



Georgia Department of Education

LEADER KEYSSM

A Leadership Evaluation System



School Improvement

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Introduction

Current research has emphasized that quality leadership at the school and district levels significantly impacts student achievement. Therefore, improving performance on the vast array of skills needed by educational leaders is crucial for the academic success of students and also the economic future of Georgia. To lead the nation in improving student achievement, Georgia's educational leaders must be equipped with skills to direct the important work of teaching and learning.

The Leader KeysSM Evaluation System is based on Georgia's Leadership Performance Standards that have been adopted by the Board of Regents and the Professional Standards Commission. In the same manner that the School Keys standards define the work of high performing schools and the CLASS KeysTM elements guide the practice of highly-effective teachers, the Leader KeysSM standards will provide a new focus for leaders as they work to implement practices to improve student learning and drive the professional growth of school and district staff.

Leader KeysSM is organized into ten broad strands: Curriculum, Assessment, Standards-Based Instruction, Data Analysis, Organizational Culture, Professional Learning and Development, Performance Management and Process Improvement, Managing Operations, Leading Change, and Relationship Development. These ten strands are further defined with performance standards and rubrics with accompanying evidence and artifacts. Sixty-six of the 72 Leadership Performance Standards are included in the ten strands, and the remaining six have been added to the new Georgia Leader Duties and Responsibilities component which details important professional behaviors required of all leaders.

The Leader KeysSM Evaluation System serves as both a formative and summative instrument to identify a leader's level of skill on performance standards. The intent of Leader KeysSM is twofold:

- to increase both the quantity and quality of the feedback that leaders receive from their supervisors and
- to allow districts and schools flexibility to target job-specific skills and individual performance issues that will have the greatest impact on student learning and continuous improvement.

The Georgia Department of Education encourages the use of Leader KeysSM for the annual evaluation of district and school leaders and provides training to districts upon request.

Leadership Performance Standards Crosswalk

Alignment of Leader KeysSM with School Keys, GLISI's Eight Roles, and 2008 ISLLC Standards

CURRICULUM	School Keys	GLISI	ISLLC
1. Align curriculum vertically and horizontally with the required curriculum standards.	C1	1.0	Standard 2
2. Integrate curricula to make connections within and across subject areas.	C1	Curriculum	
3. Audit curriculum to determine the level of expectation and depth of understanding required for all students.	C1	Assessment Instruction Leader	
4. Engage instructional staff in collaborative planning for curriculum implementation to ensure agreement on core content and required student performances.	C2		
5. Monitor and evaluate the implementation of a standards-based curriculum.	C3	4.0 Learning and Performance Development	
6. Use action research to review performance data and student work to refine curriculum implementation and innovation.	C3	2.0 Data Analysis Leader	
ASSESSMENT	School Keys	GLISI	ISLLC
1. Engage instructional staff in the use of assessment data to design and adjust instruction to maximize student learning and achievement.	A1	1.0	Standard 2
2. Use protocols to engage instructional staff in collaboration to determine desired results and to design assessment practices that are consistent, balanced, and authentic.	A1	Curriculum Assessment Instruction Leader	
3. Use protocols to engage instructional staff in review to student work products and performances used to adjust instruction.	A1		
4. Promote the use of a variety of effective and balanced assessment techniques to control for bias.	A2		
5. Engage instructional staff in the use of formative assessment to provide effective and timely feedback on achievement of curriculum standards.	A2		
6. Engage instructional staff in the collaborative analysis of assessment data to plan for continuous improvement for each student, subgroup of students, and the school as a whole.	A3		

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STANDARDS-BASED INSTRUCTION	School Keys	GLISI	ISLLC
<ol style="list-style-type: none"> 1. Engage instructional staff in collaborative work to design, monitor, and revise instruction to ensure that students achieve proficiency on required curriculum standards and district expectations for learning. 2. Lead others in the use of research-based learning strategies and processes. 3. Use techniques such as observation protocols to document that instructional staff use: <ul style="list-style-type: none"> • Student work that reflects achievement of required curriculum standards. • Differentiated instruction to accommodate student learning profiles, special needs, and cultural backgrounds. • Strategies to elicit higher-order thinking skills and processes, including critical thinking, creative thinking, and self-regulation. • Flexible grouping based on effective diagnosis and formative assessment. • Innovative strategies to address individual learning needs. 4. Promote the use of technology to support student mastery of the required curriculum. 5. Lead others in a collaborative process to set high expectations for all learners. 6. Lead others in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility. 	<p>I1</p> <p>I2</p> <p>I2</p> <p>I2</p> <p>I1, I2, I3</p> <p>I1, I3</p>	<p>1.0 Curriculum Assessment Instruction Leader</p>	<p>Standard 2</p>
DATA ANALYSIS	School Keys	GLISI	ISLLC
<ol style="list-style-type: none"> 1. Systematically collect and analyze multiple sources of data and use them to: <ul style="list-style-type: none"> • Identify improvement needs. • Determine root causes of performance problems. • Determine a course of action. • Monitor progress at frequent and regular intervals. • Celebrate accomplishments. 2. Develop an appropriate presentation for an internal/external audience based on analysis of multiple sources of data. 3. Analyze data from multiple sources to inform a decision about curriculum, assessment, and instruction. 4. Analyze data from multiple sources for comprehensive school and district improvement planning. 5. Use technology tools for data analysis. 	<p>PO2</p> <p>PO2</p> <p>PO2</p> <p>PO2</p> <p>PO2</p>	<p>2.0 Data Analysis Leader</p>	<p>Standard 1</p>

