

<b>Standard 1: Visionary Leadership</b>	<i>Level One</i> <b>Improvement Needed</b>	<i>Level Two</i> <b>Making Progress Toward Meeting Goal</b>	<i>Level Three</i> <b>Consistently Meets Expectations</b>	<i>Level Four</i> <b>Consistently Exceeds Expectations</b>
<p>The School Board promotes the success of every student by facilitating the development, communication, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Engages stakeholders in developing, communicating, monitoring and evaluating progress against the district strategic plan</li> <li>• Promotes continuous improvement and revises plans as appropriate</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. How does the School Board communicate and ensure implementation of the district’s strategic plan?</li> <li>2. What evidence exists of collaborative work with all stakeholders to advance the district’s strategic plan?</li> <li>3. How are students, families, and other community resources encouraged to collaborate and be involved?</li> <li>4. What is the evidence that all stakeholders share the District vision of learning?</li> </ol>				

Comments and evidence:

<b>Standard 2: Instructional Improvement</b>	<b><i>Level One</i> Improvement Needed</b>	<b><i>Level Two</i> Making Progress Toward Meeting Goal</b>	<b><i>Level Three</i> Consistently Meets Expectations</b>	<b><i>Level Four</i> Consistently Exceeds Expectations</b>
<p>The School Board promotes the success of every student by advocating, nurturing, and sustaining a district culture and instructional program conducive to student learning and staff professional growth.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Nurtures and sustains culture of collaboration, trust, and high expectations</li> <li>• Promotes the use of best practices to facilitate student achievement</li> <li>• Establishes a culture of college and career readiness for all students</li> <li>• Ensures effective instructional strategies are used to meet the needs of all learners</li> <li>• Effectively uses student data to improve student outcomes</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. What do the district’s environment and day-to-day interactions among students, staff and families say about what is valued in the district community?</li> <li>2. How does the School Board allocate resources and develop policy to respond to racial, cultural and linguistic diversity and the varying learning and social needs of students?</li> <li>3. How does the School Board use evidence of student success and learning needs in planning for instructional and district improvement?</li> <li>4. What evidence is there that the School Board’s leadership efforts are resulting in the improvement of teaching practice and student learning?</li> </ol>				

Comments and evidence:

<b>Standard 3: Effective Management</b>	<b><i>Level One</i> Improvement Needed</b>	<b><i>Level Two</i> Making Progress Toward Meeting Goal</b>	<b><i>Level Three</i> Consistently Meets Expectations</b>	<b><i>Level Four</i> Consistently Exceeds Expectations</b>
<p>The School Board promotes the success of every student by ensuring the management of District organizations, operations, and resources to provide a safe, efficient, and effective learning environment.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Manages budget to allocate resources to maximize student learning</li> <li>• Manages facilities prudently and ensures student safety</li> <li>• Complies with state and federal requirements and Board operating agreements</li> <li>• Conducts long-range budgetary, technology, and facility planning</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. How is the distribution of resources (i.e. time, money, technology, space, materials and expertise) related to improving student outcomes?</li> <li>2. How does the School Board determine that District policies are appropriately implemented?</li> <li>3. What evidence exists that the School Board ensures the best learning experience for all students?</li> <li>4. How is the School Board informed that appropriate safety and security practices are implemented?</li> <li>5. How does the School Board ensure district needs are met in the future?</li> </ol>				

Comments and evidence:

<b>Standard 4: Inclusive Practice</b>	<b><i>Level One</i> Improvement Needed</b>	<b><i>Level Two</i> Making Progress Toward Meeting Goal</b>	<b><i>Level Three</i> Consistently Meets Expectations</b>	<b><i>Level Four</i> Consistently Exceeds Expectations</b>
<p>The School Board promotes the success of every student by encouraging collaboration between staff and community members, responding to diverse community interests and needs, and mobilizing community resources.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Promotes understanding, appreciation, and use of community’s diverse cultural, social, and intellectual resources</li> <li>• Builds and sustains positive relationships with staff, families and community partners</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. In what way does the School Board promote an open, welcoming and involved environment for historically underrepresented populations?</li> <li>2. How are students, families, and other community members encouraged to collaborate and promote learner development?</li> <li>3. How does the School Board assure diverse representation on district committees and advisory groups?</li> <li>4. How has the School Board engaged the voice of all stakeholders and what actions resulted from the input?</li> </ol>				

Comments and evidence:

<b>Standard 5: Ethical Leadership</b>	<b><i>Level One</i> Improvement Needed</b>	<b><i>Level Two</i> Making Progress Toward Meeting Goal</b>	<b><i>Level Three</i> Consistently Meets Expectations</b>	<b><i>Level Four</i> Consistently Exceeds Expectations</b>
<p>The School Board promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Ensures a system of accountability for every student’s success</li> <li>• Exemplifies positive and ethical professional behavior</li> <li>• Models reflective practice and transparency</li> <li>• Promotes social justice and ensures that individual student needs inform all aspects of the district</li> <li>• Encourages multiple points of view to form solutions</li> <li>• Demonstrates resilience</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. How does the School Board demonstrate leadership and professionalism when adjusting to changing conditions and unexpected situations?</li> <li>2. How does the School Board demonstrate resilience when faced with criticism or disappointment?</li> <li>3. How does the School Board find common ground in dealing with difficult or divisive issues?</li> <li>4. How does the School Board foster learning and engagement of all students?</li> <li>5. How does the School Board exhibit professionalism based on: confidentiality; legal and ethical rights and responsibilities; and district and state performance requirements?</li> </ol>				

Comments and evidence:

<b>Standard 6: Socio-Political Context</b>	<b><i>Level One</i> Improvement Needed</b>	<b><i>Level Two</i> Making Progress Toward Meeting Goal</b>	<b><i>Level Three</i> Consistently Meets Expectations</b>	<b><i>Level Four</i> Consistently Exceeds Expectations</b>
<p>The School Board promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles</li> <li>• Collaborates with the Superintendent, peers, and other stakeholders</li> <li>• Acts in a positive and strategic way to influence the social, political and legal decisions that influence student success</li> </ul> <p>Guiding Questions:</p> <ol style="list-style-type: none"> <li>1. How has the School Board engaged the community in advocating for student learning?</li> <li>2. How has the School Board influenced political, economic, legal, and cultural trends that impact student learning?</li> <li>3. What evidence is there that the School Board works collaboratively with the Superintendent and District staff?</li> </ol>				

Comments and evidence: