

T e n n e s s e e T e c h n o l o g i c a l U n i v e r s i t y

Instructional Leadership

K-12 Candidate Handbook



Department of Curriculum & Instruction

Instructional Leadership Unit

Email: insl@tntech.edu


Web: <http://www.tntech.edu/insl>

This handbook was created by Dr. Charles A. Long for candidates in the Instructional Leadership program at TTU: all rights are reserved. Materials may not be copied, reproduced, republished, modified, or distributed in any way without the author's express written consent.

TABLE OF CONTENTS

K-12 INSL Candidate Handbook Introduction	3
Programs of Study	4
Admission Process for INSL Program	5
Tennessee Instructional Leadership Standards (TILS)	6
NCATE Standards for Administrators	9
Guidelines for the K-12 INSL Candidate Field Experience	12
Field Experience Pre-Reflection Writing	13
Clinical Activities Report of Experiences (CARE)	14
Candidate Self-Assessment Field Experience Evaluation Form	16
LEA Mentor Field Experience Evaluation Form	21
Internship Agreement Verification Form	26
TILS Evaluation Rubric	27
TILS Appraisal Instrument	37
Instructional Leaders Performance Contract Template	48
Instructional Leader Data Analysis	49
Instructional Leaders Professional Development Plan	51
TTU Instructional Leadership Future Growth Plan	53
Experience Verification Form	55
Field Experience Example Artifacts	58
Recommended Websites	60
Recommended Journals	61
Article Critique Guidelines	62
Article Critique Rubric	63
Participation Rubric	64
Multimedia Presentation Rubric	65
Research/Inquiry Writing Rubric	66
Oral Comprehensive Exam/Portfolio Presentation Rubric	67
The School Leaders Licensure Assessment (SLLA) Exam	69
TTU Contact Information	70

K-12 INSL Candidate Handbook Introduction

	<p><u>Conceptual Framework Graphic/Statement</u></p> <p>Graduates of the Instructional Leadership program at TTU will be leaders that are competent caring professional for a diverse, technological society through performance, disposition and knowledge.</p> <p><i>Candidates will demonstrate: an appropriate level of scholarship, effective communication, a level of responsibility consistent with professional behavior, skills of reflection that promote self-evaluation and growth, respect for diversity, skills of collaboration with other professionals, families, and community, and instructional technology skills.</i></p>
---	--

For additional information on the Conceptual Framework see: <http://www.tntech.edu/education/framework/>

Dear Candidate:

On behalf of the Graduate Faculty in Department of Curriculum & Instruction (Unit of Instructional Leadership), We are pleased to welcome you and to share with you the INSL Candidate Handbook.

The purpose of this handbook is to provide INSL candidates with information concerning programs, departmental policies, and procedures. This handbook will assist candidates with the planning of their course of study and designing the various field experience options. It also includes important information concerning the changes in Tennessee’s degree and certification process.

After you have read this handbook carefully, the INSL faculty will be happy to answer any questions you may have as well as advise you regarding your particular academic and career aspirations. Please feel free to contact your assigned advisor at any time for this purpose. If you are not sure who is listed as your advisor, contact the department secretary at (931) 372-3100 or by email insl@tntech.edu.

The handbook is designed to detail the requirements for your particular Program of Study (POS) and the requisite field experiences required for licensure by the State of Tennessee. It is up to you, the candidate, to read this handbook information, complete the requirements and communicate with your university advisor and site supervisor to maintain appropriate paperwork and direction for the field experience.

This handbook is an effort to present to you, the INSL candidate, comprehensive information concerning the graduate programs offered by the faculty in Instructional Leadership at Tennessee Technological University. Please carefully read and make use of this handbook. We are ready to assist in whatever way we can.

We offer you our best wishes for a productive academic experience.

Sincerely,
 The Department of Curriculum & Instruction
 Unit of Instructional Leadership

Programs of Study

***Master of Arts - Program of Study (33 hrs.) (Lec. 3, Lab 3. Cr. 6)**

INSL 6510 School Leadership & Law

INSL 6520 School-based Management & Community Relations

INSL 6530 Data Driven Curriculum: Development, Assessment, & Evaluation

INSL 6540 Seminar in Instructional Leadership: Effective Teaching & Supervision

INSL 6550 Internship in Instructional Leadership/Culminating Experience

INSL 6560 Technology for Administrators (3 Credit hours)

***Specialist in Education - Program of Study (30 hrs.) (Lec. 3, Lab 3. Cr. 6)**

INSL 7510 Legal, Ethical & Diversity Issues in Instructional Leadership

INSL 7520 Human Resource Management & Public Relations

INSL 7530 Assessment & Evaluation: Improvement in Teaching

INSL 7540 Instructional Leadership Seminar: School-based Leadership & Supervision

INSL 7550 Instructional Leadership Apprenticeship & Portfolio Development

* There are no electives in this particular Program of Study.

The M.A. and Ed.S. degrees in Instructional Leadership at Tennessee Tech emphasize leadership skills and content growth. Listed below are the requirements for admission as set forth by the TTU Graduate School:

M.A. Admission Requirements:

- Satisfactory test scores on either the Miller Analogies Test (372 minimum) or the Graduate Record Exam (900 total on the verbal/quantitative portions and 4.0 on the analytical writing portion)
- Official transcripts from Bachelor's institution and any other institution(s) attended
- Grade Point Average on Bachelor's degree of at least 2.50

Ed.S. Admission Requirements:

- Satisfactory test scores on either the Miller Analogies Test (380 minimum) or the Graduate Record Exam (900 total on the verbal/quantitative portions and 4.0 on the analytical writing portion)
- Official transcripts from Bachelor's and Master's institutions and any other institutions attended
- Grade Point Average on Master's degree of at least 3.00

In addition to the admission requirements established by the TTU Graduate School, candidates must also meet the requirements for admission into the INSL major program of study.

Admission Process for INSL Program

STEP 1

INSL APPLICATION PORTFOLIO ARTIFACTS

(Submitted three weeks (3) prior to the anticipated date of registration or by the published registration deadline date)

1. Copy of a valid teaching license or copy of ELI page from TN SDE
2. Copy of the TN SDE Experience Verification Form.
3. Copy of most recent performance appraisal
4. Copy of current professional development plan/Future Growth Plan.
5. Evidence of the ability to improve student achievement
6. Letter (on system letterhead) from Director of LEA, or his/her designee, indicating support for the completion of all field experiences, internship, and culminating action research project required for the completion of the INSL program
7. Evidence of leadership demonstrated in coaching other teachers to raise student achievement (assessment scores, performance appraisals, etc.)

STEP 2

CANDIDATES SUBMIT ON LINE (www.tntech.edu/insl)

8. Declaration of Intent Statement
9. Four (4) Disposition Assessments

STEP 3

10. Participate in a guided interview process

The Unit of Instructional Leadership will contact the candidates to schedule interviews. Admission requirements must be completed and approved before an interview will be scheduled.

STEP 4

An overall summary for each candidate will be documented at the conclusion of the screening process. The screening summary organizes the evidence into six areas aligned with the Tennessee Instructional Leadership Standard (TILS) domains. Candidates will receive written notification of registration status prior to registration access.

Tennessee Instructional Leadership Standards (TILS)

Standard A: Continuous Improvement

An effective instructional leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all candidates.

Indicators:

1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all candidates and are consistent with that of the school district.
2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all candidates and keep those goals in the forefront of the school's attention.
3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all candidates.
4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.
5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.
6. Communicates and operates from a strong belief that all candidates can achieve academic success.

Standard B: Culture for Teaching and Learning

An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all candidates.

Indicators:

1. Develops and sustains a school culture based on ethics, diversity, equity and collaboration.
2. Advocates, nurtures, and leads a culture conducive to candidate learning.
3. Develops and sustains a safe, secure and disciplined learning environment.
4. Models and communicates to staff, candidates, and parents self-discipline and engagement in lifelong learning.
5. Facilitates and sustains a culture that protects and maximizes learning time.
6. Develops a leadership team designed to share responsibilities and ownership to meet candidate learning goals.
7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.
8. Leads the school community in building relationships that result in a productive learning environment.
9. Encourages and leads challenging, research based changes.
10. Establishes and cultivates strong, supportive family connections.
11. Recognizes and celebrates school accomplishments and addresses failures.
12. Establishes effective lines of communication with teachers, parents, candidates and stakeholders.
13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.

Standard C: Instructional Leadership and Assessment

An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve candidate learning.

Indicators:

1. Leads a systematic process of candidate assessment and program evaluation using qualitative and quantitative data.
2. Leads the professional learning community in analyzing and improving curriculum and instruction.
3. Ensures access to a rigorous curriculum and the supports necessary for all candidates to meet high expectations.
4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.
5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.
6. Monitors and evaluates the school's curricular program for rigor.
7. Provides teachers and parents with assessment results on a regular basis.
8. Develops and implements a system to regularly communicate candidate academic progress and assessment results to parents, candidates, and teachers.

Standard D: Professional Growth

An effective instructional leader improves candidate learning and achievement by developing and sustaining high quality professional development.

Indicators:

1. Systematically supervises and evaluates faculty and staff.
2. Promotes, facilitates and evaluates professional development.
3. Models continuous learning and engages in personal professional development.
4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.
5. Works in collaboration with the school community to align high quality professional development with the school's improvement plan to impact candidate learning.
6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.

Standard E: Management of the School

An effective instructional leader facilitates learning and teaching through the effective use of resources.

Indicators:

1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.
2. Focuses daily operation on the academic achievement of all candidates.
3. Garners and employs resources to achieve the school's mission.
4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.
5. Mobilizes community resources to support the school's mission.

6. Identifies potential problems and is strategic in planning proactive responses.
7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.
8. Develops a comprehensive strategy for positive community and media relations.

Standard F: Ethics

An effective instructional leader facilitates continuous improvement in candidate achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

Indicators:

1. Performs all professional responsibilities with integrity and fairness.
2. Models and adheres to a professional code of ethics and values.
3. Makes decisions within an ethical context while respecting the dignity of all.
4. Advocates to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for candidates.
5. Makes decisions that are in the best interests of candidates and aligned with the vision of the school.
6. Considers legal, moral and ethical implications when making decisions.
7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

Standard G: Diversity

An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse candidate needs to ensure the success of all candidates.

Indicators:

1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.
2. Recruits, hires and retains a diverse staff.
3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.
4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.
5. Leads the faculty in engaging families/parents in the education of their children.

NCATE Standards for Administrators

Standard 1

A school administrator is an educational leader who has the knowledge and skills to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

Suggested Experiences

1. Facilitate the development and implementation of a shared vision and strategic plan for the school that fosters teaching and learning.
2. Create an environment that encourages teachers, staff, students and the community to achieve the school's vision.
3. Using relevant information sources such as student assessment and demographic data, analyze student and community needs.
4. Communicate the school's vision and mission through a presentation, at a community function, a faculty or staff meeting, or a PTA meeting.
5. Design or adopt a system for using data-based research strategies to regularly monitor, evaluate and revise the school vision.

Standard 2

A school administrator is an educational leader who promotes the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.

Suggested Experiences

1. Assess multiple methods and strategies that capitalize on diversity of the school community to improve school's programs and culture.
2. Use appropriate research strategies to promote an environment for improved student achievement.
3. Identify best practices among county or state schools in implementing an assessment strategy.
4. Facilitate application of effective use of instructional principles and curricular materials.
5. Use strategies such as observations, collaborative reflection, or best practices to form comprehensive professional growth plans with teachers and other school personnel.

Standard 3

A school administrator is an educational leader who promotes the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Suggested Experiences

1. Facilitate and monitor school's five-year facilities plan.
2. Identify needed resources to accomplish a goal(s).

3. Review and revise process for effective use and distribution of instructional resources.
4. Coordinate a school wide student behavior management plan.
5. Build consensus, communicate, and resolve conflict.
5. Creatively seek new ideas and resources to facilitate learning.
6. Prepare a cost benefit analysis to identify specific budget allocations to support school improvement action plan (SIAP).
7. Assist in revising and implementing disaster preparedness plan and supervising disaster drill.
8. Evaluate safety issues and address any concerns.

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and other community members, and responds to diverse community interests and needs by mobilizing community resources.

Suggested Experiences

1. Solicit support and resources from PTA board and other community organizations.
2. Devise a plan for managing buildings, lunchroom, and play ground supervision.
3. Conduct a study of discipline referral to identify problems.
4. Assess current level and use of student support services and devise a plan to evaluate their effectiveness.
5. Participate with staff committee to resolve identified problem.
6. Identify any community concerns regarding school activities and develop an action plan.
7. Enlist assistance from community/business partners in reaching school goals.

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairly, and in an ethical manner.

Suggested Experiences

1. Develop a sensitivity plan to promote multi-cultural awareness and an appreciation for people who are different.
2. Solicit feedback from stakeholders to determine ethical leadership effectiveness.
3. Model the way by exemplifying ethical leadership.
4. Identify and correct issues that inhibit fair and equitable decisions regarding students, faculty and staff.
5. Develop a case study of an ethical dilemma at current or former school.

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economical, legal, and cultural context.

Suggested Experiences

1. Attend a state legislature session dealing with an educational issue.
2. Report on state's senate and house legislation that influences educational change. Track trends and issues that improve the environment in which school operates. Identify policy and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, or disability.
3. Show how a particular federal legislation impacts the school or a program.