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ORGANIZATIONAL CULTURE	School Keys	GLISI	ISLLC
<ol style="list-style-type: none"> 1. Select or develop and use instruments designed to analyze beliefs, processes, and structures in the school or district that support or impede rigor in teaching and learning. 2. Develop action plans to address the results of an analysis of the school or district culture. 3. Develop and implement processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults. 4. Engage participants in collaborative work and provide support systems that personalize work and learning for both students and adults. 5. Develop and implement distributed leadership as part of the process of shared governance. 6. Lead staff to accept collective responsibility for school and district improvement and the learning and achievement of all students. 	<p>PO2, SC1, L1</p> <p>PO2, L1, L2</p> <p>SC1, L1, L2</p> <p>SC1, L1</p> <p>SC1, L2, L3, L4</p> <p>L2, L3, L4</p>	<p>6.0 Performance Leader</p> <p>3.0 Process Improvement Leader</p>	<p>Standard 1</p>
PROFESSIONAL LEARNING AND DEVELOPMENT	School Keys	GLISI	ISLLC
<ol style="list-style-type: none"> 1. Lead job-embedded professional learning that aligns with school and district improvement goals and supports student achievement. 2. Apply knowledge about adult learning to develop and implement structures that support adult learning and collaboration. 3. Evaluate the implementation and impact of professional learning on staff practices, continuous school and district improvement, and student learning. 4. Provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation, and learning teams. 5. Model continuous learning by developing and maintaining a plan for professional self-improvement. 	<p>PL1</p> <p>PL2</p> <p>PL2</p> <p>PL1, PL2, L1</p> <p>PL1, L1, SC1</p>	<p>4.0 Learning and Performance Development Leader</p>	<p>Standard 2</p> <p>Standard 4</p>

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PERFORMANCE MANAGEMENT AND PROCESS IMPROVEMENT	School Keys	GLISI	ISLLC
1. Lead the collaborative development or revision of the vision, mission, and values/beliefs that will guide and inform the continuous improvement.	PO1, L1, L3, L4	6.0 Performance Leader	Standard 1
2. Link individual and district or school goals, performance, and results.	PO2		
3. Develop measurable district or school-wide, grade-level, department, and staff goals that focus on student achievement.	PO2		
4. Monitor the implementation of the school or district improvement plan and its impact on student achievement using an accountability system.	PO2, SFC2	3.0 Process Improvement Leader	
5. Use appropriate performance management tools and processes to plan, measure, monitor, and communicate about improvement.	PO2		
6. Identify and address barriers to leader, faculty, and staff performance.	PO2, SFC2		
7. Provide interventions to address underperformance of leaders, faculty, and staff.	PO2		
8. Identify and map core school and district processes and plan for their improvement.	PO2, SFC2		
9. Lead the analysis of school and district processes to determine their impact on learning time and plan for their improvement.	PO2		
10. Develop and implement high performance teams, such as school and district improvement teams, to improve processes and performance.	PO2, PL2		
11. Use improvement results to make recommendations for continuation and/or modification of plans and processes.	PO2, L1, L3		
12. Develop and implement a succession plan for continuity and sustained effectiveness of the school/district.	PO2		
13. Use technology to support core processes.	PO3		

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MANAGING OPERATIONS	School Keys	GLISI	ISLLC
<ol style="list-style-type: none"> 1. Work collaboratively to implement fiscal policies that equitably and adequately distribute all available resources to support success of all students. 2. Develop budget that aligns resources with data-based instructional priorities. 3. Recruit, select, and hire highly qualified and effective personnel. 4. Retain effective personnel by ensuring positive working conditions. 5. Promote technology to support administrative processes. <p>The following four standards from this strand are included in the Georgia Leader Duties and Responsibilities.</p> <ul style="list-style-type: none"> • Manages operations within the structure of Georgia public education rules, regulations, and laws and the Georgia Code of Ethics for Educators. (GLDR 15) • Assesses the school/district reporting system to ensure Georgia and federal requirements are met, including the filing of academic progress and maintaining clear, written documentation of legal issues. (GLDR 16) • Organizes a school/district that reflects leadership decisions based on legal and ethical principles to promote educational equity. (GLDR 17) • Organizes a safe, orderly, and engaging learning environment, including facilities, which reflects state, district, and local school rules, policies, and procedures. (GLDR 18) 	<p>L2</p> <p>L2</p> <p>L2</p> <p>L2, L3</p> <p>PO2</p> <p>L1, L2</p> <p>L3, PO3, PO4</p> <p>L4, SC2</p> <p>L2, SC1</p>	<p>7.0 Operations Leader</p>	<p>Standard 3 Standard 5</p>
LEADING CHANGE	School Keys	GLISI	ISLLC
<ol style="list-style-type: none"> 1. Drive and sustain change in a collegial environment focused on a continuous improvement model that supports all students meeting high standards. 2. Utilize change theory to successfully initiate and sustain a change effort. 3. Nurture faculty, staff, and stakeholders as they engage in change processes. 4. Build buy-in from faculty and staff. 5. Develop strategies to engage stakeholders in the change process. 	<p>PO1, PO2, L3, L4</p> <p>L3</p> <p>L4</p> <p>L3, L4</p> <p>SFC2, L3, L4</p>	<p>8.0 Change Leader</p>	<p>Standard 2 Standard 6</p>

