Leader Evaluation Rubric - Draft 2015

Key Areas of Leadership Practice	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient Practice:*	Potential Sources of Evidence
Domain 1 – Instructional Leadership: Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students and by monitoring and continuously improving curriculum, instruction and assessment.					
1.1 Shared Vision, Mission and Goals – Leaders collaboratively develop, implement and sustain the vision, mission and goals to support high expectations for all students and staff.					
High expectations for students	Does not develop, implement or sustain vision, mission and goals that convey a commitment to high expectations for all students.	Develops, implements and sustains vision, mission and goals with a limited commitment to high expectations for all students.	Develops, implements and sustains shared vision, mission and goals which articulate high expectations, including college- and career-readiness, for all students.	Creates a process to regularly review and renew shared vision, mission and goals which articulate high expectations, including college- and career-readiness, for all students.	• School Vision and Mission Statement • Faculty Meeting Agendas, Minutes, Observations • Parent Group Agenda, Minutes, Observations • Student, Parent, Staff Surveys • Professional Learning Plan, Content, Feedback • School/District Improvement Plan • Student Learning Data • Educator Evaluation Data
School/District Improvement Plan (SIP/DIP)[1]/Action plan and goals	Does not create or implement SIP/DIP and goals to address student and staff learning needs; the plan is not aligned to the district improvement plan or does not apply best practices of instruction and organization.	Creates and implements SIP/DIP and goals that partially address student and staff learning needs; the plan may not be fully aligned to the district improvement plan or does not fully apply best practices of instruction and organization.	Creates and implements cohesive SIP/DIP and goals that address student and staff learning needs; and the plan aligns district goals, teacher goals, school/district resources, and best practices of instruction and the organization.	Develops capacity of staff to create and implement cohesive SIP/DIP and goals that address student and staff learning needs; the plan is aligned to district goals, teacher goals, school/district resources, and best practices of instruction and organization.	

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[1] SIP/DIP – School Improvement Plan/District Improvement Plan. Plans for school and/or district improvement may be referred to by other titles (for example, Continuous Improvement Plan, Strategic Plan). In this document, we will use SIP/DIP to refer to plans for school and/or district improvement.

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Stakeholder engagement	Rarely engages with stakeholders about the school's/district's vision, mission and goals.	Engages some stakeholders to develop, implement and sustain the school's/districts vision, mission and goals.	Engages a broad range of stakeholders to develop, implement and sustain a shared school/district vision, mission and goals. Identifies and addresses barriers to achieving the vision, mission and goals.	Builds capacity of staff, students and other stakeholders to collaboratively develop, implement and sustain a shared vision, mission and goals of the school and district. Builds capacity of staff to identify and address barriers to achieving the vision, mission and goals.	• Communications (including social media, website, newsletters, public appearances, etc.) • School Functions and Activities • Survey Data • Implementation of Policies on Bullying/stakeholder Engagement • Presence of IEPs/504 Plans; Implementation for SPED Staff • Evidence of Vertical Teaming for Curriculum Staff • Evidence of Intra-/Inter-building Communication and Cooperation • School or District Community Collaborations • Use and Organization of Community/Parent Volunteers • Various Team and Committee Meeting Agendas, Minutes, Observations • Data Tracking Parental Involvement • PBIS Implementation • Parent Handbook • Use of Inter-district Resources and PL Cooperative Designs