Guidelines for the K-12 INSL Candidate Field Experience

1. Each of the 6-hour modules will be comprised of 50% course content and 50% field-based experiences.
2. IHE and the LEA mentors will collaborate to identify field-based experiences that provide opportunities to apply the knowledge, skills and thought processes of a school leader.
3. Each candidate will submit an online Request for Evaluation at the beginning of the semester. The LEA mentor will receive an email message indicating the request. The LEA mentor will complete and submit the online evaluation form at the conclusion of each field-based experience.
4. Each candidate will submit a Clinical Activity Report of Experiences (CARE) document at the end of each field experience. This document will require the candidate to reflect upon the field-based experiences and prepare for the development of a Future Growth Plan. The CARE document and a Future Growth Plan must be submitted to the IHE mentor prior to the final week of each semester.
5. All candidates are required to attend any seminars collaboratively scheduled by the IHE and LEA mentors for the field-based experiences.
6. Course evaluation criteria for each 6-hour module will include the assessment of course content, successful completion of all field-based experiences, attendance in class and field-based seminars, performance ratings submitted by the LEA mentor and self assessments of competencies by each candidate.
7. The field experiences are designed on a developmental continuum progressing from observational to leading, directing and implementing school-based activities. The early field-based experiences included in the first three courses in the MA and Ed.S. programs of study involve observations of mentors, school settings and specific school events. Additional experiences require the candidate to gather information from documents and by shadowing and interviewing a variety of local administrators as they fulfill their respective roles. The field-based experiences that occur with the remaining courses are more involved and require the candidate to be directly engaged in the School Improvement Plan process.

Clinical Activities Report of Experiences (CARE)

Candidate Name: _____

Date: _____

LEA: _____

LEA Mentor: _____

Standards Demonstrated (TILs): *(Which of the seven TIL Standards do you feel these field experiences addressed)*

- A. *Continuous Improvement*
- B. *Culture for Teaching & Learning*
- C. *Instructional Leadership and Assessment*
- D. *Professional Growth*
- E. *Management of the School*
- F. *Ethics*
- G. *Diversity*

Summary of Activities: *(Please provide an overview of your field-based experiences.)*

Reflections: *(What competencies did you strengthen and how do they relate to the TILS? What competency would you identify as areas for improvement, and why?)*

Candidate signature: _____ Date

Site Supervisor Signature: _____ Date

Candidate Self-Assessment Field Experience Evaluation Form

(Submitted electronically by candidate at the conclusion of each field-based experience. Refer to the TN State Board of Education LCL Policy Evaluation Rubrics for discussion of the levels: Aspiring, Beginning, Professional, and Exemplary)

Name of Candidate: _____

Field Experience for Course: _____

Date: _____

TILS Standard A: Continuous Improvement: An effective instructional leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all candidates.

- Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all candidates and are consistent with that of the school district.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

- Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all candidates and keep those goals in the forefront of the school's attention.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

- Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all candidates.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

- Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

- Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

- Communicates and operates from a strong belief that all candidates can achieve academic success.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

TILS Standard B: Culture for Teaching and Learning: An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all candidates.

- Develops and sustains a school culture based on ethics, diversity, equity and collaboration.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

- Advocates, nurtures, and leads a culture conducive to candidate learning.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

- | | | | | |
|--|-----------|--------------|-----------|-----|
| 3. Develops and sustains a safe, secure and disciplined learning environment. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 4. Models and communicates to staff, candidates, and parents self-discipline and engagement in lifelong learning. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 5. Facilitates and sustains a culture that protects and maximizes learning time. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 6. Develops a leadership team designed to share responsibilities and ownership to meet candidate learning goals. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 8. Leads the school community in building relationships that result in a productive learning environment. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 9. Encourages and leads challenging, research based changes. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 10. Establishes and cultivates strong, supportive family connections. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 11. Recognizes and celebrates school accomplishments and addresses failures. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 12. Establishes effective lines of communication with teachers, parents, candidates and stakeholders. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |

TILS Standard C: Instructional Leadership and Assessment: An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve candidate learning.

- | | | | | |
|---|-----------|--------------|-----------|-----|
| 1. Leads a systematic process of candidate assessment and program evaluation using qualitative and quantitative data. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 2. Leads the professional learning community in analyzing and improving curriculum and instruction. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |
| 3. Ensures access to a rigorous curriculum and the supports necessary for all candidates to meet high expectations. | | | | |
| Aspiring | Beginning | Professional | Exemplary | N/A |

4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

6. Monitors and evaluates the school’s curricular program for rigor.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

7. Provides teachers and parents with assessment results on a regular basis.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

8. Develops and implements a system to regularly communicate candidate academic progress and assessment results to parents, candidates, and teachers.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

Standard D: Professional Growth: An effective instructional leader improves candidate learning and achievement by developing and sustaining high quality professional development.

1. Systematically supervises and evaluates faculty and staff.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Promotes, facilitates and evaluates professional development.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Models continuous learning and engages in personal professional development.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Works in collaboration with the school community to align high quality professional development with the school’s improvement plan to impact candidate learning.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

Standard E: Management of the School: An effective instructional leader facilitates learning and teaching through the effective use of resources.

1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Focuses daily operation on the academic achievement of all candidates.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Garners and employs resources to achieve the school’s mission.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Mobilizes community resources to support the school's mission.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

6. Identifies potential problems and is strategic in planning proactive responses.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

8. Develops a comprehensive strategy for positive community and media relations.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

TILS Standard F: Ethics: An effective instructional leader facilitates continuous improvement in candidate achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

1. Performs all professional responsibilities with integrity and fairness.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Models and adheres to a professional code of ethics and values.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Makes decisions within an ethical context while respecting the dignity of all.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

4. Advocates to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for candidates.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Makes decisions that are in the best interests of candidates and aligned with the vision of the school.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

6. Considers legal, moral and ethical implications when making decisions.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

Standard G: Diversity: An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse candidate needs to ensure the success of all candidates.

1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Recruits, hires and retains a diverse staff.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Leads the faculty in engaging families/parents in the education of their children.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

LEA Mentor Field Experience Evaluation Form

(Submitted electronically by LEA Mentor(s) at the conclusion of each field-based experience. Refer to the TN State Board of Education LCL Policy Evaluation Rubrics for discussion of the levels: Aspiring, Beginning, Professional, and Exemplary)

Name of Candidate: _____

Field Experience for Course: _____

Evaluation submitted by (LEA mentor): _____

Date: _____

TILS Standard A: Continuous Improvement: An effective instructional leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all candidates.

1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all candidates and are consistent with that of the school district.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all candidates and keep those goals in the forefront of the school’s attention.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all candidates.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

6. Communicates and operates from a strong belief that all candidates can achieve academic success.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

TILS Standard B: Culture for Teaching and Learning: An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all candidates.

1. Develops and sustains a school culture based on ethics, diversity, equity and collaboration.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Advocates, nurtures, and leads a culture conducive to candidate learning.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Develops and sustains a safe, secure and disciplined learning environment.				
Aspiring	Beginning	Professional	Exemplary	N/A
4. Models and communicates to staff, candidates, and parents self-discipline and engagement in lifelong learning.				
Aspiring	Beginning	Professional	Exemplary	N/A
5. Facilitates and sustains a culture that protects and maximizes learning time.				
Aspiring	Beginning	Professional	Exemplary	N/A
6. Develops a leadership team designed to share responsibilities and ownership to meet candidate learning goals.				
Aspiring	Beginning	Professional	Exemplary	N/A
7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.				
Aspiring	Beginning	Professional	Exemplary	N/A
8. Leads the school community in building relationships that result in a productive learning environment.				
Aspiring	Beginning	Professional	Exemplary	N/A
9. Encourages and leads challenging, research based changes.				
Aspiring	Beginning	Professional	Exemplary	N/A
10. Establishes and cultivates strong, supportive family connections.				
Aspiring	Beginning	Professional	Exemplary	N/A
11. Recognizes and celebrates school accomplishments and addresses failures.				
Aspiring	Beginning	Professional	Exemplary	N/A
12. Establishes effective lines of communication with teachers, parents, candidates and stakeholders.				
Aspiring	Beginning	Professional	Exemplary	N/A
13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.				
Aspiring	Beginning	Professional	Exemplary	N/A

TILS Standard C: Instructional Leadership and Assessment: An effective instructional leader facilitates the use of instructional practices that are based on assessment data and continually improve candidate learning.

1. Leads a systematic process of candidate assessment and program evaluation using qualitative and quantitative data.				
Aspiring	Beginning	Professional	Exemplary	N/A
2. Leads the professional learning community in analyzing and improving curriculum and instruction.				
Aspiring	Beginning	Professional	Exemplary	N/A
3. Ensures access to a rigorous curriculum and the supports necessary for all candidates to meet high expectations.				
Aspiring	Beginning	Professional	Exemplary	N/A

4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

6. Monitors and evaluates the school’s curricular program for rigor.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

7. Provides teachers and parents with assessment results on a regular basis.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

8. Develops and implements a system to regularly communicate candidate academic progress and assessment results to parents, candidates, and teachers.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

Standard D: Professional Growth: An effective instructional leader improves candidate learning and achievement by developing and sustaining high quality professional development.

1. Systematically supervises and evaluates faculty and staff.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Promotes, facilitates and evaluates professional development.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Models continuous learning and engages in personal professional development.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Works in collaboration with the school community to align high quality professional development with the school’s improvement plan to impact candidate learning.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

Standard E: Management of the School: An effective instructional leader facilitates learning and teaching through the effective use of resources.

1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Focuses daily operation on the academic achievement of all candidates.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Garners and employs resources to achieve the school’s mission.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Mobilizes community resources to support the school's mission.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

6. Identifies potential problems and is strategic in planning proactive responses.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

8. Develops a comprehensive strategy for positive community and media relations.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

TILS Standard F: Ethics: An effective instructional leader facilitates continuous improvement in candidate achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.

1. Performs all professional responsibilities with integrity and fairness.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Models and adheres to a professional code of ethics and values.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Makes decisions within an ethical context while respecting the dignity of all.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

4. Advocates to district and state-level decision-makers when educational, social or political changes are necessary to improve learning for candidates.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Makes decisions that are in the best interests of candidates and aligned with the vision of the school.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

6. Considers legal, moral and ethical implications when making decisions.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

Standard G: Diversity: An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse candidate needs to ensure the success of all candidates.

1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

2. Recruits, hires and retains a diverse staff.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

5. Leads the faculty in engaging families/parents in the education of their children.

Aspiring	Beginning	Professional	Exemplary	N/A
----------	-----------	--------------	-----------	-----

Internship Agreement Verification Form

(Must be received at IHE prior to completion of INSL 6540/7540)

Name of TTU/INSL Candidate: _____

The Local Education Agency (LEA) agrees to provide the INSL candidate listed above the opportunity to conduct the required field-based experiences/Internship for successful completion of the TTU INSL program. In addition, the following will serve as the LEA mentor(s) for the INSL candidate:

1. Name of LEA Mentor(s) _____

 Email of LEA Mentor(s) _____

(If more than one will be assigned)

2. Name of LEA Mentor(s) _____

 Email of LEA Mentor(s) _____

3. Name of LEA Mentor(s) _____

 Email of LEA Mentor(s) _____

Signature of Director of Schools or LEA Representative

Print Name of Director/LEA Representative

Position

Date

Return to:
TTU INSL Program
TTU Box 5042
Cookeville, TN 38505

TILS Evaluation Rubric

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS) EVALUATION RUBRIC

Standard A: Continuous Improvement					
An effective instruction leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> • School Improvement Plan (SIP) • Appropriate stakeholders identified for all sections of the SIP • Analysis of quantitative and qualitative data in the SIP and/or TCSP • Alignment made between the SIP and TCSP • Agenda for meetings (SIP, faculty or team meetings) • Instruments to assess school culture • Communicates the vision and mission of the school to all stakeholders visually and through symbols, ceremonies and stories • Develops action plans that are aligned with the vision and mission of the school • Action plans provide for ongoing student learning and professional development • Artifacts available that demonstrate the consistent focus on goals and data driven decisions (examples: faculty meeting/staff development session agendas, grade level/team agendas/minutes, etc.) • Demonstrates the practice of empowering and engaging the school faculty evidenced in a variety of ways (examples: leadership team work, grade level/team decision making, utilizing faculty "experts" in mentoring and professional development opportunities, etc.) • Analyzes the organizational structure/changes with respect to student learning • Demonstrates the alignment of the vision/mission/goals with the chosen organizational structure • Develops an ongoing formative evaluation of the school improvement plan • Evaluates progress and makes modifications to the plan to insure continuous school improvement • Analyzes both formative and summative data to identify appropriate staff development which is ongoing and embedded in the implementation of the school-wide plan • Identifies a range of appropriate stakeholders and empowers them through participatory decision making in this continuous improvement process • Identifies options for meaningful involvement of parents/guardians, community agencies, and school system leaders in continuous growth of the students • Agendas from actual team or community meetings • Track volunteers or other partnerships • Sign-in sheets from parent/community/partnership meetings • Provides documentation of a variety of types of communications that promote a strong belief that all students can achieve academic success • Other: 	1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.	Is able to identify the key stakeholders and articulate ways to engage them in the development of a school vision, mission, and goals that align with the district and support student learning.	Has a sound understanding of the process of developing a school vision, mission and goals that focus on learning for all students and are consistent with the district. Is able to engage the appropriate stakeholders in the process.	Leads the process of developing the school's vision/mission/goals that engages all stakeholders and ensures learning for all students. The outcomes are appropriately aligned with the district plan.	Is a leader at the district/state level in strategic planning and mentors developing school leaders in this school level process.
	2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school's attention.	Is able to identify ways to facilitate the implementation of goals/strategies that carry out the vision/mission that emphasizes learning for all students.	Has a sound understanding of the facilitation process required in establishing and implementing goals/strategies that carry out the vision/mission and support learning for all students. Is able to facilitate the development of these goals and strategies and implement them adequately.	Effectively implements goals and strategies that carry out the vision and mission that ensure learning for all students. A consistent focus is placed upon these goals throughout the implementation process, and the goals drive all decisions.	Able to effectively replicate the process of establishing goals/strategies that support the school's vision/mission and ensure all students are successful while mentoring other school leaders.
	3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.	Is gaining knowledge of various organizational structures that support the process of continuous improvement and learning for all students.	Is knowledgeable of various organizational structures that support the process of continuous improvement and is able to create an organizational framework to support the implementation of the vision/mission/goals.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn. Routinely assesses how the structure supports the vision/mission/goals and adjusts when needed.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn. Routinely assesses how the structure supports the vision/mission/goals and adjusts when needed. Is able to coach other leaders through this process.
	4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.	Has an understanding of the school wide improvement planning process for the purpose of continuous school improvement.	Has a strong understanding of the school wide improvement planning process that utilizes data to develop, implement, evaluate, and revise plans for the purpose of continuous improvement. Is able to facilitate the process at the school level using formative data sources/evidence.	Consistently facilitates the cyclical process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven.	Consistently facilitates the cyclical process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven. Is able to assist other school leaders in this continuous school wide improvement process and articulate/demonstrate how to improve upon their practices.
	5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level, and is beginning to establish some relationships within these groups.	Consistently develops collaborations with parent/guardians, community agencies and district leaders that support the process of continuous improvement.	Consistently develops collaborations and partnerships with parent/guardians, community agencies and district leaders that support the cycle of continuous improvement. Is able to assist other school leaders in identifying methods and systems to replicate positive and effective partnerships.
	6. Communicates and operates from a strong belief that all students can achieve academic success.	Espouses the belief that all students can be academically successful.	Espouses the belief that all students can be successful and approaches leadership tasks with this in mind.	All actions and communications with various stakeholder groups are steeped in the belief that all students can academically achieve.	Is able to articulate this belief and act accordingly in a consistent manner. Is an active advocate for this belief at the district level and beyond.