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RELATIONSHIP DEVELOPMENT	School Keys	GLISI	ISLLC
<ol style="list-style-type: none"> 1. Develop and implement communication strategies to support the district and school goals and student achievement. 2. Actively engage parents, community, and other stakeholders in decision-making and problem-solving processes to have a positive effect on student learning and to achieve the district vision. 3. Establish mechanisms and structures for continuous feedback from all stakeholders and use feedback for continuous improvement. 4. Mobilize community resources to strengthen schools, district, families, and student learning. 5. Recognize and provide culturally-responsive practices to address multicultural and ethnic needs in the district, school, and community. 6. Advocate for policies and programs that promote the success for all students. 7. Model impartiality, sensitivity to student diversity and to community norms and values, and ethical considerations in interactions with others. 8. Identify and analyze conflict and implement strategies for managing conflict. 9. Develop and implement a plan that influences the larger political, social, economic, legal, and cultural context to advance student and staff success. <p>The following two standards from this strand are included in the Georgia Leader Duties and Responsibilities.</p> <ul style="list-style-type: none"> • Establishes and maintains effective working relationships with governing agencies, such as a local board of education and the Georgia Department of Education. (GLDR 5) • Establishes expectations for school councils and facilitates council leadership. (GLDR 6) 	<p>SFC1, SFC2, SFC3, L3 SFC2, SFC3, L3, L4, SC2</p> <p>SFC2</p> <p>SFC3</p> <p>SFC2, SC2</p> <p>SC2 SC2, SFC2</p> <p>SC1 SFC2, SC2</p> <p>L3, SFC3</p> <p>SFC2</p>	<p>5.0 Relationship Leader</p>	<p>Standard 4 Standard 6</p>

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Georgia Leader Duties and Responsibilities

Duties and Responsibilities	S	U	NA
1. Interacts in a professional manner with students, parents, staff, and stakeholders.			
2. Is available and visible to students, parents, staff, and stakeholders.			
3. Facilitates communication in both directions between the school/district and home.			
4. Works cooperatively with district administrators, special support personnel, colleagues, parents, and other stakeholders.			
5. Establishes and maintains effective working relationships with governing agencies, such as a local board of education and the Georgia Department of Education. (Leadership Performance Standards)			
6. Establishes expectations for school councils and facilitates council leadership. (Leadership Performance Standards)			
7. Conducts assigned duties at the times scheduled.			
8. Demonstrates prompt and regular attendance.			
9. Maintains accurate, complete, and appropriate records and files reports promptly.			
10. Maintains confidentiality of information and records for students and staff.			
11. Attends and participates in faculty meetings, district level meetings, and other assigned meetings and activities according to school and district policy.			
12. Models correct use of oral and written language.			
13. Demonstrates knowledge of current, effective practices in curriculum, instruction, assessment, and professional learning.			
14. Fulfills obligations as stated in contract.			
15. Manages operations within the structure of Georgia public education rules, regulations, and laws and the Georgia Code of Ethics for Educators. (Leadership Performance Standards)			
16. Assesses the school/district reporting system to ensure Georgia and federal requirements are met, including the filing of academic progress and maintaining clear, written documentation of legal issues. (Leadership Performance Standards)			
17. Organizes a school/district that reflects leadership decisions based on legal and ethical principles to promote educational equity. (Leadership Performance Standards)			
18. Organizes a safe, orderly, and engaging learning environment, including facilities, which reflects state, district, and local school rules, policies, and procedures. (Leadership Performance Standards)			
19. Provides appropriate security measures to protect records, equipment, materials, and facilities.			
20. Assumes responsibilities for supervising staff and students.			
21. Enforces regulations concerning student conduct and discipline.			
22. Demonstrates responsible fiscal management of funds in compliance with all applicable rules and regulations.			
Locally Prescribed Duties and Responsibilities			
1.			
2.			

(S = Satisfactory U = Unsatisfactory NA = Not Applicable)

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CURRICULUM - *A system for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.*

C-1: Align curriculum vertically and horizontally with the required curriculum standards.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged the instructional staff of the school/district to horizontally or vertically align the curriculum with the required curriculum standards.	Leaders have begun initial steps to engage the instructional staff of the school/district to horizontally and vertically align the curriculum with the required curriculum standards.	Leaders engage the instructional staff of the school/district to align the curriculum horizontally and vertically with the required curriculum standards.	Leaders engage the instructional staff of the school/district through a systematic, continuous process to fully align the curriculum horizontally and vertically with the required curriculum standards. Leaders coach or mentor others in the process of curriculum alignment.
Examples of Evidence	Leaders cannot explain the school/district alignment process. The instructional staff cannot explain which standards were taught in the previous grade or course.	Leaders can provide some general information about the school/district alignment process. The instructional staff can explain which standards were taught in the previous grade or course.	Leaders can explain the school/district alignment process. The instructional staff can explain which standards were taught in the previous grade or course and which standards will be taught in the next grade or course.	Leaders can provide extensive details about the step-by-step process used by the school/district to align the curriculum. The alignment of the curriculum, vertically and horizontally, is apparent to students and benefits learning.
Data Sources	Artifacts: Curriculum maps; pacing guides; unit/lesson plans; performance tasks; rubrics; agendas/minutes from collaborative learning team meetings; assessments (benchmark common, summative); student work samples; observation data (formal and informal).			

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C-2: Integrate curricula to make connections within and across subject areas.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged the instructional staff of the school/district to integrate the curricula to make connections within and across subject areas.	Leaders have begun to engage the instructional staff of the school/district to integrate the curricula to make connections within and across subject areas.	Leaders engage the school/district instructional staff to integrate the curricula to make connections within and across subject areas.	Leaders engage the school/district instructional staff in systematic efforts to integrate the curricula to make connections within and across subject areas and with the real world. Leaders coach or mentor others in the process of curriculum integration.
Examples of Evidence	Instructional staff members do not make curricula connections within and across subject areas. Leaders do not provide the instructional support and resources to ensure an integrated curriculum.	Instructional staff members make some curricula connections within and across subject areas. Leaders provide instructional staff some limited support and resources to ensure an integrated curriculum.	Instructional staff members make frequent and purposeful curricula connections within and across subject areas. Leaders provide instructional staff with adequate support and resources to ensure an integrated curriculum.	Instructional staff and students seamlessly make curricular connections to the real world and within and across subject areas and grade levels. Leaders consistently provide instructional staff with a variety of support, resources, and time to ensure an integrated curriculum.
Data Sources	Artifacts: Agendas/minutes from interdisciplinary collaborative learning team meetings; student work samples; teacher commentary regarding connections with other subjects; shared assessments; integrated performance tasks; curriculum maps; data (observation and student learning); lesson plans that show connections with other subject areas and topics from previous grades.			