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Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Domain 1 – Instructional Leadership: Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.					
1.2 Curriculum, Instruction, and Assessment – Leaders develop a shared understanding of standards-based best practices in curriculum, instruction and assessment.					
Curriculum development	Few or no processes are established to design, implement and evaluate curriculum and instruction.	Establishes inconsistent processes to design, implement and evaluate curriculum and instruction.	Works with staff to develop a system to design, implement and evaluate curriculum and instruction that meets state and national standards and ensures the application of learning in authentic settings.	Builds the capacity of staff to collaboratively design, implement and evaluate curriculum and instruction that meets or exceeds state and national standards and ensures the application of learning in authentic settings.	• Professional Development Sessions • Educator Evaluation Data • Student Learning Data (formative and summative) • Data Team Agendas, Minutes, Observations • School/District Improvement Plan • Curriculum Guides • Lesson Plans • Faculty Meeting Agendas, Minutes, Observations • Teacher Formative Assessments • Student Learning Goals/Objectives and Indicators of Academic Growth and Development (IAGDs)
Instructional strategies and practices	Does not, or rarely, promotes the use of instructional strategies or practices that address the diverse needs of all students[2].	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of some students.	Promotes and models evidence-based instructional strategies and practices that address the diverse needs of students.	Builds the capacity of staff to collaboratively research, design and implement evidence-based instructional strategies and practices that address the diverse needs of students.	
Assessment practices	Provides little to no support to staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Demonstrates some effort to support staff in designing, implementing and evaluating formative and summative assessments that drive instructional decisions.	Works with staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	Develops the capacity of staff to design, implement and evaluate formative and summative assessments that drive instructional decisions.	

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[2] **Diverse student needs:** students with disabilities, cultural and linguistic differences, characteristics of gifted and talented, varied socio-economic backgrounds, varied school readiness or other factors affecting learning.

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Domain 1 – Instructional Leadership: Education leaders ensure the success and achievement of all students by developing a shared vision, mission and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment.					
1.3 Continuous Improvement – Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.					
Data-driven decision-making	Uses little to no data to guide ongoing decision making to address student and adult learning needs.	Uses some data to guide ongoing decision making to address student and adult learning needs.	Analyzes varied sources of data[3] about current practices and outcomes to guide ongoing decision making that addresses student and adult learning needs and progress toward the school/district vision, mission and goals.	Builds capacity of staff to use a wide-range of data to guide ongoing decision making to address student and adult learning needs and progress toward school/district vision, mission and goals.	• School/District Improvement Plan • Leadership Team Agendas, Minutes, Observations • Faculty/Departmental Meeting Agendas, Minutes, Observations • Professional Development Plan • Data team schedule, processes and minutes • Data Team Agendas, Minutes, Observations • Educator Evaluation Data, Including Informal/Formal Observations • Student Intervention Data • Parent Group Agenda, Minutes, Observations • School Governance Council Agendas, Minutes, Observations
Analysis of instruction	Provides little guidance or support to individual staff regarding the analysis of instruction.	Guides individual staff to examine and adjust instruction to meet the diverse needs of students.	Develops collaborative processes for staff to analyze student work, monitor student progress and examine and adjust instruction to meet the diverse needs of students.	Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team and school and district improvement goals, identify and address areas of improvement and celebrate successes.	
Solution-focused leadership	Makes little or no attempt to solve school-/district-wide challenges related to student success and achievement.	Attempts to solve school-/district-wide challenges related to student success and achievement.	Persists and engages staff in solving school-/district-wide challenges related to student success and achievement.	Builds the capacity of staff to develop and implement solutions to school-/district-wide challenges related to student success and achievement.	

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[3] Data sources may include but are not limited to: formative and summative student learning data, observation of instruction or other school processes, survey data, school climate and/or discipline data, graduation rates, attendance data.

