and manage processes to maintain high performing, effective educators.	2: Leader is beginning to establish and manage processes to maintain high performing, effective educators	3: Leader establishes and manages processes to maintain high performing, effective educators and strategically provides intervention to support staff performance issues.	4: Leader collaborates with staff to create an environment conducive to retaining high performing staff who are aligned with the school’s instructional goals and effectively manages performance through appropriate district processes.
--	--	---	---

Standard 4 - STRATEGIC LEADERSHIP: The leader strategically plans for continuous school improvement and the continued growth of students.

4.1 Mission, Vision, Values and Goals
 Leader collaboratively develops and supports the vision, mission, values and goals of the school.

1: Leader does not collaboratively develop or support the vision, mission, values and goals of the school.	2: Leader is beginning to collaboratively develop and support the vision, mission, values and goals of the school.	3: Leader collaboratively develops and supports the vision, mission, values and goals of the school and communicates them to all stakeholders.	4: Leader intentionally solicits input and feedback and collaborates with staff and stakeholders to adjust the vision, mission, values and/or goals.
---	---	--	--

4.2 School Plan
 Leader develops a comprehensive plan that supports growth and achievement for all students.

1: Leader has not developed a comprehensive plan that supports growth and achievement for all students.	2: Leader is beginning to develop a comprehensive plan that supports growth and achievement for all students.	3: Leader develops a comprehensive plan that supports growth and achievement for all students and communicates the plan to all stakeholders.	4: Leader intentionally solicits input and feedback and collaborates with staff and stakeholders to monitor and adjust the school plan.
--	--	--	---

4.3 Sound Decision-Making
 Leader implements sound decision-making and takes responsibility for processes and outcomes.

1: Leader does not implement sound decision-making and takes	2: Leader is beginning to implement sound decision-making	3: Leader implements sound decision-making and takes responsibility for processes and	4: Leader collaborates with staff and stakeholders to evaluate
---	--	--	---

DAC APPROVAL DATE: _____

BOE APPROVAL DATE: _____

responsibility for processes and outcomes.	and takes responsibility for processes and outcomes.	outcomes and collaborates with staff to build consensus.	decisions and improve processes and outcomes.
--	--	---	---

4.4 Evaluation of Comprehensive School Program
 Leader facilitates evaluation of a comprehensive school program.

1: Leader does not facilitate evaluation of a comprehensive school program.	2: Leader is beginning to facilitate evaluation of a comprehensive school program.	3: Leader facilitates evaluation of a comprehensive school program and makes adjustments using a body of evidence.	4: Leader collaborates with staff and stakeholders to evaluate the school program using a body of evidence.
---	--	---	---

Standard 5 - INSTRUCTIONAL LEADERSHIP: The leader sets a clear purpose and builds the capacity for professional learning communities that are focused on improving student growth and achievement through educator effectiveness.

5.1 Curriculum Alignment
 Leader ensures school-wide efforts to align curriculum to the Colorado Academic Standards.

1: Leader does not ensure school-wide efforts to align curriculum to the Colorado Academic Standards.	2: Leader is beginning to ensure school-wide efforts to align curriculum to the Colorado Academic Standards.	3: Leader ensures school-wide efforts to align curriculum to the Colorado Academic Standards and monitors the implementation of aligned curriculum, addressing gaps where they exist.	4: Leader collaborates with staff to continuously evaluate the curriculum based on student data and makes adjustments to improve outcomes.
---	--	--	---

5.2 Quality Instructional Practices
 Leader ensures the implementation of effective evidence-based instructional strategies that maximize student growth and achievement.