Standard B: Culture for Teaching and Learning An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> Identifies components of the school culture that value ethics, diversity, equity, and collaboration Provides a short and long term plan of implementation related to cultural diversity Provides evidence of activities that promote multicultural values over time Identifies “best practices,” research based and/or evidence based, that ensure success for all students Develops both a short and long term plan of implementation for enhancing the school culture Produces a professional development plan for individual staff members based upon cultural needs Can recognize the existence of a safe, secure and disciplined learning environment and identify “best practices” Produces a school safety plan Produces a school-wide discipline plan and/or code of conduct plan Provides an analysis of the implementation of the plan based upon school data Identifies behaviors that support the development of self-discipline and engagement in learning Leads the staff in designing a school-wide discipline plan Provides evidence of implementation of the plan Discusses the research/evidence that supports protecting and maximizing learning time Provides documentation related to practices that facilitate, protect, and maximize learning time School schedule Evidence available that supports the development of an effectively functioning leadership team (team structure, agendas and minutes of meetings, School Improvement Plan artifacts, etc.) Documented results/evidence of leadership team’s effectiveness Qualitative data from actual leadership team members, students, community members, etc. that demonstrate the effectiveness of teamwork Conducts an analysis of school academic and non-academic data which includes an assessment of the organizational structure Identifies the productive and non-productive elements in the school’s environment and sets priorities for change Produces a short and long term plan of implementation (examples: Principal Performance Contract, School Improvement Plan, Professional Growth Plan, etc.) Conducts an ongoing assessment of related outcomes utilizing dynamic academic and non-academic data Provides documentation of the modeling of collegiality and collaboration School Climate Surveys 	1. Develops and sustains a school culture based on ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration. Is able to articulate a short and long term plan of implementation.	Is able to provide evidence of how the school’s culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. These cultural values are pervasive and sustainable.	Is able to provide evidence of how the school’s culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. Has knowledge of internal and external constituencies that influence the learning agenda. These cultural values are sustainable. Is able to mentor other school leaders in the development of this process.
	2. Advocates, nurtures, and leads a culture conducive to student learning.	Is able to identify “best practices” and methods/structures related to the development of a school culture that is focused on student learning.	Advocates for research based and/or evidence based , effective “best practices” which are conducive to student learning. Is able to articulate a short and long term plan to develop a student focused school climate.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success. Plans and executes professional development based on cultural needs. Serves as a mentor to other school leaders in establishing such a culture conducive to student learning.
	3. Develops and sustains a safe, secure and disciplined learning environment.	Is able to identify “best practices” related to school safety and security and student discipline.	Establishes a safety plan and a student discipline/code of conduct plan for school; implement, assess and monitor, and modify the plan as needed based upon school data.	Develops and sustains a safe, secure and disciplined learning environment . Is able to provide evidence of success.	Develops and sustains a safe, secure and disciplined learning environment. Is able to provide evidence of success. Serves as a mentor to other school leaders in establishing such an environment.
	4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.	Is able to recognize behaviors that a leader can undertake to support the development of self-discipline and engagement in lifelong learning.	Begins to initiate strategies aimed at developing self-discipline and reflective thought/practices and shares with constituents (students, parents, and staff). The leader ensures that learners are engaged.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning. Serves as a mentor to other school leaders in developing these leadership skills.
	5. Facilitates and sustains a culture that protects and maximizes learning time.	Recognizes the value of protecting instructional/learning time.	Plan for, facilitate, protect, and maximize instructional/learning time in the school setting and is able to document efforts of doing so.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. The focus on learning time is easily recognizable in all structures and practices within the school culture.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. All school structures and practices support learning. Serves as a mentor or coach in assisting other leaders in establishing such a culture of learning.
	6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.	Has an understanding of tenets of effective teamwork within a school culture that is aligned with student learning. Also understands that the leadership team is an integral component to meeting the school’s goals for student learning.	Has begun the process of establishing an effectively functioning team structure that builds upon staff strengths and are aligned with student learning. Demonstrates a willingness to share the responsibilities.	Ascertains the strengths of staff members to form teams that continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals.	Ascertains the strengths of staff members to form teams which continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals. Is highly competent in setting up conditions for effective teamwork and serves as a change agent in the school and district setting. Serves as a mentor or coach in assisting other leaders in establishing effective leadership teams.
	7. Demonstrates an	Has an understanding of	Has an understanding of	Has established the	Has established the processes that

<ul style="list-style-type: none"> Qualitative data from school staff and other stakeholders that affirm relationship building and its relationship to the learning environment Conducts an analysis of school academic and non-academic data Assesses the need for research based change(s) Conducts an ongoing assessment of related outcomes Demonstrates the ability to evaluate the school's family involvement Alternative methods of involving parents and significant others Analyzes and evaluates the school's data as the means of determining accomplishments and failures Efforts made to recognize and celebrate accomplishments Plan(s) made to address needs/failures Demonstrates an effective, ongoing process of data collection that provides accurate information for decision making related to this standard Organizational structure provides for team work, grade level/team planning, leadership team focus, etc.; related school procedures; parent/community involvement opportunities; etc. Teacher retention data Teacher recruitment plan Other: 	<p>understanding of change processes and the ability to lead the implementation of productive changes in the school.</p>	<p>change processes based upon sound data/evidence/research.</p>	<p>change processes and demonstrates the ability to lead the implementation of an appropriate change in the school based upon sound data/evidence.</p>	<p>processes that identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes.</p>	<p>identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes. Serves as a coach for other leaders in successfully implementing change in a school culture.</p>
	<p>8. Leads the school community in building relationships that result in a productive learning environment.</p>	<p>Has an understanding of the importance of relationships within the school community and beyond that result in a productive learning environment.</p>	<p>Is able to enhance the relationship building in the school community that is supportive of learning and collaboration.</p>	<p>Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff.</p>	<p>Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff. Is able to assess this process and continually make adjustments. Serves as an "expert" with regard to this standard beyond the school level.</p>
	<p>9. Encourages and leads challenging, research based changes.</p>	<p>Has an understanding of research based strategies and "best practices" that align with school reform efforts aimed at improving learning.</p>	<p>Considers changes that are research based. Is able to plan for, encourage others, and begin to lead the process.</p>	<p>Researches, networks, and collaborates to understand research based strategies/programs/issues. Leads and encourages others in this process. Effectively able to institutionalize research based changes at the school and/or district level.</p>	<p>Continually researching, networking, and collaborating to understand research based strategies/programs/issues. Effectively able to institutionalize research based changes at the school and/or district level. Serves as a mentor or coach to other school leaders in this area.</p>
	<p>10. Establishes and cultivates strong, supportive family connections.</p>	<p>Has an understanding of the need to establish and cultivate strong, supportive family connections.</p>	<p>Considers connections to families and makes decisions that align with positive relationships with families.</p>	<p>Builds and sustains strong, supportive family connections. Is able to implement alternative methods of involving parents.</p>	<p>Builds and sustains strong relationships within community with families. Acts as a mentor or coach to other school leaders in this area.</p>
	<p>11. Recognizes and celebrates school accomplishments and addresses failures.</p>	<p>Understands the importance of recognizing and celebrating accomplishments and addressing failures at the school level.</p>	<p>Develops and implements a school plan that addresses recognitions/celebrations of accomplishments and failures/needs.</p>	<p>Collects data as a means to support accomplishments/celebrations and to plan for addressing failures.</p>	<p>Continually collects data as a means to support accomplishments and celebrations and to plan for addressing failures. Serves as a mentor or coach to other school leaders in this area.</p>
	<p>12. Establishes strong lines of communication with teachers, parents, students, and stakeholders.</p>	<p>Recognizes the importance of and understands the research surrounding strong lines of communication with teachers, parents, students, and stakeholders.</p>	<p>Communication with teachers, parents, students, and stakeholders is two-way or reciprocal.</p>	<p>Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative.</p>	<p>Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative. Serves as a mentor of other leaders in the area of enhancing two-way communication.</p>
	<p>13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.</p>	<p>Has knowledge of recruitment practices, conducting effective interviews, and offering retention options which help maintain a strong workforce of teachers.</p>	<p>Is able to effectively participate in recruitment activities which produce teachers whose values and instructional frameworks align with the school's mission. Is able to effectively interview such candidates and make appropriate hiring decisions that align with the school's goals and needs. Consideration is given to effective retention practices within the leader's control.</p>	<p>Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Consistently is able to maintain a sound retention record of such teachers.</p>	<p>Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Is able to retain such teachers. Serves as a mentor to other leaders, the system, and/or the state in the recruitment, hiring, and retention of strong teacher candidates.</p>

Standard C: Instructional Leadership and Assessment					
An effective instructional leader facilitates instructional practices that are based on assessment data and continually improve student learning.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> Analyzes all data to evaluate the school program Supports the utilization of a systematic process of student assessment and program evaluation aligned with student learning (i.e. able to determine the types of data that will drive the decision making process) School's professional learning community documents (examples: related staff development, learning teams structure, artifacts of professional learning teams work and related outcomes, etc.) School Improvement Plan, Component 4 School Improvement Action Plan, etc. School Improvement Plan, Component 6 School Report Card Assesses the rigor of the curriculum within individual classrooms and across the school Utilizes available resources to enhance and support a rigorous curriculum Shows alignment with district, state and national standards Identifies appropriate research-based literacy and numeracy instructional strategies and related professional development Provides evidence of the inclusion of literacy and numeracy strategies in all subject areas as a means to improve student learning (examples: School Improvement Plan, grade level/team planning documents, etc.) Identifies, based on data, those best practices that will meet the needs of the students in the school and documents through the School Improvement Plan, individual student plans, etc. Demonstrates the implementation of the use of non-traditional curriculum delivery systems Provides evidence of student improvement based upon selected curriculum delivery systems Other: 	1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.	Has an understanding of various types of student assessments and program evaluation using both qualitative and quantitative data.	Utilizes and evaluates appropriate student assessments and evaluates research-based programs that improve student learning.	Engages all students and the faculty in a systematic process of student assessment (using qualitative and quantitative data) and program evaluation that improves student learning.	Is able to structure and adapt the systematic assessment/evaluation process to known and unknown challenges in a variety of school settings. Serves as a mentor or coach to other school leaders in this area.
	2. Leads the professional learning community in analyzing and improving curriculum and instruction.	Has an understanding of what a professional learning community is and its impact upon improving curriculum and instruction.	Begins to create a professional learning community that analyzes and improves curriculum and instruction.	Engages the professional learning community in analyzing and improving curriculum and instruction with the result of improved student performance.	Is able to assess the needs of other professional learning communities and lead them in analyzing and improving curriculum and instruction. Serves as a mentor or coach to other school leaders in this area.
	3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.	Understands what constitutes a rigorous curriculum and its relationship to high expectations for all students.	Assesses the rigor of the school's curriculum. Develops and implements a plan which ensures rigor.	Continual assessment and adjustment of the plan which ensures rigor.	Is able to assist in structuring a rigorous curriculum with the necessary supports in place in diverse settings. Serves as a mentor or coach to other school leaders in this area.
	4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.	Has an understanding that literacy and numeracy are important for all students.	Seeks to identify ways to embed literacy and numeracy in all subject areas as a means of improving student learning.	Ensures that literacy and numeracy are appropriately embedded in all subject areas as a strategy to improve student learning.	Is able to effectively embed literacy and numeracy in all subject areas and replicate with success in diverse settings. Serves as a mentor or coach to other school leaders in this area.
	5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.	Has an understanding of research based best practices in the educational process.	Seeks to use research based best practice in the development, design, monitoring and implementation of curriculum, instruction and assessment.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement. This process can be replicated in a variety of settings and shared with other school leaders.
	6. Monitors and evaluates the school's curricular program for rigor.	Has an understanding of the curriculum and the standards. Is able to assess the curriculum for rigor.	Focuses on monitoring and evaluating the school's curricular program for rigor.	Consistently engages school leaders in the monitoring and assessment of the rigor of the curriculum.	Consistently engages school leaders in the monitoring and assessment of the curricular rigor. Participates in this process at the district, state and/or national level. Is able to leads others in this process of monitoring and evaluating the curriculum.
	7. Provides teachers and parents with assessment results on a regular basis.	Has an understanding of the value of communicating assessment results in a timely manner.	Identifies times to communicate assessment results to the appropriate parties (teachers and parents).	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results.	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results. Serves as a mentor for other leaders in the area of assessment.
	8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Has an awareness of the student assessment process at the school level and the importance of communicating results and other related information to parents, students, and teachers.	Begins to identify the most effective ways of regularly communicating student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers. Acts as a district leader or mentor to others in developing this standard.

Standard D: Professional Growth					
An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> • Produces a schedule of observations/evaluations that meets the legal requirements for faculty and staff evaluation • Provides evidence of correct use of applied evaluation "TN Framework", showing notes from pre-conferences, scripts of observations and post conference notes as well as written recommendations • Provides evidence of an alignment between the appraisal documents and a staff member's professional growth plan • (Promotes) Shows evidence of how faculty will be/have been encouraged to engage in appropriate professional growth activities • (Facilitates) Provides documentation of school based professional development activities that are <ol style="list-style-type: none"> 1. Work/SIP embedded 2. Aligned with adult learning 3. Individualized 4. Ongoing • (Evaluates) Produces evidence of an evaluation system for school-wide PD and can provide rationale for recommendations for the future (see #5 below) • Has evidence of an ongoing personal professional growth plan that reveals continuous learning • Participates in school wide and/or system level professional development • Has evidence of an active school leadership team • Develops action plans that empower teachers and others in the learning community to take a leadership role (examples: School Improvement Plans, individual teacher's professional development plans, etc.) • Has identified one or more protégés and assisted them in developing a professional growth plan (example: mentor/protégé plan) • Has evidence of meetings (leadership team, faculty, advisory, etc.) where student data are discussed and analyzed within the limits of FERPA • Appropriately uses multiple sources of student data as part of the evaluation of the professional development plan • Documents source of funding designated for professional development and other needed resources • Provides evidence of efforts to locate needed resources for the successful execution of staff's work (example: provides time for grant writing to further support PD fund allocation; works collaboratively with the community to locate alternative resources; etc.) • Other: 	1. Systematically supervises and evaluates faculty and staff.	Has an understanding of various supervision and evaluation processes and the impact supervision and evaluation has on the effectiveness of the school faculty and staff.	Supervises and evaluates faculty and staff according to compliance requirements.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment. Serves as a mentor/coach/trainer at the district level in this area.
	2. Promotes, facilitates, and evaluates professional development.	Recognizes the value of professional development. Is able to map own professional development plan and align this plan with appropriate professional development opportunities.	Promotes, facilitates, and evaluates professional development.	Promotes, facilitates, and evaluates professional development and aligns it with staff/school needs.	Serves as a school and district leader in developing, promoting, facilitating, and/or evaluating professional development opportunities that are aligned with individual teacher/staff, school, and district needs.
	3. Models continuous learning and engages in personal professional development.	Has an understanding that a leader should engage in professional learning that is focused on continuous learning.	Seeks personal professional development opportunities that support continuous learning.	Models continuous learning and engages in personal professional development.	Models continuous learning and engages in personal professional development. Is able to assist others in establishing appropriate professional growth plans.
	4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Has an interest in creating a culture that supports leadership development.	Seeks to provide leadership opportunities for others and serve as a mentor/coach for aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders. Helps design leadership programs at the district, state, and/or national level.
	5. Works in collaboration with the school community to plan and implement high quality professional development with the school's improvement plan to impact student learning.	Has an understanding that professional development should be aligned with student learning, and works with others to identify high quality professional development.	Seeks to collaborate with school members/leaders in planning and implementing professional development that is aligned with the school's improvement plan and that positively impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning. Assists with the planning and implementation of high quality professional development at the district, state, and/or national level.
	6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Is learning faculty and staff members' job requirements and the resources required to execute these jobs adequately.	Seeks to provide faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs. Serves as a mentor/coach for other school leaders in assisting them in this area.

Standard E: Management of the School					
An effective instructional leader facilitates learning and teaching through the effective use of resources.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> • Creates and provides staff with printed overview of basic expected operating guidelines on first day of in-service • Reviews guidelines and provides for written staff feedback and recommendations at the conclusion of school year • Requires the use of school purchase orders for all school account purchases • Provides evidence of appropriate learning opportunities for all students (examples: school schedules, School Improvement Plan, curriculum, etc.) • Schedules extracurricular, club, and athletic events to minimize interruptions to the academic schedule • Provides evidence of an analysis of student data and daily operations • Develops an annual school budget which directly relates to the goals and objectives of the School Improvement Plan (SIP) • Establishes a budget committee to meet quarterly to assist with the adjustment of new resources or deficit categories • Operates within Local Education Association (LEA) guidelines pertaining to in-school and out-of-school fundraising • Involves the parent organization president (and/or other officers) in budget committee meetings as a way of providing suggestions for allocations of community generated school funds • Includes students, club sponsors, business partners, and para-professional staff members in identifying school budget needs • Establishes effective local business and community partnerships to create streams of financial support to augment the regular school budget • Creates a grant writing team to identify and write grants to support the school's mission • Reviews each budget line item on a monthly basis to identify potential problem areas and addresses these shortfalls in a prompt manner • Corrects all budgetary concerns within timeframes established by school system auditors • Provides evidence of proactive problem solving opportunities • Allows for resource allocations for each school entity (athletic team and clubs) based upon the above criteria • Secures free extra-curricula enrichment opportunities for all students • Regularly communicates with inter and intra school community members concerning the school budgetary needs and local, state, and federal resource allocation requirements • School Improvement Plan • School or District level Communication Plan • Newspaper articles or similar artifacts • Other: 	1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.	Is able to identify standard operating procedures and routines that should be in place to assure effective school management.	Establishes a set of standard operating procedures and routines for the school and ensures that staff is aware of and follows them.	Ensures that all staff understands and follows the standard operating procedures/routines that support the school's mission.	Is able to assist in assessing other schools' needs and suggest standard operating procedures and routines that can be understood and followed by all staff.
	2. Focuses daily operation on the academic achievement of all students.	Has an awareness of daily operations and its impact on student achievement.	Articulates that student academic achievement should align with daily operations.	Academic achievement for all students is the focus of daily operation. Uses continuous improvement to assess the success of the program.	Is able to lead others in setting academic achievement for all students as the focus of the daily school operation.
	3. Gathers and employs resources to achieve the school's mission.	Has an understanding of the resources required in order to achieve the school's mission.	Has knowledge of the resources required to achieve the school's mission and is beginning to make appropriate decisions regarding implementation.	Locates and is able to utilize resources effectively to achieve the school's mission.	Is able to lead others in the allocation of resources effectively to achieve the school's mission.
	4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.	Has a basic understanding of the budgetary process.	Is able to identify how the budget process aligns with the school's improvement plan and has a knowledge of the system requirements. Solicits assistance as needed in the preparation of the annual budget as herein described.	Annually prepares the school's operational budget that aligns with the system's procedures and the school's improvement plan. Regularly and effectively monitors the budget process.	Is able to effectively lead others in the development of the school budget process and routine monitoring process.
	5. Mobilizes community resources to support the school's mission.	Is able to identify community resources to support the school's mission.	Has begun to solicit the support of viable community resources to support the school's mission.	Mobilizes community resources to support the school's mission.	Is able to lead others in the mobilization of community resources to support the school's mission.
	6. Identifies potential problems and is strategic in planning proactive responses.	Has an awareness of potential problems and issues in school management and a working knowledge of strategic planning.	Has begun to identify potential problems in school management and design a strategic plan to proactively address the issues.	Identifies potential problems and is strategic in planning proactive responses.	Is able to lead others in identifying potential problems and is strategic in planning proactive responses.
	7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Has an understanding of resource management that is based upon equity, integrity, fairness, and ethical conduct.	Has begun to create a culture-shared understanding that manages resources based upon equity, integrity, fairness, and ethical conduct.	Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Is able to lead others in the implementation of resource management based upon equity, integrity, fairness, and ethical conduct. Is able to help others create a culture of shared understanding.
	8. Develops a comprehensive strategy for positive community and media relations.	Has an understanding of the community and the media's impact and involvement in school success. Is able to identify ways to positively impact such relationships.	Considers community and media relations as a part of school improvement planning and makes plans for positive interactions.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives. Serves as a mentor to other leaders as they develop this standard.

Standard F: Ethics An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.					
EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> Provides evidence of using positional leadership to set the standard for ethical behavior in the school community Provides evidence of a professional code of ethics and values Provides evidence of using positional leadership to set the standard for ethical behavior in the school community Provides evidence of a professional code of ethics and values Provides evidence of opportunities offered to school stakeholders for effecting positive change Provides evidence of decision-making that insures the protection of the rights and responsibilities of the student and that support the school's vision Demonstrates knowledge of educational law and ethics in decision-making Provides evidence that the law has been applied fairly and wisely Other: 	1. Performs all professional responsibilities with integrity and fairness.	Recognizes the impact of integrity and fairness in a professional setting.	Considers his/her own sense of integrity and fairness when doing the work of a leader.	Performs all professional responsibilities with integrity and fairness.	Serves as a mentor/coach in working with other leaders as they develop the ethical skills of integrity and fairness through the professional work.
	2. Models and adheres to a professional code of ethics and values.	Is cognizant that leaders should have a professional code of ethics and values, and beginning to form his/her own.	Can articulate his/her own professional code of ethics and values.	Models and adheres to a professional code of ethics and values.	Serves as a mentor/coach in working with other leaders as they develop their ethical code/values through the professional work.
	3. Makes decisions within an ethical context and respecting the dignity of all.	Is able to identify and discuss examples/non-examples of when school leaders have made decisions that revealed an attention to the ethical context while respecting the dignity of all.	Considers the ethical context and exemplifies respect for others when making decisions.	Makes decisions within an ethical context while respecting the dignity of all.	Serves as a mentor/coach in working with other leaders as they make decisions within an ethical context, which respect the dignity of all.
	4. Advocates educational, social or political change when necessary to improve learning for students.	Is able to identify when educational, social or political change is needed to improve student learning, and is able to discuss the possible ramifications of such change.	Is able to identify when an educational, social or political change is needed to improve student learning and is willing to advocate.	Advocates educational, social or political change when necessary to improve learning for students.	Serves as a mentor/coach in working with other leaders as they advocate for (educational, social, and/or political) change when necessary to improve student learning.
	5. Makes decisions that are in the best interests of students aligned with the vision of the school.	Has an understanding that the students' best interests and the school's vision should be considered when making decisions.	Often considers the impact of decision making upon students and whether the options support the school's vision.	Makes decisions that are in the best interests of students aligned with the vision of the school.	Serves as a mentor/coach in working with other leaders as they make decisions that are in the best interests of students aligned with the school vision.
	6. Considers legal, moral and ethical implications when making decisions.	Understands the legal, moral and ethical implications related to school based decisions.	Is able to identify a range of legal, moral and ethical implications related to potential decision(s).	Consistently considers legal, moral and ethical implications when making decisions.	Serves as mentor/coach in working with other leaders as they consider legal, moral and ethical implications when making decisions.
	7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Is learning about federal and state constitutional provisions, statutory standards and regulatory applications.	Has knowledge of federal and state constitutional provisions, statutory standards and regulatory applications. Is diligent in soliciting assistance to maintain compliance.	Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Serves as a mentor/coach in working with other leaders as they act in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.

Standard G: Diversity
An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.

EXAMPLES OF AUTHENTIC DATA SOURCES/EVIDENCE:	INDICATOR	ASPIRING	BEGINNING	PROFESSIONAL	EXEMPLARY
<ul style="list-style-type: none"> • Demonstrates an appropriate understanding and implementation of diversity policies, program policies and assessment efforts • Demonstrates an understanding that diversity entails more than ethnicity, race, and religious beliefs • Provides evidence of an effort to recruit, hire and retain a diverse staff • Provides evidence to demonstrate appropriate and effective interpersonal relations with diverse individuals and groups in a variety of settings • Demonstrates an ability to analyze the effects of cultural, learning and personal differences and to make curricular modifications to meet these needs • Provides evidence of how he/she assists teachers in recognizing the diverse needs of the school's families • Demonstrates the ability to provide the faculty with the knowledge they need to engage parents in the education of their children • Process of Walk-Throughs or other class visitation models • Tennessee Framework for Evaluation process (class observations, teacher lesson/unit planning, Educator Information Record, etc.) • School Improvement Planning process • Individual teacher and grade level results of student assessment data • School calendar (noting testing schedule, related teacher meetings, parent/teacher conferences, etc.) • Staff Meeting/grade level/professional development agendas • School calendar (noting testing schedule, related teacher meetings, parent/teacher conferences, etc.) • Staff Meeting/grade level/professional development agendas • Other: 	<p>1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.</p>	<p>Has an understanding of the role that diversity plays when organizing work teams, making decisions, and analyzing data/outcomes which impact policy implementation, program planning and assessment efforts.</p>	<p>Considers diversity of the stakeholders (including all diverse school and community groups) when establishing work teams, decisions, and/or outcomes of policy implementation, program planning and assessment efforts.</p>	<p>Involves a diverse cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.</p>	<p>Serves as a district leader and/or mentor/coach in working with other leaders as they involve a cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.</p>
	<p>2. Recruits, hires, and retains a diverse staff.</p>	<p>Has an understanding of diversity issues related to recruitment, hiring, and retention of school employees.</p>	<p>Considers diversity in recruitment and hiring. Is aware of diversity with regard to staff retention issues.</p>	<p>Recruits, hires, and retains a diverse staff.</p>	<p>Serves as district leader in the area of recruitment, hiring practices, and retention of a diverse staff.</p>
	<p>3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.</p>	<p>Has an understanding of the required communication skills for interaction with diverse individuals/groups.</p>	<p>Exhibits effective communication skills with diverse individuals and groups.</p>	<p>Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.</p>	<p>Serves as a mentor/coach to other leaders and/or as a district leader with regard to effective interactions with diverse individuals/groups in a variety of settings.</p>
	<p>4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.</p>	<p>Is able to identify cultural, learning and personal differences as a basis for academic decision-making.</p>	<p>Considers cultural, learning and personal differences as a basis for academic decision-making. Has a working knowledge of these differences that exist in the school and community.</p>	<p>Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.</p>	<p>Serves as a mentor/coach to other leaders in recognizing and addressing cultural, learning and personal differences with regard to academic decision-making.</p>
	<p>5. Leads the faculty in engaging families/parents in the education of their children.</p>	<p>Is able to identify opportunities for the faculty/staff to fully engage families/parents in the educational process of their children.</p>	<p>Considers the families/parents in the educational process and encourages the faculty/staff to be cognizant of their involvement.</p>	<p>Leads the faculty in engaging families/parents in the education of their children.</p>	<p>Serves as a mentor/coach to other leaders in working with their faculty/staff in engaging families/parents in the educational process.</p>