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Key Areas of Leadership Practice	Below Standard	Developing	Proficient	Exemplary *In addition to the characteristics of Proficient Practice:*	Potential Sources of Evidence
Domain 2 – Human Capital: Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.					
2.1: Recruitment, Selection, and Retention – Recruits, selects, supports and retains effective educators needed to implement school's/district's vision, mission and goals.					
Recruitment, selection and retention practices	Does not have or apply a recruitment, selection and retention strategy.	Implements recruitment, selection and retention strategies that reflect elements of the school's/district's vision, mission and goals.	Develops and implements a coherent recruitment, selection and retention strategy in alignment with the school's/district's vision, mission and goals, and according to district policies and procedures.	Works with key stakeholders to collaboratively develop and implement a coherent recruitment, selection and retention strategy in alignment with the school's/district's vision, mission and goals; and influences district's policies and procedures.	• School/ District Improvement Plans • Educator Evaluation Data • Application Materials and Interviews • Personnel Records • Leadership Team Agendas, Minutes, Observations • Professional Development Sessions • ED 163 • Climate Survey • Retention Data • Faculty/Departmental Meeting Agendas, Minutes, Observations
Evidence-based personnel decisions	Does not consider evidence as a requirement for recruitment, selection and retention decisions.	Uses limited evidence of effective teaching/service delivery as a factor in recruitment, selection and retention decisions.	Uses multiple sources of evidence of effective teaching/service delivery and identified needs of students and staff as the primary factors in making recruitment, selection and retention decisions	Engages staff in using multiple forms of evidence to make collaborative recruitment, selection and retention decisions.	
Cultivation of positive, trusting staff relationships	Does not have positive or trusting relationships with staff or relationships have an adverse effect on staff recruitment and retention.	Develops positive or trusting relationships with some school and district staff and external partners to recruit and retain highly-qualified and diverse staff.	Develops and maintains positive and trusting relationships with school and district staff and external partners to recruit and retain highly-qualified and diverse staff.	Leads others to cultivate trusting, positive relationships with school and district staff and external partners to recruit and retain highly-qualified and diverse staff.	

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Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Supporting early career teachers	Provides support for early career teachers that meets only minimum state requirements.	Identifies general needs and provides some support to meet the general needs of early career teachers.	Identifies and responds to the individual needs of early career teachers based on observations and interactions with these teachers.	Builds capacity of staff to provide high-quality, differentiated support for early career teachers.	

Domain 2 – Human Capital: Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.

2.2 Professional Learning – Establishes a collaborative professional learning system that is grounded in a vision of high-quality instruction and continuous improvement through the use of data to advance the school's/district's vision, mission and goals.

Professional learning system	Provides limited opportunities for professional learning, or provides opportunities that do not result in improved practice.	Establishes or supports professional learning opportunities that address individuals' needs to improve practice.	Establishes, implements and monitors the impact of a high-quality professional learning system to improve practice and advance the school's/district's vision, mission and goals.	Cultivates collective responsibility and fosters leadership opportunities for a professional learning system that promotes continuous improvement.	• School/District Improvement Plans • Leadership Team Agendas, Minutes, Observations • Professional Development Plan • Professional Development Survey/Feedback • Educator Evaluation Data
Reflective practice and professional growth	Does not use evidence to promote reflection or determine professional development needs.	In some instances, uses evidence which may or may not promote reflection and to determine professional development needs and provide professional learning opportunities.	Models reflective practice using multiple sources of evidence and feedback to determine professional development needs and exhibits a commitment to lifelong learning through individual and collaborative practices.	Leads others to reflect on and analyze multiple sources of data to identify and develop their own professional learning.	
Resources for high-quality professional learning	Provide minimal support, time or resources for professional learning.	Provides the conditions, including support, time, or resources, for professional learning that lead to some improvement in practice.	Provides the conditions, including support, time, or resources for professional learning, that lead to improved practice..	Collaboratively develops the conditions, including support, time, and resources based on a comprehensive professional learning plan that leads to improved instruction; fosters leadership opportunities that lead to	

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Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Domain 2 - Human Capital: Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support and retain highly-qualified staff, and by demonstrating a commitment to high-quality systems for professional learning.					
2.3: Observation and Performance Evaluation – Ensures high-quality, standards-based instruction by building the capacity of educators to lead and improve teaching and learning.					
Evidence-based evaluation strategies	Evaluates staff using minimal evidence that is not aligned with educator performance standards.	Evaluates staff using limited evidence such as observation, artifactual review, collegial dialogue or student learning data that is aligned to educator performance standards, which may result in improved teaching and learning.	Evaluates staff using multiple sources of evidence such as observation, artifactual review, collegial dialogue and student learning data that is aligned to educator performance standards, which result in improved teaching and learning.	Fosters peer-to-peer evaluation based on evidence gathered from multiple sources, including peer-to-peer observation, which results in improved teaching and learning.	• School/District Improvement Plan • Educator Evaluation Data • Student Learning Goals/Objectives and Indicators of Academic Growth and Development (IAGDs) • Leadership Team Agendas, Minutes, Observations • Professional Development Sessions • Professional Learning Recommendations • Teacher Mentorship/Peer Support Programming
Feedback	Provides inappropriate or inaccurate feedback, or fails to provide feedback. Avoids difficult conversations with staff resulting in status quo or negative impact on student learning and results.	Provides ambiguous or untimely feedback that may not be actionable. Participates in some difficult conversations with staff, only when prompted.	Regularly provides clear, timely and actionable feedback based on evidence. Proactively leads difficult conversations about performance or growth to strengthen teaching and enhance student learning.	Establishes conditions for peers to lead difficult conversations to strengthen teaching and enhance student learning.	

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Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Domain 3 – Organizational Systems: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.					
3.1 Operational Management – Strategically aligns organizational systems[4] and resources to support student achievement and school improvement.					
Organizational systems	There is little or no evidence that decisions about the establishment, implementation and monitoring of organizational systems support the vision, mission and goals or orderly operation of the school/district.	Decisions about the establishment, implementation and monitoring of organizational systems usually support the vision, mission and goals and orderly operation of the school/district.	Decisions about the establishment, implementation and monitoring of organizational systems consistently support the vision, mission and goals and orderly operation of the school/district.	Builds staff capacity to make or inform decisions about the establishment, implementation and monitoring of organizational systems that support the vision, mission and goals and orderly operation of the school/district.	• Schedules • Student Assistance Team • Safe School Climate Committee • Leadership Team Agendas, Minutes, Observations • Instructional Improvement Committees • Professional Development and Evaluation Committees (PDEC), or School-based Equivalent • School Conditions • Maintenance of Facilities, Playgrounds, Equipment, etc. • Processes for Arrival and Dismissal • Safety Procedures
School site safety and security	Fails to respond to or comply with feedback regarding the school site safety and security plan. Does not enforce compliance with safety requirements. Fails to address physical plant maintenance or safety concerns.	Partially implements a school site safety and security plan. Reactively addresses safety requirements. Addresses physical plant maintenance, as needed, and	Designs and implements a comprehensive school site safety and security plan. Ensures safe operations and proactively identifies and addresses issues and concerns that support a positive learning environment. Advocates for maintenance of physical plant.	Empowers staff to address and resolve any identified safety issues and concerns in a timely manner.	

[4] Including but not limited to management systems and operations, data system design and oversight, scheduling of students and staff, routines, and communication.

Communication and data systems	Uses existing data systems that provide inadequate information or does not establish communication systems that encourage the exchange of information.	Develops communication and data systems that provide information, but is not always timely in doing so. Minimally develops capacity of staff to document and access student learning progress over time.	Develops or implements communication and data systems that assure the accurate and timely exchange of information. Develops capacity of staff to document and access student learning progress over time.	Solicits input from all stakeholders to inform decisions regarding continuously improving the data and communication systems. Collaboratively develops capacity of staff to document and access student learning progress over time and continually seeks input on improving information and data systems.	• Use of Electronic Systems for Student/Staff Data and Communication • Phone Logs, Bulletins, Website • Use of Social Media

Domain 3 – Organizational Systems: Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

3.2 Resource Management – Establishes a system for fiscal, educational and technology resources that operate in support of teaching and learning.

