

Leadership Standards Alignment with Michigan School Improvement Framework

Self Assessment

Administrative Evaluation

Leadership Standards

NAME: _____

Standard		Benchmark		Key Characteristics with Sample Discussion Question			Scoring Rubric
#	Name/Desc	Ltr	Name/Desc	#	Name	Sample Discussion Questions	
1	Instructional Leadership School leaders create and sustain a context for learning that puts students' learning first	A	Educational Program School leaders are knowledgeable about the school's educational programs and act on this knowledge.	1	Knowledge of Curriculum, Instruction, and Assessment	- How knowledgeable are school leaders about curriculum? - How knowledgeable are school leaders about instruction? - How knowledgeable are school leaders about assessment?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				2	Knowledge and Use of Data	- In what ways do school leaders demonstrate both their understanding and use of multiple types and sources of data in support of student learning?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				3	Technology	- How do school leaders assure that technology supports curriculum, instruction, and assessment?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				4	Knowledge of Student Development/Learning	- How do school leaders consider student developmental stages and adolescent learning theory when making decisions?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				5	Knowledge of Adult Learning	- How do school leaders apply adult learning theory?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				6	Change Agent	- In what ways do school leaders understand and act on their role as a catalyst for change?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				7	Focus on Student Results	- In what ways do school leaders focus on student results to inform curriculum, instruction, and assessment?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
		B	Instructional Support School leaders set high expectations, communicate, monitor, support, and make adjustments to enhance instruction	1	Monitoring	- How do school leaders monitor programs and practices on a regular basis?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				2	Coaching/Facilitating	- In what ways do school leaders model, coach, and facilitate best-practices of teaching and learning?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				3	Evaluation	- In what ways do staff evaluations include components critical to effective teaching and learning?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				4	Clear Expectations	- In what ways do leaders clearly communicate expectations?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				5	Collaboration/Communication	- How do school leaders provide opportunities to staff for communicating about teaching and learning?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards

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2	Shared Leadership Structures and processes exist to support shared leadership, in which all staff has collective responsibility for student learning	A	School Culture and Climate Staff works to create an environment conducive to effective teaching and learning	1	Safe and Orderly	- Does a safe and orderly environment exist in the building?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				2	Learning Focused	- In what ways does a culture and climate focused on learner outcomes exist in the school?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				3	Inclusive/Equitable	- In what ways do all students have equal access to the curriculum and learning opportunities?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				4	Collaborative Inquiry	- How does staff engage in dialogue and reflection about teaching and learning?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				5	Data-Driven Culture	- How does staff use data to measure the effectiveness of the school and its processes? - How does staff use data continuously, collaboratively, and effectively to improve teaching and learning?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				6	Collaborative Decision-Making Process	- How does staff engage in making decisions that impact the school community? - How does staff take ownership for the decisions that are made?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
		B	Continuous Improvement Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement	1	Shared Vision/Mission	- How are the vision and mission of the school clearly articulated to all stakeholders? - How does staff communicate high expectations for students?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				2	Results-Focused Plan	- Is there a school developed, written plan for continuous improvement? - How does the improvement plan strategies and interventions support the attainment of the school's student goals as identified by data? - How does the plan meet the requirements of state and federal mandates?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				3	Implemented	- How is the plan for improvement implemented and supported by the entire school and community?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				4	Monitored	- How is the plan for improvement continuously monitored and adjusted at least annually?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards

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3	Operational/Resource Management School leaders organize and manage the school to support teaching and learning	A	Resource Allocation School leaders allocate resources in alignment with the vision, mission, and educational goals of the school	1	Human Resources	- How do school leaders deploy and support human resources to maximize student learning?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				2	Fiscal	- How do school leaders align the allocation of monetary resources to support teaching and learning goals?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				3	Equipment and Materials	- How do leaders align the allocation of equipment and materials to support teaching and learning goals?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				4	Time	- How do school leaders allocate time to support teaching and learning goals?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				5	Space	- How do school leaders allocate space to support teaching and learning goals?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
		B	Operational Management School leaders develop, implement, and/or monitor policies and procedures for the operation of the school	1	State and Federal	- In what ways do school leaders implement state and federal level mandates, regulations and rules as they apply to the school?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				2	District	- How do school leaders implement Board policies and district level procedures as they apply to the school?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards
				3	School	- In what ways do school leaders design, implement and monitor school level policies and procedures? - In what ways does the school meet all required state and federal regulations and building maintenance standards?	<input type="checkbox"/> Exceeds leadership standards <input type="checkbox"/> Meets leadership standards <input type="checkbox"/> Working toward leadership standards <input type="checkbox"/> Does not meet leadership standards

STATEMENT OF UNDERSTANDING

I understand that my signature is not intended to indicate my agreement with this evaluation; it only indicates that I have read it.

Name

Date