TILS Appraisal Instrument

TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS) APPRAISAL INSTRUMENT

Standard A: Continuous Improvement				
An effective instruction leader implements a systematic, coherent approach to bring about the continuous growth in the academic achievement of all students.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Engages the education stakeholders in developing a school vision, mission and goals that emphasize learning for all students and is consistent with that of the school district.	Is able to identify the key stakeholders and articulate ways to engage them in the development of a school vision, mission, and goals that align with the district and support student learning.	Has a sound understanding of the process of developing a school vision, mission and goals that focus on learning for all students and are consistent with the district. Is able to engage the appropriate stakeholders in the process.	Leads the process of developing the school's vision/mission/goals that engages all stakeholders and ensures learning for all students. The outcomes are appropriately aligned with the district plan.	Is a leader at the district level in strategic planning and mentors developing school leaders in this school level process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Facilitates the implementation of clear goals, strategies, and timelines to carry out the vision and mission that emphasize learning for all students and keep those goals in the forefront of the school's attention.	Is able to identify ways to facilitate the implementation of goals/strategies that carry out the vision/mission that emphasizes learning for all students.	Has a sound understanding of the facilitation process required in establishing and implementing goals/strategies that carry out the vision/mission and support learning for all students. Is able to facilitate the development of these goals and strategies and implement them adequately.	Effectively implements goals and strategies that carry out the vision and mission that ensure learning for all students. A consistent focus is placed upon these goals, and the goals drive all decisions.	Able to effectively replicate the process of establishing goals/strategies that support the school's vision/mission and ensure all students are successful while mentoring other school leaders.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Creates and sustains an organizational structure that supports school vision, mission, and goals that emphasize learning for all students.	Is gaining knowledge of various organizational structures that support the process of continuous improvement and learning for all students.	Is knowledgeable of various organizational structures that support the process of continuous improvement and is able to create an organizational framework to support the implementation of the vision/mission/goals.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn.	Is able to systematically create and sustain a valuable organizational structure that supports the school's vision/mission/goals and ensure that all students learn. Routinely assesses how the structure supports the vision/mission/goals and adjusts when needed. Is able to coach other leaders through this process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Facilitates the development, implementation, evaluation and revision of data informed school-wide improvement plans for the purpose of continuous school improvement.	Has an understanding of the school wide improvement planning process for the purpose of continuous school improvement.	Has a strong understanding of the school wide improvement planning process that utilizes data to develop, implement, evaluate, and revise plans for the purpose of continuous improvement. Is able to facilitate the process at the school level using formative Data Sources/Evidence.	Consistently facilitates the process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven.	Consistently facilitates the cyclical process of developing, implementing, evaluating, and revising school wide improvement planning that is data driven. Is able to assist other school leaders in this continuous school wide improvement process and articulate/demonstrate how to improve upon their practices.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Collaborates with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level.	Is able to identify parent, community, and other groups that can enhance the continuous improvement process at the school level, and is beginning to establish some relationships within these groups.	Consistently develops collaborations with parent/guardians, community agencies and district leaders that support the process of continuous improvement.	Consistently develops collaborations and partnerships with parent/guardians, community agencies and district leaders that support the cycle of continuous improvement. Is able to assist other school leaders in identifying methods and systems to replicate positive and effective partnerships.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Communicates and operates from a strong belief that all students can achieve academic success.	Espouses the belief that all students can be academically successful.	Espouses the belief that all students can be successful and approaches leadership tasks with this in mind.	All actions and communications with various stakeholder groups are steeped in the belief that all students can academically achieve.	Is able to articulate this belief and act accordingly in a consistent manner. Is an active advocate for this belief at other levels.
Evidence:				
Standard B: Culture for Teaching and Learning An effective instructional leader creates a school culture and climate based on high expectations conducive to the success of all students.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Develops and sustains a school culture based on ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration.	Is able to identify components related to establishing a school culture that values/honors ethics, diversity, equity, and collaboration. Is able to articulate a short and long term plan of implementation.	Is able to provide evidence of how the school's culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. These cultural values are pervasive and sustainable.	Is able to provide evidence of how the school's culture honors differences, values ethics, recognizes equity issues, and nurtures collaboration. Has knowledge of internal and external constituencies that influence the learning agenda. These cultural values are sustainable. Is able to mentor other school leaders in the development of this process.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Advocates, nurtures, and leads a culture conducive to student learning.	Is able to identify "best practices" and methods/structures related to the development of a school culture that is focused on student learning.	Advocates for research based and/or evidence based, effective "best practices" which are conducive to student learning. Is able to articulate a short and long term plan to develop a student focused school climate.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success.	Advocates, nurtures, and leads a culture focused on student learning for all students. Is able to provide evidence of success. Plans and executes professional development based on cultural needs. Serves as a mentor to other school leaders in establishing such a culture conducive to student learning.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Develops and sustains a safe, secure and disciplined learning environment.	Is able to identify "best practices" related to school safety and security and student discipline.	Establishes a safety plan and a student discipline/code of conduct plan for school; implement, assess and monitor, and modify the plan as needed based upon school data.	Develops and sustains a safe, secure and <u>disciplined learning environment</u> . Is able to provide evidence of success.	Develops and sustains a safe, secure and <u>disciplined learning environment</u> . Is able to provide evidence of success. Serves as a mentor to other school leaders in establishing such an environment.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Models and communicates to staff, students, and parents self-discipline and engagement in lifelong learning.	Is able to recognize related factors and behaviors that a leader can acquire to support the development of self-discipline and engagement in lifelong learning for the staff, students and parents.	Begins to initiate strategies aimed at developing self-discipline and reflective thought/practices for constituents (students, parents, and staff). The leader ensures that learners are engaged.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning.	Uses the knowledge of rigor and relevance to ensure reflective thought. Is able to document evidence of this and articulate strategies that ensure students/staff/parent groups develop self-discipline and are engaged in learning. Serves as a mentor to other school leaders in developing these leadership skills.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Facilitates and sustains a culture that protects and maximizes learning time.	Recognizes the value of protecting instructional/learning time.	Is cognizant of the need to plan for, facilitate, protect, and maximize instructional/learning time in the school setting and is able to document efforts of doing so.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. This is easily recognizable in all structures and practices within the school culture.	Consistently plans for, facilitates, protects, and maximizes instructional/learning time. All school structures and practices support learning. Serves as a mentor or coach in assisting other leaders in establishing such a culture of learning.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Develops a leadership team designed to share responsibilities and ownership to meet student learning goals.	Has an understanding of tenets of effective teamwork within a school culture that is aligned with student learning. Also understands that the leadership team is an integral component to meeting the school's goals for student learning.	Has begun the process of establishing an effectively functioning team structure that builds upon staff strengths and are aligned with student learning. Demonstrates a willingness to share the responsibilities of running the school.	Ascertain the strengths of staff members to form teams that continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals.	Ascertain the strengths of staff members to form teams which continuously examine relevant data, share responsibilities and ownership of an improvement plan that is aligned with student learning goals. Is highly competent in setting up conditions for effective teamwork and serves as a change agent in the school and district setting. Serves as a mentor or coach in assisting other leaders in establishing effective leadership teams.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
7. Demonstrates an understanding of change processes and the ability to lead the implementation of productive changes in the school.	Has an understanding of change processes and is able to plan for the implementation of productive changes based upon sound data/evidence and research proven strategies.	Has an understanding of change processes and demonstrates the ability to lead the implementation of an appropriate change in the school based upon sound data/evidence.	Has established the processes that identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes.	Has established the processes that identifies the need for change, effectively leads the implementation of productive changes within the school, and continuously reassesses related outcomes. Serves as a coach for other leaders in successfully implementing change in a school culture.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
8. Leads the school community in building relationships that result in a productive learning environment.	Has an understanding of the importance of relationships within the school community and beyond that result in a productive learning environment.	Is able to enhance the relationship building in the school community that is supportive of learning and collaboration.	Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff.	Affirms with all stakeholders the mission, vision, and goals. Seeks input and leads stakeholders in relationship building that results in rigor and relevance for students and staff. Is able to assess this process and continually make adjustments. Serves as an "expert" with regard to this standard beyond the school level.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
9. Encourages and leads challenging, research based changes.	Has an understanding of research based strategies and "best practices" that align with school reform efforts aimed at improving learning.	Considers changes that are research based. Is able to plan for, encourage others, and begin to lead the process.	Researches, networks, and collaborates to understand research based strategies/programs/issues. Leads and encourages others in this process.	Continually researching, networking, and collaborating to understand research based strategies/programs/issues. Effectively able to institutionalize research based changes at the school and/or district level. Serves as a mentor or coach to other school leaders in this area.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
10. Establishes and cultivates strong, supportive family connections.	Has an understanding of the need to establish and cultivate strong, supportive family connections.	Considers connections to families and makes decisions that align with positive relationships with families.	Builds and sustains strong, supportive family connections. Is able to implement alternative methods of involving parents.	Builds and sustains strong relationships within community with families and businesses. Acts as a mentor or coach to other school leaders in this area.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
11. Recognizes and celebrates school accomplishments and addresses failures.	Understands the importance of recognizing and celebrating accomplishments and addressing failures at the school level.	Beginning to develop a school plan that addresses recognitions/celebrations of accomplishments and failures/needs.	Collects data as a means to support accomplishments/celebrations and to plan for addressing failures.	Continually collects data as a means to support accomplishments and celebrations and to plan for addressing failures. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
12. Establishes strong lines of communication with teachers, parents, students, and stakeholders.	Recognizes the importance of establishing strong lines of communication with teachers, parents, students, and stakeholders.	Communication with teachers, parents, students, and stakeholders is two-way or reciprocal.	Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative.	Communication with teachers, parents, students, and stakeholders is two-way, effective, and collaborative. Serves as a mentor of other leaders in the area of enhancing two-way communication.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
13. Recruits, hires, and retains teachers whose values and instructional frameworks align with the school's mission.	Recognizes the importance of examining recruitment practices, conducting effective interviews, and offering retention options which help maintain a strong workforce of teachers.	Is able to effectively participate in recruitment activities which produce teacher's whose values and instructional frameworks align with the school's mission. Is able to effectively interview such candidates and make appropriate hiring decisions that align with the school's goals and needs. Consideration is given to effective retention practices within the leader's control.	Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Consistently is able to maintain a sound retention record of such teachers.	Actively recruits and hires teachers who exhibit professional and ethical standards, have strong instructional skills, are engaged in professional growth, and align their professional actions with the school's mission. Is able to retain such teachers. Serves as a mentor to other leaders, the system, and/or the state in the recruitment, hiring, and retention of strong teacher candidates.
Evidence:				
Standard C: Instructional Leadership and Assessment				
An effective instructional leader facilitates instructional practices that are based on assessment data and continually improve student learning.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Leads a systematic process of student assessment and program evaluation using qualitative and quantitative data.	Has an understanding of various types of student assessments and program evaluation using both qualitative and quantitative data.	Seeks to utilize appropriate student assessments and evaluate research-based programs that improve student learning.	Engages all students and the faculty in a systematic process of student assessment (using qualitative and quantitative data) and program evaluation that improves student learning.	Is able to structure and adapt the systematic assessment/evaluation process to known and unknown challenges in a variety of school settings. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Leads the professional learning community in analyzing and improving curriculum and instruction.	Has an understanding of what a professional learning community is and its impact upon improving curriculum and instruction.	Begins to create a professional learning community that analyzes and improves curriculum and instruction.	Engages the professional learning community in analyzing and improving curriculum and instruction with the result of improved student performance.	Is able to assess the needs of other professional learning communities and lead them in analyzing and improving curriculum and instruction. Serves as a mentor or coach to other school leaders in this area.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Ensures access to a rigorous curriculum and the supports necessary for all students to meet high expectations.	Has an understanding of the value of a rigorous curriculum and its relationship to high expectations for all students.	Seeks to provide accessibility to a more rigorous curriculum and provide support for all students to be successful.	Provides accessibility to a rigorous curriculum and its necessary supports to ensure all students meet high expectations.	Is able to assist in structuring a rigorous curriculum with the necessary supports in place in diverse settings. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Recognizes literacy and numeracy are essential for learning and ensures they are embedded in all subject areas.	Has an understanding that literacy and numeracy are important for all students.	Seeks to identify ways to embed literacy and numeracy in all subject areas as a means of improving student learning.	Ensures that literacy and numeracy are appropriately embedded in all subject areas as a strategy to improve student learning.	Is able to effectively embed literacy and numeracy in all subject areas and replicate with success in diverse settings. Serves as a mentor or coach to other school leaders in this area.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Uses research based best practice in the development, design, monitoring and implementation of curriculum, instruction, and assessment.	Has an understanding of research based best practices in the educational process.	Seeks to use research based best practice in the development, design, monitoring and implementation of curriculum, instruction and assessment.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement.	Is able to assess and implement applicable research based best practices in the cyclical process of instruction that results in continuous student improvement. This process can be replicated in a variety of settings and shared with other school leaders.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Monitors and evaluates the school's curricular program for rigor.	Has an understanding of the curriculum and the standards. Is able to assess the curriculum for rigor.	Focuses on monitoring and evaluating the school's curricular program for rigor.	Consistently engages school leaders in the monitoring and assessment of the rigor of the curriculum.	Consistently engages school leaders in the monitoring and assessment of the curricular rigor. Participates in this process at the district, state and/or national level. Is able to leads others in this process of monitoring and evaluating the curriculum.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
7. Provides teachers and parents with assessment results on a regular basis.	Has an understanding of the value of communicating assessment results in a timely manner.	Identifies times to communicate assessment results to the appropriate parties (teachers and parents).	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results.	Has established a routine and effective schedule for informing teachers and parents with appropriate assessment results. Serves as a mentor for other leaders in the area of assessment.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
8. Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Has an awareness of the student assessment process at the school level and the importance of communicating results and other related information to parents, students, and teachers.	Begins to identify the most effective ways of regularly communicating student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers.	Develops and implements a system to regularly communicate student academic progress and assessment results to parents, students, and teachers. Acts as a district leader or mentor to others in developing this standard.
Evidence:				