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C-3: Audit curriculum to determine the level of expectation and depth of understanding required for all students.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not audited the curriculum to determine the level of expectation and depth of understanding required for all students.	Leaders have begun the process of auditing some areas of the curriculum to determine the level of expectation and depth of understanding required for all students.	Leaders audit the curriculum to determine the level of expectation and depth of understanding required for all students.	Leaders and instructional staff audit the curriculum to determine the level of expectation and depth of understanding required for all students. Leaders coach or mentor others in the process of auditing curriculum.
Examples of Evidence	Performance tasks show little or no connection with the standards and elements of the required curriculum. Classroom questions of students are generally at the basic recall level. Performance tasks lack appropriate rigor.	Some performance tasks are connected to the standards and elements of the required curriculum. Classroom questions of students require understanding and some application of concepts. Some performance tasks used by some instructional staff have appropriate rigor.	Performance tasks are connected to the standards and elements of the required curriculum. Classroom questions of students require understanding, application, and analysis. Performance tasks are challenging and require depth of understanding.	Performance tasks are systematically reviewed and revised for alignment to the standards and elements of the required curriculum. Classroom questions of students require application, analysis, evaluation, and synthesis. Performance tasks are challenging and tiered to scaffold learning for all students.
Data Sources	Artifacts: Results from curriculum audits; rubrics; grading scales; grading process including weighting, assessment data (formative and summative); curriculum maps or guides; unit/lesson plans; frameworks; performance tasks; student work samples; common assessments; essential questions; questions posed to students by teachers; a disaggregated comparison of course pass rates with pass rates on state tests.			

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C-4: Engage instructional staff in collaborative planning for curriculum implementation to ensure agreement on core content and required student performances.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged the instructional staff in collaborative planning.	Leaders have an organizational schedule in place that enables instructional staff to engage in collaborative planning.	Leaders engage instructional staff in collaborative planning to ensure agreement on core content and required student performances.	Leaders engage instructional staff in collaborative planning within a well-developed professional learning infrastructure to ensure agreement on all content and required student performances. Leaders coach others in the design, organization, and implementation of collaborative planning.
Examples of Evidence	Leaders cannot explain the rationale for collaborative planning for curriculum design and implementation. Leaders cannot describe what should occur during collaborative planning for curriculum implementation.	Leaders can explain the general rationale for collaborative planning for curriculum design and implementation. Leaders can describe in general terms what should occur during collaborative planning for curriculum implementation.	Leaders can explain the rationale and the teacher and student benefits of collaborative planning in areas of curriculum design and implementation. Leaders can describe specifically what occurs during collaborative planning for curriculum implementation.	Instructional staff can explain the rationale and the teacher and student benefits of collaborative planning in areas of curriculum design and implementation. Leaders and instructional staff can describe specifically what occurs and what teacher products are developed during collaborative planning time.
Data Sources	Artifacts: Learning team meeting agendas/minutes; protocols for collaborative planning; norms for collaborative teams; schedule of common planning; curriculum maps or guides; unit/lesson plans; frameworks; performance tasks; tiered assignments; rubrics; review of student work samples; assessments (common and summative).			

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C-5: Monitor and evaluate the implementation of a standards-based curriculum.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not taken an active role in monitoring and evaluating the implementation of a standards-based curriculum.	Leaders have begun to take a role in monitoring and evaluating the implementation of a standards-based curriculum.	Leaders routinely monitor and evaluate the implementation of a standards-based curriculum.	Leaders systematically monitor and evaluate implementation of a standards-based curriculum through an ongoing, school/district-wide process to ensure consistency within and across classrooms, grade levels, content areas, and schools. Leaders coach others in monitoring and evaluating the implementation of a standards-based curriculum.
Examples of Evidence	Leaders cannot explain how to monitor or evaluate a standards-based curriculum. Leaders do not use the terminology associated with standards-based curriculum and learning. Leaders do not provide feedback to the instructional staff regarding curriculum implementation.	Leaders can explain in general terms how to monitor or evaluate a standards-based curriculum. Leaders are beginning to use the terminology associated with standards-based curriculum and learning. Leaders provide limited feedback to staff, but it often is not useful in improving the implementation of the curriculum.	Leaders can specifically explain how to monitor or evaluate a standards-based curriculum. Leaders use the vocabulary associated with standards-based curriculum and learning. Leaders provide feedback to instructional staff regarding curriculum implementation.	Instructional staff can specifically explain how the standards-based curriculum is monitored and evaluated. Leaders use the language associated with standards-based curriculum and learning. Leaders provide specific feedback and next steps to instructional staff regarding curriculum implementation.
Data Sources	Artifacts: Observation templates; observation data (results and summaries); responses to questions asked of students and teachers during observations; teacher commentary on student work and projects; unit/lesson plans; leadership team meeting agendas/minutes; professional learning plans; disaggregated data; feedback to teachers and staff regarding instructional practices.			

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C-6: Use action research to review performance data and student work to refine curriculum implementation and innovation.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged the instructional staff in action research to review performance data or student work.	Leaders have begun to engage instructional staff in action research to review performance data or student work to refine curriculum implementation and innovation.	Leaders routinely engage the instructional staff in action research to review performance data and student work to refine curriculum implementation and innovation.	Members of the instructional staff lead action research projects to refine curriculum and drive innovation. Leaders coach or mentor others in the use of action research to refine curriculum implementation and innovation.
Examples of Evidence	Instructional staff members do not use action research techniques to examine the educational practices of the school/district. Leaders do not participate in the study of student work and performance data.	Instructional staff members are beginning to ask questions and seek answers regarding educational practices related to the greatest areas of need of the school/district. Leaders have begun to participate in the study of student work and performance data.	Instructional staff members regularly use action research techniques to improve educational practices of the school/district. Leaders participate in the study of student work and performance data and can identify the areas of greatest need and the causes for underperformance.	Action research has become incorporated into the problem-solving culture of the school/district. Leaders view action research not only as a problem-solving strategy, but also as a means for professional growth for themselves and school/district staff.
Data Sources	Artifacts: Results of review of performance data; root cause analysis; review of research on specific issues; surveys results; pretest/posttest results; protocols for examining student work or performances; proposed strategies for improvement; targets or goals; hypotheses or theories; action plan indicators/measures; reflective logs.			

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ASSESSMENT - *The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.*

A-1: Engage instructional staff in the use of assessment data to design and adjust instruction to maximize student learning and achievement.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not provided opportunities for instructional staff to engage in the use of assessment data to design and adjust instruction to maximize student learning and achievement.	Leaders have begun to provide opportunities for instructional staff to engage in the use of assessment data to design and adjust instruction to maximize student learning and achievement.	Leaders routinely provide opportunities for instructional staff to engage in the use of assessment data to design and adjust instruction to maximize student learning and achievement.	Members of the instructional staff independently engage in the use of data to design and adjust instruction that maximizes learning for all achievers. Leaders coach others in the use of assessment data to design and adjust instruction.
Examples of Evidence	Assessment data have not been analyzed to determine gaps in learning. Instructional staff members do not use data to match specific students with appropriate interventions. Common assessments are not used to adjust instruction.	Assessment data are analyzed to determine gaps in learning among groups of students. Instructional staff members use data on a limited basis to match students with interventions. Common assessments are used to adjust instruction in some content areas or grade levels.	Assessment data are analyzed to determine why students are struggling. Instructional staff members routinely use data to match specific students with appropriate interventions. Common diagnostic and formative assessments are used to plan and adjust instruction.	Assessment data are analyzed to identify student strengths, weaknesses, and next steps. Leaders and instructional staff members consistently use data to match specific students with appropriate, timely interventions. A variety of assessments are used to plan and adjust instruction to maximize student learning and achievement.
Data Sources	Artifacts: Disaggregated assessment data (diagnostic, formative, summative, common); agendas/minutes from collaborative meetings on data analysis; classroom profiles; data displays; performance targets; logs of teacher-administrator conferences; academic interventions; records of changes to student groups; revised student work; revised lesson/unit plans based on data; rosters of students targeted for extra help and/or enrichment; differentiation based on readiness.			

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A-2: Use protocols to engage instructional staff in collaboration to determine desired results and to design assessment practices that are consistent, balanced, and authentic.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not used protocols to engage instructional staff in collaboration to determine desired results or to design assessments.	Leaders have begun to use protocols to engage instructional staff in collaboration to determine desired results and to design assessments.	Leaders use protocols to engage instructional staff in collaboration to determine desired results and to design assessments that are consistent, balanced, and authentic.	Leaders frequently use protocols to engage instructional staff and coach others in collaboration to determine desired results and to design assessments that are consistent, balanced, and authentic.
Examples of Evidence	<p>Instructional staff cannot explain how they reach consensus on desired results and design quality assessments.</p> <p>Leaders cannot explain any protocols used by instructional staff during assessment design.</p> <p>Instructional staff members do not use balanced assessments.</p>	<p>Some instructional staff can explain how they reach consensus on desired results and design quality assessments.</p> <p>Leaders can explain some of the protocols used by instructional staff during assessment design.</p> <p>Instructional staff members have begun to use balanced assessments.</p>	<p>Instructional staff can explain how they reach consensus on desired results and design quality assessments.</p> <p>Leaders can explain the protocols used by instructional staff during assessment design.</p> <p>Instructional staff members use balanced assessments and analyze results to determine gains in student achievement.</p>	<p>Instructional staff can readily assimilate new staff members into a collaborative process for quality assessment design.</p> <p>Leaders can explain why specific protocols are used by instructional staff during assessment design.</p> <p>Instructional staff members use balanced, common assessments, analyze results, and develop next steps to improve student achievement.</p>
Data Sources	Artifacts: Protocols for examining results of assessments and performance tasks; agendas/minutes from learning team meetings on assessment; assessment data (common, diagnostic, formative, summative); teacher commentary on student work.			

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A-3: Use protocols to engage instructional staff in review of student work products and performances used to adjust instruction.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not used protocols to engage instructional staff in review of student work products and performances to adjust instruction.	Leaders have begun to use protocols to engage instructional staff in review of student work products and performances to adjust instruction.	Leaders routinely use protocols to engage instructional staff in review of student work products and performances to adjust instruction.	Members of the instructional staff take the lead in the use protocols to review student products and performances to adjust instruction. Leaders model and coach others in the use of protocols to review student work products and performances to adjust instruction.
Examples of Evidence	<p>Leaders cannot describe how the collaborative review of student work products and performances relates to teaching and learning.</p> <p>Instructional staff members do not use protocols for reviewing student products and performances.</p> <p>Instructional staff members have not reviewed student work products and performances to adjust instruction.</p>	<p>Leaders can describe how the review of student work products and performances relates to teaching and learning.</p> <p>Instructional staff members use a protocol for reviewing some kinds of student products and performances.</p> <p>Instructional staff members make some adjustments to instruction based on review of student products and performances.</p>	<p>Leaders and instructional staff can describe how the collaborative review of student work products and performances relates to teaching and learning.</p> <p>Instructional staff members use protocols for reviewing student products and performances to adjust instruction.</p> <p>Instructional staff members detect when students are not learning and cite examples of what is missing from student work and performances.</p>	<p>Leaders and instructional staff can describe how the collaborative review of student work products and performances has improved instruction and increased learning.</p> <p>Instructional staff members routinely train new staff in the use of protocols for reviewing student products and performances.</p> <p>Leaders and instructional staff collaborate and revise instruction based on review of student products and performances.</p>
Data Sources	Artifacts: Protocols for examining rubrics, assessments, and performance tasks; agendas/minutes from learning team meetings on assessment; disaggregated assessment data (diagnostic, formative, summative, common); roster of targeted students, academic interventions, protocols for examining student work and providing teacher commentary; exemplars; revised unit/lesson plans based on review of student products and performances.			