1: Leader does not implement effective evidence-based instructional strategies that maximize student growth and achievement.	2: Leader is beginning to ensure the implementation of effective evidence-based instructional strategies that maximize student growth and achievement.	3: Leader ensures the implementation of effective evidence-based instructional strategies that maximize student growth and achievement and monitors the extent to which staff consistently implement effective evidence-based instructional strategies.	4: Leader empowers staff to use effective evidence-based instructional strategies that encourage students to take ownership for their learning.
--	--	--	---

5.3 Quality Assessment Practices
 Leader ensures school-wide use of assessments to inform instruction.

DAC APPROVAL DATE: _____

BOE APPROVAL DATE: _____

1: Leader does not ensure school-wide use of assessments to inform instruction.	2: Leader is beginning to ensure school-wide use of assessments to inform instruction.	3: Leader ensures school-wide use of assessments to inform instruction and analyzes student growth and achievement data.	4: Leader provides the conditions and structures for collaborative teams to analyze assessment data and engages in the work alongside the teams to maintain the focus on student growth and achievement.
---	--	---	---

5.4 Data Informed Decision Making

Leader establishes professional learning communities to implement data-informed decisions that positively impact student learning.

1: Leader does not establish professional learning communities to implement data-informed decisions that positively impact student learning.	2: Leader is beginning to establish professional learning communities to implement data-informed decisions that positively impact student learning.	3: Leader establishes professional learning communities to implement data-informed decisions that positively impact student learning and monitors the effectiveness of the professional learning communities.	4: Leaders empower staff to establish professional learning communities to implement and sustain data-informed decisions that positively impact student learning and staff monitor the effectiveness of the professional learning communities.
--	---	--	---

5.5 Professional Growth

Leader collaborates with staff members to develop aligned professional growth plans that impact student learning.

1: Leader does not collaborate with staff members to develop aligned professional growth plans that impact student learning.	2: Leader is beginning to collaborate with staff members to develop aligned professional growth plans that impact student learning.	3: Leader collaborates with staff members to develop aligned professional growth plans that impact student learning and monitors the extent to which staff achieve their growth goals, supporting and promoting revision of goals as necessary.	4: Leader consistently collaborates with staff to monitor goals, providing strategic intervention and support for staff who are not meeting their growth goals and/or challenging staff to build on past successes to identify future growth opportunities that impact student learning.
--	---	--	--

5.6 Professional Development

Leader collaborates with school staff and/or other educational professionals to implement professional learning that supports continuous improvement.

1: Leader does not collaborate with school staff and/or other educational professionals to implement professional learning	2: Leader is beginning to collaborate with school staff and/or other educational professionals to implement professional learning	3: Leader collaborates with school staff and/or other educational professionals to implement professional learning that supports continuous improvement and	4: Leader ensures professional learning connects to school-wide and/or teacher-specific growth goals. Leader embeds and differentiates professional
--	---	--	---

DAC APPROVAL DATE: _____

BOE APPROVAL DATE: _____

that supports continuous improvement.	that supports continuous improvement.	monitors the extent to which staff improve their skills.	development opportunities to meet the needs of staff.
5.7 Feedback			
Leader supports staff through ongoing, actionable feedback.			
1: Leader does not support staff through ongoing, actionable feedback.	2: Leader is beginning to support staff through ongoing, actionable feedback.	3: Leader supports staff through ongoing, actionable feedback and monitors the extent to which staff hold themselves accountable to feedback.	4: Leader collaborates with staff to provide opportunities for them to seek additional feedback (i.e., from peers, students, external stakeholders and/or other district personnel, as appropriate) and apply that feedback to make gains that impact student growth.
5.8 Observation and Evaluation Practice			
Leader uses current best practices in evaluation of licensed staff.			
1: Leader does not use current best practices in evaluation of licensed staff.	2: Leader is beginning to use current best practices in evaluation of licensed staff, including identifying what constitutes a body of evidence.	3: Leader uses current best practices in evaluation of licensed staff and uses a body of evidence to evaluate professional practice and impact on student learning.	4: Leader engages licensed staff in opportunities to contribute to a body of evidence that supports an accurate evaluation of effective practice and differentiates the evaluation process to support licensed staff growth.

Evaluation Rubrics are designed to measure research-based, effective qualities. While the rubric describes various levels of attainment, evaluation will always be subject to individual evaluator expectations and interpretations. *Reminder: All elements build from 1-4. For example, all aspects of a level 2 and 3 must be present for an educator to be rated a 3. All aspects of 2 and 3 and 4 must be present for an educator to be rated a 4.*

DAC APPROVAL DATE: _____

BOE APPROVAL DATE: _____