Standard D: Professional Growth				
An effective instructional leader improves student learning and achievement by developing and sustaining high quality professional development.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Systematically supervises and evaluates faculty and staff.	Has an understanding of various supervision and evaluation processes and the impact supervision and evaluation has on the effectiveness of the school faculty and staff.	Supervises and evaluates faculty and staff according to compliance requirements.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment.	Systematically supervises and evaluates faculty and staff in a manner that positively impacts the school environment. Serves as a mentor/coach/trainer at the district level in this area.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Promotes, facilitates, and evaluates professional development.	Recognizes the value of professional development. Is able to map own professional development plan and align this plan with appropriate professional development opportunities.	Promotes, facilitates, and evaluates professional development.	Promotes, facilitates, and evaluates professional development and aligns it with staff/school needs.	Serves as a school and district leader in developing, promoting, facilitating, and/or evaluating professional development opportunities that are aligned with individual teacher/staff, school, and district needs.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Models continuous learning and engages in personal professional development.	Has an understanding that a leader should engage in professional learning that is focused on continuous learning.	Seeks personal professional development opportunities that support continuous learning.	Models continuous learning and engages in personal professional development.	Models continuous learning and engages in personal professional development. Is able to assist others in establishing appropriate professional growth plans.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Has an interest in creating a culture that supports leadership development.	Seeks to provide leadership opportunities for others and serve as a mentor/coach for aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders.	Provides leadership opportunities for the professional learning community and mentors aspiring leaders. Helps design leadership programs at the district, state, and/or national level.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Works in collaboration with the school community to plan and implement high quality professional development with the school's improvement plan to impact student learning.	Has an understanding that professional development should be aligned with student learning, and works with others to identify high quality professional development.	Seeks to collaborate with school members/leaders in planning and implementing professional development that is aligned with the school's improvement plan and that positively impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning.	Works collaboratively with the school community to plan and implement high quality professional development that is imbedded in the school's improvement plan and directly impacts student learning. Assists with the planning and implementation of high quality professional development at the district, state, and/or national level.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Is learning faculty and staff members' job requirements and the resources required to execute these jobs adequately.	Seeks to provide faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs.	Provides faculty and staff with the resources necessary for the successful execution of their jobs. Serves as a mentor/coach for other school leaders in assisting them in this area.
Evidence:				

Standard E: Management of the School An effective instructional leader facilitates learning and teaching through the effective use of resources.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Establishes a set of standard operating procedures and routines that are understood and followed by all staff.	Is able to identify standard operating procedures and routines that should be in place to assure effective school management.	Establishes a set of standard operating procedures and routines for the school and ensures that staff is aware of and follows them.	Ensures that all staff understands and follows the standard operating procedures/routines that support the school's mission.	Is able to assist in assessing other schools' needs and suggest standard operating procedures and routines that can be understood and followed by all staff.
Evidence:				
2. Focuses daily operation on the academic achievement of all students.	Has an awareness of daily operations and its impact on student achievement.	Articulates that student academic achievement should align with daily operations.	Academic achievement for all students is the focus of daily operation. Uses continuous improvement to assess the success of the program.	Able to lead others in setting academic achievement for all students as the focus of the daily school operation.
Evidence:				
3. Garners and employs resources to achieve the school's mission.	Has an understanding of the resources required in order to achieve the school's mission.	Has knowledge of the resources required to achieve the school's mission and is beginning to make appropriate decisions regarding implementation.	Locates and is able to utilize resources effectively to achieve the school's mission.	Is able to lead others in the allocation of resources effectively to achieve the school's mission.
Evidence:				
4. Prepares and regularly monitors an annual operational budget that aligns with the school's improvement plan.	Has a basic understanding of the budgetary process.	Is able to identify how the budget process aligns with the school's improvement plan and has a knowledge of the system requirements. Solicits assistance as needed in the preparation of the annual budget as herein described.	Annually prepares the school's operational budget that aligns with the system's procedures and the school's improvement plan. Regularly and effectively monitors the budget process.	Is able to effectively lead others in the development of the school budget process and routine monitoring process.
Evidence:				
5. Mobilizes community resources to support the school's mission.	Is able to identify community resources to support the school's mission.	Has begun to solicit the support of viable community resources to support the school's mission.	Mobilizes community resources to support the school's mission.	Is able to lead others in the mobilization of community resources to support the school's mission.
Evidence:				
6. Identifies potential problems and is strategic in planning proactive responses.	Has an awareness of potential problems and issues in school management and a working knowledge of strategic planning.	Has begun to identify potential problems in school management and design a strategic plan to proactively address the issues.	Identifies potential problems and is strategic in planning proactive responses.	Is able to lead others in identifying potential problems and is strategic in planning proactive responses.
Evidence:				
7. Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Has an understanding of resource management that is based upon equity, integrity, fairness, and ethical conduct.	Has begun to create a culture-shared understanding that manages resources based upon equity, integrity, fairness, and ethical conduct.	Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct.	Is able to lead others in the implementation of resource management based upon equity, integrity, fairness, and ethical conduct. Is able to help others create a culture of shared understanding.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
8. Develops a comprehensive strategy for positive community and media relations.	Has an understanding of the community and the media's impact and involvement in school success. Is able to identify ways to positively impact such relationships.	Considers community and media relations as a part of school improvement planning and makes plans for positive interactions.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives.	Consistently and comprehensively plans for positive community and media relations. Is able to articulate the plan and align it with daily activities as well as long-range initiatives. Serves as a mentor to other leaders as they develop this standard.
Evidence:				
Standard F: Ethics An effective instructional leader facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote advocacy including political action when appropriate.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Performs all professional responsibilities with integrity and fairness.	Recognizes the impact of integrity and fairness in a professional setting.	Considers his/her own sense of integrity and fairness when doing the work of a leader.	Performs all professional responsibilities with integrity and fairness.	Serves as a mentor/coach in working with other leaders as they develop the ethical skills of integrity and fairness through the professional work.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Models and adheres to a professional code of ethics and values.	Is cognizant that leaders should have a professional code of ethics and values, and beginning to form his/her own.	Can articulate his/her own professional code of ethics and values.	Models and adheres to a professional code of ethics and values.	Serves as a mentor/coach in working with other leaders as they develop their ethical code/values through the professional work.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Makes decisions within an ethical context and respecting the dignity of all.	Is able to identify and discuss examples/non-examples of when school leaders have made decisions that revealed an attention to the ethical context while respecting the dignity of all.	Considers the ethical context and exemplifies respect for others when making decisions.	Makes decisions within an ethical context while respecting the dignity of all.	Serves as a mentor/coach in working with other leaders as they make decisions within an ethical context, which respect the dignity of all.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Advocates educational, social or political change when necessary to improve learning for students.	Is able to identify when educational, social or political change is needed to improve student learning, and is able to discuss the possible ramifications of such change.	Is able to identify when an educational, social or political change is needed to improve student learning and is willing to advocate.	Advocates educational, social or political change when necessary to improve learning for students.	Serves as a mentor/coach in working with other leaders as they advocate for (educational, social, and/or political) change when necessary to improve student learning.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Makes decisions that are in the best interests of students aligned with the vision of the school.	Has an understanding that the students' best interests and the school's vision should be considered when making decisions.	Often considers the impact of decision making upon students and whether the options support the school's vision.	Makes decisions that are in the best interests of students aligned with the vision of the school.	Serves as a mentor/coach in working with other leaders as they make decisions that are in the best interests of students aligned with the school vision.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
6. Considers legal, moral and ethical implications when making decisions.	Understands the legal, moral and ethical implications related to school based decisions.	Is able to identify a range of legal, moral and ethical implications related to potential decision(s).	Consistently considers legal, moral and ethical implications when making decisions.	Serves as mentor/coach in working with other leaders as they consider legal, moral and ethical implications when making decisions.
Evidence:				

INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
7. Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Is learning about federal and state constitutional provisions, statutory standards and regulatory applications.	Has knowledge of federal and state constitutional provisions, statutory standards and regulatory applications. Is diligent in soliciting assistance to maintain compliance.	Acts in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.	Serves as a mentor/coach in working with other leaders as they act in accordance with federal and state constitutional provisions, statutory standards and regulatory applications.
Evidence:				
Standard G: Diversity An effective instructional leader responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing diverse student needs to ensure the success of all students.				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
1. Develops and implements an appropriate diversity policy involving the school community and stakeholders which encompasses program planning and assessment efforts.	Has an understanding of the role that diversity plays when organizing work teams, making decisions, and analyzing data/outcomes which impact policy implementation, program planning and assessment efforts.	Considers diversity of the stakeholders (including all diverse school and community groups) when establishing work teams, decisions, and/or outcomes of policy implementation, program planning and assessment efforts.	Involves a diverse cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.	Serves as a district leader and/or mentor/coach in working with other leaders as they involve a cross section of the school community and stakeholders in appropriate diversity policy implementation, program planning and assessment efforts.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
2. Recruits, hires, and retains a diverse staff.	Has an understanding of diversity issues related to recruitment, hiring, and retention of school employees.	Considers diversity in recruitment and hiring. Is aware of diversity with regard to staff retention issues.	Recruits, hires, and retains a diverse staff.	Serves as district leader in the area of recruitment, hiring practices, and retention of a diverse staff.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
3. Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Has an understanding of the required communication skills for interaction with diverse individuals/groups.	Exhibits effective communication skills with diverse individuals and groups.	Interacts effectively with diverse individuals and groups using a variety of interpersonal skills in any given situation.	Serves as a mentor/coach to other leaders and/or as a district leader with regard to effective interactions with diverse individuals/groups in a variety of settings.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
4. Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	Is able to identify cultural, learning and personal differences as a basis for academic decision-making.	Considers cultural, learning and personal differences as a basis for academic decision-making. Has a working knowledge of these differences that exist in the school and community.	Recognizes and addresses cultural, learning and personal differences as a basis for academic decision-making.	Serves as a mentor/coach to other leaders in recognizing and addressing cultural, learning and personal differences with regard to academic decision-making.
Evidence:				
INDICATOR	ASPIRING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	BEGINNING <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	PROFESSIONAL <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH	EXEMPLARY <input type="checkbox"/> SELF <input type="checkbox"/> DIRECTOR/DESIGNEE <input type="checkbox"/> PARTNER/COACH
5. Leads the faculty in engaging families/parents in the education of their children.	Is able to identify opportunities for the faculty/staff to fully engage families/parents in the educational process of their children.	Considers the families/parents in the educational process and encourages the faculty/staff to be cognizant of their involvement.	Leads the faculty in engaging families/parents in the education of their children.	Serves as a mentor/coach to other leaders in working with their faculty/staff in engaging families/parents in the educational process.
Evidence:				

Instructional Leaders Performance Contract Template

STATE OF TENNESSEE
INSTRUCTIONAL LEADERS PERFORMANCE CONTRACT TEMPLATE

Name: _____ School/Dept.: _____
Last First MI

SSN: _____ Year: _____

School/Dept. GOAL I <i>(based on data)</i>	School/Dept. GOAL II <i>(based on data)</i>	School/Dept. GOAL III <i>(based on data)</i>
TN Standard for Instructional Leaders (Standard/Indicator)	TN Standard for Instructional Leaders (Standard/Indicator)	TN Standard for Instructional Leaders (Standard/Indicator)
Action Plan: <i>Include Strategies, Resources, and Timeline</i>	Action Plan: <i>Include Strategies, Resources, and Timeline</i>	Action Plan: <i>Include Strategies, Resources, and Timeline</i>
Expected Results	Expected Results	Expected Results
Documented Outcome*	Documented Outcome*	Documented Outcome*

* To be completed prior to summative conference.

Instructional Leader Data Analysis

STATE OF TENNESSEE

INSTRUCTIONAL LEADER DATA ANALYSIS

Review State of Tennessee Report Card, multiple individual student achievement data, previous performance contract, and other quantitative and/or qualitative data sources to complete your analysis of:

1 – School Attendance Benchmark: 93% Goal: _____ Actual Rate: _____
2 – Promotion Benchmark: 97% Goal: _____ Actual Rate: _____
3 – School Culture (Include an analysis of Climate Survey data; summarize communication/positive promotions of school efforts; analyze PLC and Family Friendly Schools initiatives and results.)
4 – Discipline Data (Review by level of offenses, gender, race, etc.)
5 – Staffing Decisions (Analysis of staffing decisions as they relate to overall instructional program and school plant management: examples include selection of assistant principal and support staff, grade level leaders, teachers, and classified staff.)
6 – Student Achievement (Include an analysis of disaggregated data; identify strengths and areas for improvement; assess current intervention's success, etc.)
6 – Student Achievement (Continued)
7 – Budget Request (Submit analysis of budgetary needs and concerns for current and future years; link the analysis to the SIP and TCSP; provide explanation of the use of system & school funds, donations, grants, etc.) Director/Designee Approval: <input type="checkbox"/> Approved <input type="checkbox"/> Approved with Modifications <input type="checkbox"/> Denied
8 – System Initiatives (If other than Goals #1-3) Writing: RTI/Individualization for Students:

Employee's Signature

Date

Director/Designee

Date

Instructional Leaders Professional Development Plan

STATE OF TENNESSEE

INSTRUCTIONAL LEADERS PROFESSIONAL DEVELOPMENT PLAN

[Note: The Tennessee Department of Education requires a minimum of 28 units of TASL approved professional growth activities every two years.]

Name _____ SS# _____
Last First MI
 System/School/Dept. _____ Position _____ Year: _____

AREA(S) TO BE STRENGTHENED/DEVELOPED (ALIGNED WITH TILS)

ACTION PLAN

Professional Growth Goal:

Resources Needed: _____ **Time Frame:** _____

<u>Action Steps</u>	<u>Expected Results</u>	<u>Documented Outcome(s)</u>
		[Note: Partially met outcomes inform next professional growth plan.]

Signatures below verify that the above applicant has completed all requirements for advancement to the **Professional** **Exemplary** Administrative License Requirements.
 [Requirements include Performance Contract/Professional Growth Plan completion for 3-5 years as Professional or **2?** Exemplary.] From (MM/DD/YY) _____ to (MM/DD/YY) _____
 Attach appropriate number of years' Professional Growth Plans to this document prior to submitting to TASL/Partner.

Signature of Principal/Administrator _____ Date _____ School/Dept _____
 Signature of Director/Designee _____ Date _____ System _____
 Professional Growth Partner _____ Date _____ Name of Institution _____

Original: District Central Office
Copies: Employee, IHE Partner/TASL/Licensing (as applicable)

TTU Instructional Leadership Future Growth Plan

TTU INSL Future Growth Plan

Name		T #			
	Last	First	M.		
System/School/Dept.				Position	Year
AREA(S) TO BE STRENGTHENED/DEVELOPED (ALIGNED WITH TILS)					
ACTION PLAN					
Professional Growth Goal:					
Resources Needed:			Time Frame:		
Action Steps		Expected Results		Documented Outcome(s)	
				[Note: Partially met outcomes inform next professional growth plan.]	
Signature of Principal/Administrator			Date		School/Dept
Signature of Director/Designee			Date		System
Signature of IHE Representative			Date		Name of Institution

Experience Verification Form

ACCEPTABLE EXPERIENCE

1. Verified administrative, supervisory and teaching experience in a public school operated by a local education agency in the United States and its possessions.
2. Verified administrative, supervisory and teaching experience in public schools or non-public schools approved by recognized accrediting agencies. (Accrediting or approval agencies are the State Departments of Education and/or Southern, Middle States, North Central, New England, Northwest, and Western Associations of Schools and Colleges.) The burden of proof rests with the individual.
3. Employees of the Tennessee Department of Education who held a valid Tennessee license during the period of employment for which experience is requested.
4. Verified administrative, supervisory and teaching experience in a college and/or university as a full-time employee (paid full salary) and as a voting member of the faculty. The institutions must be accredited by recognized accrediting agencies. (Accrediting agencies are the State Departments of Education and/or Southern, Middle States, North Central, New England, Northwest, and Western Associations of Schools and Colleges.) Graduate assistants are excluded. The burden of proof rests with the individual.
5. Educators who enter active military service while possessing a valid Tennessee teacher's license may have years of service added to the period of validity of the license. The duration of a license may be extended from the date of termination of military service for a number of years, not to exceed four, which the holder spent in the military service during the validity of the license. Four calendar months military service during any school year shall be counted as a full year for purposes of extending the license.
6. Verified administrative, supervisory and teaching experience in Kindergarten through twelve grade schools or any combination thereof operated by the United States Government either within or outside of the United States.
7. Verified teaching experience of teacher in public schools (K-12) on a foreign exchange basis.

Field Experience Example Artifacts

Examples of Field-based experience activities representing degrees of involvement (continuum of involvement from observation to direct practice)

- Observe / shadow LEA administrator – substitute in role as administrator
- Interview LEA administrator
- Review existing assessment program and identify potential data for analysis and program improvement (i.e. TCAP, TVAAS, etc...)
- Review existing SIP – analyze components and evidence of progress toward previous goals / conduct observations to identify evidence of action plan implementation
- Serve – chair School Improvement Plan Committee
- Serve – chair SACS or other accreditation committee
- Serve – chair grant proposal committee
- Attend – present at a local, regional, state, national or international conference
- Observe / attend meetings / review process existing – chair textbook adoption committee
- Survey and summarize the existing – revise – develop custodial, maintenance, clerical, food service and transportation service plans
- Review – revise – create a printed / electronic publication for LEA (i.e. Student handbook, Faculty handbook, web presence etc...)
- Attend – plan a school activity (i.e. Open House, Parent Teacher Meetings, etc...)
- Review – revise – create a school and community public relations program for LEA
- Attend / observe a disciplinary hearing
- Review and develop an enrollment projection for the next three years for LEA
- Review current guidance services available
- Review / plan the scheduling for students and classes
- Review / develop a New Teacher Orientation
- Review / attend formal training for current LEA Evaluation procedure (i.e. FEPPG)
- Attend / Present a professional development session
- Investigate and analyze data regarding LEA teacher retention
- Research current LEA School Board policies regarding personnel, employment, equal opportunity employment procedures
- Review / revise / develop an orientation for substitute teachers
- Attend LEA School Board meeting or County Commission meeting
- Review negotiated contract / participate in meeting for LEA negotiations committee
- Review / develop / conduct space utilization survey
- Review / develop / conduct building and grounds survey (equipment inventory, accessibility for special needs, aesthetics aspects, playground, and safety) – develop action plan (i.e. Crisis mgt plan, etc...)
- Perform energy audit for LEA
- Review / revise / create community resource guide for curriculum enrichment, services for children and families with special needs
- Review / revise / create guidelines for technology planning
- Review / participate in the existing budget and internal accounting process
- Review / revise / create existing policy regarding extracurricular activities and student involvement

- Review print / non print school curriculum to research the extent to which it integrates the aspects of diversity and multicultural education
- Examine the LEA mission statement and analyze commitment to diversity and multiculturalism
- Develop a demographic profile of the LEA and community

Recommended Websites

Tennessee State Department of Education

<http://www.state.tn.us/education/>

Tennessee State Board of Education

<http://www.state.tn.us/sbe/>

Educational Testing Services (ETS - Praxis: SLLA)

<http://www.ets.org>

Association of Supervision and Curriculum Development

<http://www.ascd.org>

The National Middle School Association

<http://nmsa.org>

The Tennessee Association of Middle Schools

<http://www.tams.net>

The National Association of Secondary School Principals

<http://www.principals.org>

National Board for Professional Teaching Standards

<http://www.nbpts.org/>

Eye on Education Publication

www.eyeoneducation.com

The National Association of Elementary School Principals

www.naesp.org

The National Association of Secondary School Principals

www.nassp.org

The American Association of School Administrators

www.aasa.org

Kappan, by Phi Delta Kappa

www.pdkintl.org

The National Staff Development Council

<http://www.learningforward.org/index.cfm>

For Complete details on the Tennessee Learning Centered Leadership Policy

<http://www.state.tn.us/sbe/edleadershipredesign.htm>

Recommended Journals

American School Board Journal
Educational Leadership
Educational Researcher
Educational Research Quarterly
Harvard Educational Review
Journal of Educational Measurement
Journal of Education Research
Journal of Educational Statistics
Journal of Research and Development in Education
Journal of Research in Mathematics Education
Journal of Research in Science Teaching
Journal of Social Studies Research
NASSP Bulletin
NEA Today
Review of Educational Research
Teacher Magazine
The High School Magazine (For Principals, Assistants, and High School Leaders)
The Professional Educator
Theory and Research in Social Education
Times Educational Supplement

Article Critique Guidelines

Use the following outline for critiquing the articles:

1. **Heading:** Your Name, Date, Critique number (Located in the upper **right header**)
2. **Bibliographic Reference:** Using APA style, give the complete reference for the article you summarized. Example below: (Use a Hanging Indent, APA 6th Edition)

Sherman, A. (2008). Using case studies to visualize success with first year principals. *Journal of Educational Administration*, 46(6), 752-761. Retrieved January 25, 2009, from www.emeraldinsight.com/0957-8234.htm. doi: 10.1108/09578230810908334

3. **Critique:** Include the following:

- Highlights of the major points discussed by the author(s), including (as appropriate) a brief discussion of the research conducted (methodology, sample size and population, etc.).
- Conclusions and recommendations made by the author(s).
- Need for additional research on the topic.
 - **NOTE:** In this section, you should NOT include your personal opinions. Use 3rd person to report your critique.
 - **NO QUOTES!** Be careful to use your own words and phrases to summarize the article. Don't quote the authors. The objective of the exercise is for you to be able to summarize what you read -- not just repeat it.

4. **Your Reaction:**

- Use this section to explain your reactions to the article. Do you agree or disagree with the author(s) and why? Are the conclusions from the research similar to those you have read about in other research on the topic?
- Critique the research methodology. Did you find anything wrong with the way the research was conducted? Was the sample size too small? Did the author over-generalize the findings?

Article Critique Rubric

Criteria	Exemplary A	Acceptable B	Developing C	Unacceptable D
A. Understanding of article - Key findings	Demonstrates thorough understanding of the article by listing all key findings and reflecting upon their implications	Demonstrates considerable understanding of the article by listing all of the key findings,	Demonstrates some understanding of the article by listing some of the key findings...but documentation is lacking in completeness	Demonstrates little understanding of the article with few or no key findings reported
B. Organization of Review - Follows format required by professor (see below)	All categories of required format are included and followed	One category is missing	Two categories are missing	Does not follow format of required categories of format
C. Analysis of Article - Communication of key ideas/ themes/findings	Communicates the key ideas/themes/findings with a high degree of clarity and insight	Communicates the key ideas/themes/findings with considerable clarity, but lacks insight	Communicates the key ideas/themes/findings with little clarity or insight	Key ideas/themes/findings are not communicated clearly and/or missed in analysis
D. Conventions of language - Adherence to conventions of graduate level language, i.e., grammar, punctuation, spelling	Conventions of language are adhered to with great detail and precision, no errors found	Almost all of the conventions of language are adhered to with detail and precision, no more than one error	Greater attention to the conventions of language are needed—work is borderline acceptable with more than two errors	Mistakes in conventions of language are too numerous to accept—major editing is needed
E. APA Style - Adherence to APA guidelines	APA Guidelines are meticulously followed	Adheres consistently to APA guidelines, however, one error present	Demonstrates little ability to adhere to APA guidelines, more than two errors present	Adherence to APA guidelines is sporadic or non-existent; more than two errors present

Organization of the Critique

1. Name of Candidate, Course Number, and Critiques # in right upper header
2. Citation in APA style, single spaced; rest of review is doubled-spaced and follows APA guidelines
3. Review of the article amounts to about 3/4 of entire paper
4. Personal reflection of the article amounts to about 1/4 of paper

Participation Rubric

CATEGORY	EXEMPLARY A	ACCEPTABLE B	DEVELOPING C	UNACCEPTABLE D
Reliability/ Preparation	Candidate has consistently logged-in for class assignments and discussions. Candidate always posts a prepared response to the assigned reading.	Candidate has periodically logged-in for class assignments and discussions. Candidate usually posts a prepared response to the assigned reading.	Candidate has occasionally logged-in for class assignments and discussions. Candidate occasionally posts a prepared response to the assigned reading.	Candidate has rarely logged-in for class assignments and discussions. Candidate rarely posts a prepared response to the assigned reading.
Clarity/Grammar/ Spelling	No errors. Statements are always comprehensible.	A few errors that do not impede understanding	Some errors that may impede understanding	More than four errors that impede understanding.
Participation	The Candidate always participates in small and large group discussions at a reasonable level, following the working assumptions of the course. Comments are relevant, insightful, build on others ideas, and take the discussion to a new level. Candidate skillfully challenges others ideas	Candidate usually participates in small and large group discussions at a reasonable level, following the working assumptions of the course. Comments are relevant, insightful, build on others ideas, and/or propel the discussion	Candidate some of the time participates in small and large group discussions at a reasonable level, following the working assumptions of the course. Comments are relevant, insightful, build on others ideas, and/or propel the discussion	Candidate remains passive and non-responsive during small group or large group discussions. Comments are off-topic, insensitive, shallow, or demeaning
Scholarly Graduate-Level Work	Includes analysis or synthesis of course materials, own experience and/or colleagues postings. Includes citations to external materials of high academic quality (e.g., peer-reviewed). Thoughtful, academic and stimulating. Pertinent to the assigned topic.	Usually includes analysis or synthesis of course materials, own experience and/or colleagues postings. Pertinent to the assigned topic and represents original thoughts.	Significant amount of material copied from course materials or outside sources without condensing through analysis or synthesis. Includes off-topic material	No evidence of cognitive processing of course material or analyzing own experience through the lens of course materials. Posting is not relevant to assignment.