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A-4: Promote the use of a variety of effective and balanced assessment techniques to control for bias.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not promoted the use of a variety of effective and balanced assessment techniques to control for bias.	Leaders have begun to promote the use of a variety of effective and balanced assessment techniques to control for bias.	Leaders routinely promote the use of a variety of effective and balanced assessment techniques to control for bias.	Leaders regularly monitor the use of a variety of effective and balanced assessment techniques to control for bias. Leaders coach others on the use of effective and balanced assessment techniques to control for bias.
Examples of Evidence	Leaders cannot explain assessment bias. Leaders have not put in place a process for reviewing assessments for bias. Instructional staff cannot identify bias that occurs in assessments.	Leaders can explain assessment bias in general terms. Leaders have begun to put in place a process for review of assessments for bias. Instructional staff can identify some of types of bias that occurs in assessments.	Leaders can explain assessment bias in detail and provide examples. Leaders have a process in place for review of assessments for bias. Instructional staff can identify several types of bias that occurs in assessments.	Instructional staff can explain assessment bias in detail and provide examples. Leaders have in place a systematic process for the ongoing review of assessments for bias and fairness. Instructional staff can consistently identify and remove or control bias in assessments.
Data Sources	Artifacts: Variety of assessment practices (diagnostic, formative, summative, open-ended, performance tasks, portfolios, writing assignments); minutes from collaborative meetings; minutes from leadership team meetings regarding assessment bias.			

Georgia Department of Education
Leader KeysSM

A-5: Engage instructional staff in the use of formative assessment to provide effective and timely feedback on achievement of curriculum standards.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged instructional staff in the use of formative assessment to provide feedback.	Leaders have begun to engage instructional staff in the use of formative assessment to provide feedback.	Leaders engage instructional staff in the use of formative assessment to provide effective and timely feedback on achievement of the required curriculum standards.	Leaders consistently engage instructional staff in the ongoing use of formative assessment to provide effective and timely feedback on achievement of the required curriculum standards. Leaders model and coach others on engaging staff in the use of formative assessment to provide feedback on standards.
Examples of Evidence	Leaders cannot explain the concept of formative assessment. Instructional staff members are not expected to use formative assessment or provide feedback.	Leaders can explain the concept of formative assessment. Instructional staff members provide feedback that is primarily limited to evaluative judgments such as “Great Job” or “80% Correct.”	Leaders and instructional staff can explain the concept and benefits of formative assessment and feedback. Instructional staff members use results of formative assessments to provide feedback based on the required curriculum through the use of rubrics, conferences, and commentary.	Leaders and instructional staff can explain how formative assessment results are used to design timely interventions. Instructional staff members use formative assessments to provide effective and timely feedback through the use of rubrics, conferences, and commentary that define the next steps for improvement.
Data Sources	Artifacts: Formative assessments (3-2-1, KWLs, Ticket out the Door, summarizers, reflections, quizzes, Think-Pair-Share, etc.); examples of teacher commentary including oral and written feedback; student response systems; logs of teacher-student conferences.			

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A-6: Engage instructional staff in the collaborative analysis of assessment data to plan for continuous improvement for each student, subgroup of students, and the school as a whole.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged instructional staff in the collaborative analysis of assessment data to plan for continuous improvement.	Leaders have begun to engage instructional staff in the collaborative analysis of assessment data to plan for continuous improvement.	Leaders engage instructional staff in the collaborative analysis of assessment data to plan for continuous improvement for each student, subgroup of students, and the school as a whole.	Leaders consistently engage instructional staff and coach others in the ongoing collaborative analysis of assessment data to plan for continuous improvement for each student, subgroup of students, and the school as a whole.
Examples of Evidence	<p>Leaders cannot describe how instructional staff members are engaged in collaborative analysis of assessment data.</p> <p>Instructional staff members acknowledge that little or no collaboration occurs regarding analysis of assessment data.</p> <p>Leaders do not use assessment data to plan for continuous school improvement.</p>	<p>Leaders can describe of how instructional staff members are engaged in collaborative analysis of assessment data.</p> <p>Instructional staff members collaborate sporadically on data analysis to determine overall school needs.</p> <p>Leaders analyze summative assessment data to plan for continuous school improvement.</p>	<p>Instructional staff members can explain how assessment data is analyzed to determine strengths and weaknesses of students, subgroups, and the school.</p> <p>Instructional staff members plan academic interventions for students based on regular, collaborative data analysis.</p> <p>Leaders analyze a variety of assessment data to plan for continuous school improvement.</p>	<p>Instructional staff members identify strengths and weaknesses of students, subgroups, and the school by collaboratively reviewing data through a systematic, ongoing process.</p> <p>Instructional staff members closely monitor, evaluate, and revise academic interventions based on assessment data.</p> <p>Leaders and instructional staff analyze a variety of assessment data to plan for continuous school improvement.</p>
Data Sources	Artifacts: Summary of disaggregated assessment data (diagnostic, formative, summative, and common); intervention plans for struggling students; rosters that reflect regrouping of students; school improvement plan; data displays; teacher commentary on student work; agenda and next steps from collaborative planning sessions.			