Budgeting	Does not develop a budget that aligns to the school and district improvement plans; or district, state and federal regulations.	Develops and implements a budget that is partially aligned to the school and district improvement plans and district, state, and federal regulations.	Develops, implements and monitors a budget aligned to the school and district improvement plans and district, state, and federal regulations. The budget is transparent and fiscally responsible.	Builds capacity of staff to play an appropriate role in the creation and monitoring of budgets within their respective areas.	• School/District Budget Documents/Processes • School/District Improvement Plan • Leadership Team Agendas, Minutes, Observations • Parent Group Agenda, Minutes, Observations • School Governance Council Agendas, Minutes, Observations • Technology Plan
Securing resources to support vision, mission and goals	Makes minimal attempt to secure resources that may or may not support achievement of the school's/district's vision, mission and goals.	Advocates for school and district resources that can support some achievement of the school's/district's vision, mission and goals.	Advocates for and works to secure school and district resources to support achievement of the school's/district's vision, mission and goals.	Maximizes shared resources among schools, districts and communities to address the gaps between the current outcomes and goals toward continuous improvement.	
Resource allocation	Allocates resources in ways that do not promote educational equity[5] for diverse student, family and staff needs.	Allocates resources in ways that marginally promote educational equity for diverse student, family and staff needs.	Allocates resources to ensure educational equity for all diverse student, family and staff needs.	Engages students, staff and community in allocating resources to foster and sustain educational equity for diverse student, family and staff needs.	

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[5] Educational Equity: providing equitable resources to meet diverse student, family and staff needs.

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Key Areas of Leadership Practice	**Below Standard**	**Developing**	**Proficient**	**Exemplary** *In addition to the characteristics of Proficient Practice:*	**Potential Sources of Evidence**
Domain 4 - Culture and Climate: Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.					
4.1 Family, Community and Stakeholder Engagement – Uses professional influence to promote the growth of all students by actively engaging and collaborating with families, community partners and other stakeholders to support the vision, mission and goals of the school and district.					
Communications	Provides limited or ineffective communication about vision, mission and SIP/goals to families, community partners and other stakeholders.	Communicates vision, mission and SIP/goals to families, community partners and other stakeholders.	Communicates and advocates for the vision, mission and SIP/goals so that the families, community partners and other stakeholders understand and support equitable and effective learning opportunities for all students.	Creates a school-/district-wide culture in which all staff makes themselves accessible and approachable to families, students and community members through inclusive and welcoming behaviors.	• Communications (including social media, website, newsletters, public appearances, etc.) • Feedback from Climate Survey • Parent Group Agenda, Minutes, Observations • Committee Membership • Participation in Community Groups (Rotary, Lions Club, etc.) • Participation in Professional Organizations • Community Groups (United Way, etc.) • School/District Improvement Plan • Family Resource Centers/Outreach Programs • School or District Community Collaborations • Use and Organization of Community/Parent Volunteers • Data on Parental Involvement • PBIS implementation • Parent Handbook • Use of Inter-district Resources and PL Cooperative Designs
Inclusive decision-making	Minimal attempts to involve families or members of the community in decision making about improving student-specific learning.	Promotes family and community involvement in some decision making that supports the improvement of student-specific learning.	Provides opportunities for families and members of community to be actively engaged in decision making that supports the improvement of school-/district-wide student achievement or student-specific learning.	Engages families and members of the community as leaders and partners in decision making that improves school-/district-wide student achievement or student-specific learning.	
Relationship building	Takes few opportunities to build relationships with families, community partners, and other stakeholders regarding educational issues.	Maintains professional and cordial relationships with some families, community partners, and other stakeholders regarding educational issues.	Develops and maintains culturally responsive relationships with a wide range of families, community partners and other stakeholders to discuss, respond to, and influence educational issues.	Actively engages with local, regional or national stakeholders to advance the vision, mission and goals of the school/district.	
Cultural competencies and community diversity	Demonstrates limited awareness of cultural competencies and community diversity as an educational asset.	Identifies some connections between cultural competencies and community diversity that strengthen educational programs.	Capitalizes on the cultural competencies and diversity of the community as an asset to strengthen education.	Integrates cultural competencies and diversity of the community into multiple aspects of the educational program to meet the learning needs of all students.	

Domain 4 - Culture and Climate: Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.2 School Culture and Climate – Establishes a positive climate for student achievement, as well as high expectations for adult and student conduct.

Student conduct	Establishes limited or unclear expectations for student conduct or provides unclear communication about expectations.	Establishes expectations for student conduct aligned to stated values for the school and provides some opportunities to reinforce expectations with staff and students.	Establishes, implements and monitors expectations for student conduct aligned to stated values for the school, and provides appropriate training for staff and students to uphold these expectations.	Establishes a school culture in which students monitor themselves and peers regarding the implementation of expectations for conduct.	• Discipline Data • Student Surveys • Observation of Students and Behaviors (Cafeteria, Halls, Unstructured Areas, etc.) • Faculty/Departmental Meeting Agendas, Minutes, Observations • Observations of Faculty • Social Media • Educator Evaluation Data (Professional Responsibilities) • Parent Surveys • Participation in Parent Meetings/School Events • Records of Safety Issues • Collaboration with Police and Fire Departments (minutes from meetings) • Procedure Manuals • Emergency Management Drills • Communication with Parents and Families • Safe School Climate Committees • Contingency Plans
Professional conduct	Establishes limited or unclear expectations for adults or provides unclear communication about adherence to the Connecticut Code of Professional Responsibility for Teachers.	Communicates expectations about adult behavior in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Communicates and holds all adults accountable for behaviors in alignment with the Connecticut Code of Professional Responsibility for Teachers.	Establishes a school culture in which adults monitor themselves and peers regarding adherence to the Connecticut Code of Professional Responsibility for Teachers.	
Positive school climate for learning	Acts alone in addressing school climate issues. Demonstrates little awareness of the link between school climate and student learning, or makes little effort to build understanding of school climate.	Seeks input and discussion from school community members to build his/her own understanding of school climate. Maintains a school climate focused on learning and the personal well-being of students.	Advocates for, creates and supports a caring and inclusive school/district climate focused on learning, high expectations and the personal well-being of students and staff.	Supports ongoing collaboration with staff and community to maintain and strengthen a positive school climate.	

Domain 4 - Culture and Climate: Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity.

4.3 Equitable and Ethical Practice – Maintains a focus on ethical decisions, cultural competencies, social justice and inclusive practice for all members of the school/district community.

Professional Responsibility and Ethics	Does not consistently exhibit or promote professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.		Exhibits, models and promotes professional responsibility and ethical practices in accordance with the Connecticut Code of Professional Responsibility for School Administrators.	Maintains the highest standards of professional conduct and holds high expectations of themselves and staff to ensure educational professionalism, ethics, integrity, justice, and fairness.	• Transparency of Policies and Procedures • Leadership Team Agendas, Minutes, Observations • Professional Organizations/ Memberships • Feedback from Colleagues, Parents, Community Members • Educator Evaluation Data (Professional Responsibilities) • Faculty/Staff Handbook • Faculty/Departmental Meeting Agendas, Minutes, Observations • Professional Development • Use of Technology • Technology Plan/ Acceptable Use Policy • Social Media Efforts
Equity, cultural competence, and social justice	Does not consistently promote educational equity, cultural competence and social justice for students or staff.	Earns respect and is building professional influence to foster educational equity, cultural competence and social justice for students and staff.	Uses professional influence and authority to foster and sustain educational equity, cultural competence and social justice for students, staff and other stakeholders Promotes social justice by ensuring all students have access to educational opportunities.	==Removes barriers and publicly advocates for high-quality education that derive from all sources of educational disadvantage or discrimination.==	
Ethical use of technology	Does not address or does not use ethical practices in the use of technology, including social media, to support the school's vision, mission and goals	Demonstrates ethical practices in the use of technology, including social media, to support the school's vision, mission and goals	Holds self and others accountable for the ethical use of technology, including social media, to support the school's vision, mission and goals. Promotes understanding of the legal, social and ethical used of technology among members of the school community.	Proactively addresses the potential benefits and hazards of technology and social media to support the school's vision, mission and goals Demonstrates understanding of, models and guides the legal, social and ethical use of technology among members of the school community.	