- Exemplary:** Superior performance in all major aspects of the category
- Acceptable:** Very good performance in most major aspects of the category
- Developing:** Fair performance in some major aspects of the category
- Unacceptable:** Needs improvement in several major aspects of the category

Multimedia Presentation Rubric

CATEGORY	Exemplary	Acceptable	Developing	Unacceptable
	A	B	C	D
Organization	Candidate presents information in logical, interesting sequence which audience can follow.	Candidate presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because candidate jumps around.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Candidate demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Candidate is at ease with expected answers to all questions, but fails to elaborate.	Candidate is uncomfortable with information and is able to answer only rudimentary questions.	Candidate does not have grasp of information; candidate cannot answer questions about subject.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way and meets all criteria.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way and meets all criteria.	Presentation shows an attempt at originality and inventiveness on 1-2 slides and meets some of the criteria.	Presentation shows no attempt at originality and inventiveness on slides.
Graphics	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive and detract from the content of the presentation.
Mechanics	Presentation has no misspellings or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Candidate's presentation has four or more spelling errors and/or grammatical errors.
Formatting	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting complements the content but is a little hard to read.	Font formatting makes it very difficult to read the material.
Nonverbal Communication	Candidate introduces himself/herself and maintains eye contact with audience, seldom returning to notes. Nonverbal communication indicates confidence, a commitment to the topic, and a willingness to communicate.	Candidate introduces himself/herself and maintains eye contact most of the time but frequently returns to notes.	Candidate introduces himself/herself and occasionally uses eye contact, but still reads most of report.	Candidate introduces himself/herself and reads all of report with no eye contact.
Delivery	Candidate uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation	Candidate's voice is clear. Candidate pronounces most words correctly. Most audience members can hear presentation.	Candidate's voice is low with general articulation and pronunciation lacking. Audience members have difficulty hearing presentation.	Candidate mumbles, incorrectly pronounces terms, and speaks too quietly for candidates in the back of class to hear. Speech contains excessive distracting fillers.

Research/Inquiry Writing Rubric

CATEGORY	EXEMPLARY A	ACCEPTABLE B	DEVELOPING C	UNACCEPTABLE D
<p>Language Use</p> <p>Reveals an awareness of purpose through effective use of words, sentence structure, and sentence variety</p>	<p>Is stylistically sophisticated using precise and engaging language</p> <p>Varies structure to enhance meaning</p>	<p>Uses language that is fluent with an awareness of purpose</p> <p>Frequently varies structure to control rhythm</p>	<p>Uses generally fluent language with an uneven awareness of purpose</p> <p>Occasionally makes effective use of sentence structure</p>	<p>Relies on basic vocabulary that is imprecise or unsuitable with little awareness of purpose</p> <p>Exhibits some attempt to vary sentence structure, but with little success. Contains language that is incoherent or inappropriate.</p>
<p>Content Development and Meaning</p> <p>Exhibits sound understanding, interpretation, and analysis of the topic</p>	<p>Establishes major controlling idea that displays sophisticated analysis of the topic.</p> <p>Makes insightful connections between major idea and additional points germane to topic details</p>	<p>Establishes a controlling idea that reveals a thorough understanding of the topic</p> <p>Makes explicit connections between the controlling idea and the topic</p>	<p>Establishes a controlling idea that demonstrates a basic understanding of the topic</p> <p>Makes implicit connections between the controlling idea and the topic</p>	<p>Conveys a confused, incomplete or no understanding of the topic</p> <p>Makes superficial or no connections between a vague or uneven controlling idea and the topic</p>
<p>Organization</p> <p>Exhibits direction, shape, and coherence</p>	<p>Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content</p>	<p>Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.</p>	<p>Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.</p>	<p>Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content</p>
<p>Style</p> <p>Reveals an awareness of tone, technique, and flow</p>	<p>Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone.</p>	<p>Appropriate control of language, stylistic techniques, and sentence structures that create a consistent tone.</p>	<p>Limited control of language and sentence structures that creates interference with tone</p>	<p>Minimal control of language and sentence structures that creates an inconsistent tone</p>
<p>Mechanics</p> <p>Exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage</p>	<p>Thorough control of sentence formation. Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning.</p>	<p>Adequate control of sentence formation. Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present may interfere with meaning.</p>	<p>Limited and or inconsistent control of sentence formation. Some sentences may be awkward or fragmented Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning</p>	<p>Minimal control of sentence formation. Many sentences are awkward and fragmented. Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.</p>

Oral Comprehensive Exam/Portfolio Presentation Rubric

The INSL Comprehensive exam is made up of two parts. Part one will be assessed using a 100 point rubric scale based on demonstrated competencies and individual artifact/activity quality. Part two will be assessed using a 100 point rubric scale based on the multimedia presentation of the portfolio and the overall INSL experience. The two scores will be averaged to compile an overall comprehensive score.

Portfolio Rubric (Part I)				
CATEGORY	Exemplary	Acceptable	Developing	Unsatisfactory
	21-25	16-20	11-15	0-10
Organization (25 Points)	Portfolio portrays exceptional evidence of ability to organize material and to respond in a thoughtful, critical manner.	Portfolio portrays adequate evidence of ability to organize material and to respond in a thoughtful, critical manner.	Portfolio portrays some limited evidence of ability to organize material and to respond in a thoughtful, critical manner.	Portfolio portrays little or no evidence of ability to organize material and to respond in a thoughtful, critical manner.
Artifacts/Field Experiences (25 Points)	Clear and concise explanations of why artifacts were selected and the selection of multiple and various artifacts demonstrate a thorough understanding of INSL field-based experiences.	Both the explanation of why the artifacts were selected and the selection of artifacts demonstrate an understanding of INSL field-based experiences.	Either the selection of artifacts or the accompanying explanation of why the artifacts were selected demonstrates a rudimentary understanding of INSL field-based experiences.	Artifacts selected and explanation of why artifacts were selected demonstrates no understanding of INSL field-based experiences.
Mechanics (25 Points)	Portfolio contains no distracting mechanical or visual errors (spelling, grammar, colors, font size, broken web links, etc.) The portfolio makes a visual impact with items such as photos, graphics, illustrations, and artwork (adheres to copyright/fair-use guidelines).	Portfolio contains few distracting mechanical or visual errors (spelling, grammar, colors, font size, broken web links, etc.) The portfolio makes a visual impact with limited support (adheres to copyright/fair-use guidelines).	Portfolio contains some mechanical or visual errors (spelling, grammar, colors, font size, broken web links, etc.) The portfolio makes a minimal visual impact.	Portfolio is replete of distracting mechanical or visual errors (spelling, grammar, colors, font size, broken web links, etc.) The portfolio makes a poor visual impact.
Portfolio Elements (25 Points)	Portfolio addresses all elements (100%) contained in the portfolio template at a high level of professionalism and presents the required number of artifacts.	Portfolio addresses at least 95% of the required elements contained in the portfolio template and presents the required number of artifacts.	Portfolio addresses at least 80% of the required elements contained in the portfolio template.	Portfolio addresses fewer than 80% of the required elements contained in the portfolio template.

NOTES:

TOTAL SCORE _____

Multimedia Presentation Rubric (Part II)

CATEGORY	Exemplary	Acceptable	Developing
	17-20	13-16	0-12
Organization (20 Points)	Ideas are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. The introduction gets the attention of the audience and clearly states the specific purpose of the speech. Main points are clear and organized effectively.	Main idea is evident, but the organizational structure many need to be strengthened; ideas may not clearly developed or always flow smoothly and the purpose is not clearly stated. The introduction may not be well developed. Main points are not clear. Transitions may be awkward. Supporting material may lack in development. Audience has difficulty understanding the presentation because the sequence of information is unclear.	Ideas may not be focused or developed; the main purpose is not clear. The introduction is undeveloped. Main points are difficult to identify. Transitions may be needed. There is no conclusion or may not be clear the presentation has concluded. Audience cannot understand presentation because there is no sequence of information.
Topic Knowledge (20 Points)	Candidate has a clear grasp of information. Citations are introduced and attributed appropriately and accurately. Supporting material is original, logical and relevant. Candidate demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. Speaking outline or note cards are used for reference only.	Candidate has a partial grasp of the information. Supporting material may lack in originality. Citations are generally introduced and attributed appropriately. Candidate is at ease with expected answers to all questions but fails to elaborate. Over dependence on notes may be observed.	Candidate does not have grasp of information; Candidate cannot answer questions about the subject. Few, if any, sources are cited. Citations are attributed incorrectly. Inaccurate, generalized, or inappropriate supporting material may be used. Over dependence on notes may be observed.
Language Use/ Verbal Communication (20 Points)	Language is familiar to the audience, appropriate for the setting, and free of bias. Language choices are vivid and precise.	Language used is mostly respectful or inoffensive. Language is appropriate, but word choices are not particularly vivid or precise.	Language choices may be limited, peppered with slang or jargon, too complex, or too dull. Language is questionable or inappropriate for a particular audience, occasion, or setting. Some biased or unclear language may be used.
Delivery/ Nonverbal Communication (20 Points)	The delivery is extemporaneous -- natural, confident, and enhances the message -- posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. indicate confidence, a commitment to the topic, and a willingness to communicate. The vocal tone, delivery style, and clothing are consistent with the message. Delivery style and clothing choices suggest an awareness of expectations and norms. Limited use of nonfluencies such as "um", "er", "Uh", etc.). Articulation and pronunciation are clear. All audience members can hear the presentation.	The delivery generally seems effective -- however, effective use of volume, eye contact, vocal control, etc. may not be consistent; some hesitancy may be observed. Vocal tone, facial expressions, clothing and other nonverbal expressions do not detract significantly from the message. The delivery style, tone of voice, and clothing choices do not seem out-of-place or disrespectful to the audience or occasion. Some use of nonfluencies are observed. Generally, articulation and pronunciation are clear. Most audience members can hear the presentation.	The delivery detracts from the message; eye contact may be very limited; the presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read most of the speech; gestures and movements may be jerky or excessive. The delivery may appear inconsistent with the message. Nonfluencies are used excessively. Articulation and pronunciation tend to be sloppy. Poise of composure is lost during any distractions. Audience members have difficulty hearing the presentation.
Graphics/ Mechanics (20 Points)	Presentation has no misspellings or grammatical errors. All graphics and fonts are attractive (size and colors) and support the theme/content of the presentation.	Presentation has no more than two misspellings and/or grammatical errors. A few graphics and fonts are not attractive but support the theme/content of the presentation.	Presentation has three misspellings and/or grammatical errors. Several graphics and fonts are unattractive and detract from the content of the presentation.

NOTES:

TOTAL SCORE _____

The School Leaders Licensure Assessment (SLLA) Exam

The SLLA exam was changed starting 09/12/2009. The format of the test is different. The School Leaders Licensure Assessment (SLLA) measures whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. For more information concerning the SLLA exam, testing centers, and testing dates visit: <http://www.ets.org/sls/>

The 4-hour assessment is divided into 2 sections:

- Section I — 2 hours 20 minutes
100 multiple-choice questions
- Section II — 1 hour 40 minutes
7 constructed-response questions call for written answers based on scenarios and sets of documents that an education leader may encounter.

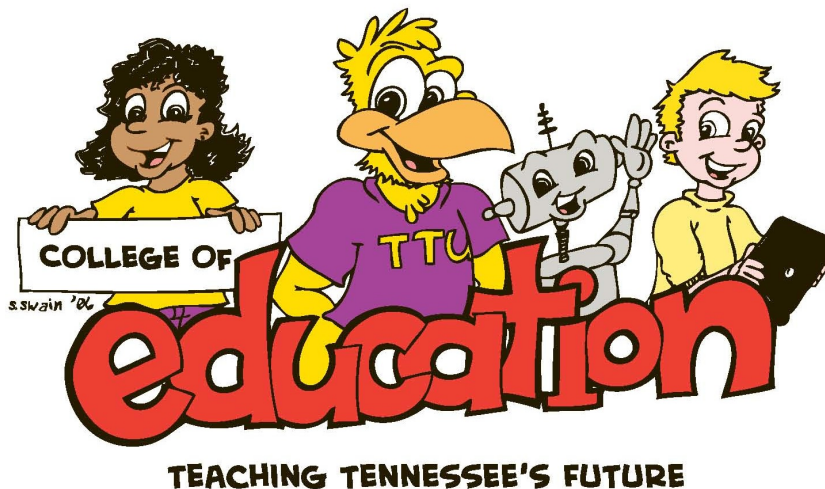
Each of these questions focus on a specific content area related to the standards addressed in ISLLC 2008/2010. In answering the questions, candidates are required to analyze situations and data, propose appropriate courses of action and provide rationales for their proposals.

Testing Fees	Fee
Registration fee per test date (nonrefundable), charged once per testing year	\$50
School Leaders Licensure Assessment	\$325
Special Service Fees	Fee
Late registration	\$45
Emergency registration	\$75
Test change or test date change	\$45
Phone re-registration	\$35
File correction	\$35
Scores-by-phone (per request)	\$30
Additional score report (per report)	\$40
Score verification for SLLA (1011)	\$55

TTU Contact Information

Instructional Leadership Unit
The Department of Curriculum & Instruction
College of Education
Tennessee Technological University
<http://www.tntech.edu/insl>
Office: (931) 372- 3100
Fax: (931) 372-6270
TTU Box 5042

Office of Teacher Education
College of Education
Tennessee Technological University
<http://www.tntech.edu/teachered>
Office: (931) 372-3170
Fax: (931) 372-6286
TTU Box 5092



This handbook was produced by Dr. Charles A. Long for the College of Education's Instructional Leadership Unit within the Department of Curriculum & Instruction. Permission to reproduce these materials must be requested in writing: all rights are reserved. Reproduction in any form is prohibited. The principal author should be contacted for written permission. Tennessee Tech University is an AA/EEO employer and does not discriminate on the basis of race, color, national origin, sex, disability or age in its program and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Diversity & Legal Affairs, PO Box 5164, Cookeville, TN 38505, 931-372-3016.