Georgia Department of Education
Leader KeysSM

STANDARDS-BASED INSTRUCTION - *Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students achieve proficiency relative to the required curriculum.*

SBI-1: Engage instructional staff in collaborative work to design, monitor, and revise instruction to ensure that students achieve proficiency on required curriculum standards and district expectations for learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged the instructional staff in collaborative work to design, monitor, and revise instruction.	Leaders have begun to engage the instructional staff in collaborative work to design, monitor, and revise instruction.	Leaders engage the instructional staff in collaborative work to design, monitor, and revise instruction to ensure that students achieve proficiency on the required curriculum.	Leaders consistently participate in collaborative sessions and provide feedback based on evidence of the implemented strategies. Leaders coach others to lead the design, monitoring, and revision of instruction.
Examples of Evidence	Leaders are not able to explain the work that should occur in collaborative sessions. Instructional staff members do not collaborate regarding instruction. Instructional staff cannot give examples of how instruction has been revised.	Leaders can explain the some of the work that should occur in collaborative sessions. Some instructional staff members engage in collaborate work to design instruction. Instructional staff can give some examples of how instruction has been revised.	Leaders can fully explain the work that should occur in collaborative sessions. Instructional staff members engage in collaborate work to design, monitor, and revise instruction. Instructional staff can give numerous examples of how instruction has been revised.	Leaders model the work that should occur in collaborative sessions. Instructional staff members readily assimilate new staff into the collaborate work to design, monitor, and revise instruction. Leaders can give numerous examples of how instruction has been revised.
Data Sources	Artifacts: Master and/or daily schedule indicating time for collaborative planning; documents regarding expectations for learning; assessment data (diagnostic, formative, summative, common); record of leadership participation in collaborative meetings; curriculum map/guide/lesson/unit plans; student work samples with teacher commentary; agenda/minutes from collaborative planning sessions; schedule and analysis of observations by leaders.			

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SBI-2: Lead others in the use of research-based learning strategies and processes.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not provided information, direction, or expectations for the use of research-based learning strategies and processes.	Leaders have begun to examine research-based learning strategies and processes and set expectations for implementation.	Instructional staff members implement research-based learning strategies and processes while leaders provide corrective and positive feedback.	Leaders lead by example by integrating the use of research-based learning strategies and processes in their work with adults and students. Leaders coach others in the use of research-based learning strategies and processes.
Examples of Evidence	Leaders cannot describe instructional strategies that have the highest impact on student learning. Lesson/unit plans do not reflect the use of research-based learning strategies. Leaders do not provide feedback to the instructional staff on research-based practices.	Leaders can explain in general terms the instructional strategies that have the highest impact on student learning. Some lesson/unit plans include some research-based learning strategies. Leaders have begun to provide feedback to some instructional staff on some research-based practices.	Leaders can explain the instructional strategies that have the highest impact on student learning. Lesson/unit plans include numerous research-based learning strategies Leaders provide regular feedback to instructional staff regarding implementation of research-based strategies.	Leaders can explain and provide specific examples of the instructional strategies used in the school/district that have the highest impact on student learning. Instructional staff review lesson/unit plans and recommend revisions to strengthen research-based learning strategies. Instructional staff members provide detailed feedback to peers regarding the implementation of research-based strategies.
Data Sources	Artifacts: Common definition of research-based learning strategies and processes; lesson/unit plans reflect use of defined research-based learning strategies such as tiered assignments, performance tasks, rubrics, student work samples with teacher commentary, advance organizers, summarizers, homework; schedule, analysis, and feedback regarding classroom observations; assessment data (diagnostic, formative, summative, and common); agenda from professional learning sessions; logs of teacher-administrator conferences; record of leadership participation in collaborative meetings; master and/or daily schedule ensuring teacher collaboration.			

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SBI-3: Use techniques such as observation protocols to document that instructional staff use:

- a) Student work that reflects achievement of required curriculum standards.
- b) Differentiated instruction to accommodate student learning profiles, special needs and cultural backgrounds.
- c) Strategies to elicit higher-order thinking skills and processes, including critical thinking, creative thinking, and self-regulation.
- d) Flexible grouping based on effective diagnosis and formative assessment.
- e) Innovative strategies to address individual learning needs.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders rarely use techniques to monitor or document that instructional staff use high-impact practices.	Leaders have begun to use techniques to monitor and document that instructional staff use high-impact practices.	Leaders and instructional staff use techniques such as observation protocols to monitor and document the use of high-impact practices.	Leaders use a variety of techniques and protocols for collecting multiple sources of evidence on the effective use of high impact practices over time. Leaders coach others in the use of high impact practices.

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	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Leaders do not monitor instructional practices.</p> <p>Leaders do not participate in the review of student work or teacher products.</p> <p>Leaders do not recommend revisions to instruction based on observation data.</p> <p>Instructional staff members cannot explain how they would differentiate a lesson or engage students to use higher-order thinking skills.</p>	<p>Leaders have begun to monitor instructional practices.</p> <p>Leaders sometimes review student work and teacher products.</p> <p>Leaders sometimes recommend revisions to instruction based on observation data.</p> <p>Some instructional staff members can explain how they would differentiate a lesson or engage students to use higher-order thinking skills.</p>	<p>Leaders monitor instructional practices through informal and formal observations.</p> <p>Leaders regularly review and provide feedback on student work and teacher products.</p> <p>Leaders regularly recommend revisions to instruction based on observation data.</p> <p>Instructional staff members can explain how they would differentiate a lesson and engage students to use higher-order thinking skills.</p>	<p>Leaders engage instructional staff in reviewing high-impact practices through observations.</p> <p>Instructional staff members review, provide feedback, and coach new staff in the study of student work and teacher products.</p> <p>Instructional staff members recommend revisions to instruction based on observation data.</p> <p>Leaders can explain how they would differentiate a lesson and engage students to use higher-order thinking skills.</p>
Data Sources	<p>Artifacts: Observation protocols; schedule for informal and formal classroom observations; analysis and feedback of observations; record of leadership participation in collaborative meetings; defined expectations for classroom instruction; unit/lesson plans; curriculum maps or guides; strategies such as tiered assignments, performance tasks, rubrics, student work samples with teacher commentary, advance organizers, summarizers, and homework; student work samples with teacher commentary; schedule indicating collaborative planning time.</p>			

Georgia Department of Education
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SBI-4: Promote the use of technology to support student mastery of the required curriculum.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not promoted the use of technology to support student mastery of the required curriculum.	Leaders have begun to promote the use of technology to support student mastery of the required curriculum.	Leaders promote the use of technology to support student mastery of the required curriculum.	Leaders consistently promote, monitor, and model the use of technology to support student mastery of the required curriculum.
Examples of Evidence	<p>Leaders cannot explain how technology is used to support student learning.</p> <p>Instructional staff members have very limited access to technology hardware, software, professional learning, and support.</p> <p>Instructional staff members use technology only for communications and productivity purposes.</p>	<p>Leaders can explain some ways that technology is used to support student learning.</p> <p>Some instructional staff members have access to some technology hardware, software, professional learning, and support.</p> <p>Instructional staff members are beginning to use technology to improve student learning.</p>	<p>Leaders can explain how technology is used to support student learning across various grades or subjects.</p> <p>Instructional staff members have access to technology hardware, software, professional learning, and support.</p> <p>Students use technology as an important learning tool.</p>	<p>Instructional staff coach others in the use of technology to support student mastery of the required curriculum.</p> <p>Instructional staff members are provided opportunities to review and practice new technologies that will support student learning.</p> <p>Students use technology to explore, apply, analyze, or create on a daily basis.</p>
Data Sources	<p>Artifacts: Inventory of available hardware (computers, servers, networking, Internet access, projectors, interactive white boards, video cameras, document cameras, digital microscopes, mp3 players student response systems, graphing calculators, large displays, printers, scanners, calculators, and feedback devices); inventory of available software (application and productivity software appropriate for required curriculum); schedules for computer labs; records of computer use by students; student work developed or enhanced by technology; lesson/unit plans; data from classroom observations; data analysis showing use of technology to increase student achievement.</p>			

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SBI-5: Lead others in a collaborative process to set high expectations for all learners.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged others in a collaborative process to set high expectations for all learners.	Leaders have begun to engage instructional staff in a collaborative process to set high expectations for all learners.	Leaders and instructional staff collaboratively set high expectations for all learners and identify potential barriers to success for some learners.	Leaders and instructional staff collaboratively set high expectations for all learners and work to remove barriers to success. Leaders coach others in collaboratively setting high expectations for all.
Examples of Evidence	Leaders do not express or convey high expectations for some students or subgroups of students. Instructional staff members do not express the same expectations for all learners. Instructional staff do not set student learning goals.	Leaders have begun to express high expectations for all learners. Instructional staff members express high expectations for some learners. Instructional staff set student learning goals for each year.	Leaders express high expectations for all learners. Instructional staff members express high expectations for all learners. Instructional staff set student learning goals that are reviewed periodically throughout the year.	Leaders model high expectations for all learners in their daily actions and conversations. Instructional staff members actively convey high expectations for all learners in their daily actions and conversations. Leaders and instructional staff closely monitor student learning goals with frequent data collection and short term action plans.
Data Sources	Artifacts: Agendas/minutes from school leadership team and learning team meetings focused on expectations; surveys and results from students, staff, or parents regarding expectations; leadership participation in development of mission, vision and beliefs; syllabi demonstrating high expectations for learning; rubrics, performance tasks, tiered assignments, portfolios, and student work with teacher commentary; summative assessments.			

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SBI-6: Lead others in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged instructional staff in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.	Leaders have begun to engage instructional staff in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.	Leaders engage instructional staff in a collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.	Instructional staff members take the lead in a collaborative process to set and use benchmarks and rubrics to generate and monitor student efficacy and responsibility.
Examples of Evidence	<p>Leaders cannot explain strategies for generating student efficacy or responsibility.</p> <p>Instructional staff members do not use benchmarks or rubrics.</p> <p>Students depend solely on the instructional staff to evaluate their progress and learning.</p>	<p>Leaders can explain some initial strategies for generating student efficacy or responsibility.</p> <p>Instructional staff members are beginning to use benchmarks and rubrics in some grades or classes.</p> <p>Students have some understanding of how rubrics and benchmarks are used to monitor their progress and learning.</p>	<p>Leaders can explain several strategies for generating student efficacy and responsibility.</p> <p>Instructional staff members use collaboratively-designed benchmarks and rubrics for assessing student work.</p> <p>Students can explain how benchmarks and rubrics are used to self-monitor progress toward meeting standards.</p>	<p>Leaders and instructional staff model strategies for generating student efficacy and responsibility.</p> <p>Students are able to actively monitor their own learning through the use of goals, benchmarks, and rubrics.</p> <p>Students can identify next steps for meeting standards and monitoring progress based on specific, timely feedback from instructional staff and other students.</p>
Data Sources	<p>Artifacts: Benchmarks, rubrics, performance tasks, and exemplars that demonstrate meeting and exceeding standards; student work with teacher commentary; examples of student-led commentary; assessments (diagnostic, formative, and summative); agenda/minutes from collaborative planning sessions; professional learning on analyzing student work and providing effective feedback; research regarding student efficacy, responsibility and motivation; student learning goals; teacher-student conferences.</p>			

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DATA ANALYSIS - *The process of collecting, organizing and analyzing data with the aim of extracting useful information, facilitating conclusions, and planning for comprehensive school improvement.*

DA-1: Systematically collect and analyze multiple sources of data and use them to:

- a) **Identify improvement needs.**
- b) **Determine root causes of performance problems.**
- c) **Determine a course of action.**
- d) **Monitor progress at frequent and regular intervals.**
- e) **Celebrate accomplishments.**

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not collected, analyzed, or used data.	Leaders have begun to collect and analyze a limited set of data.	Leaders collect, analyze, and use multiple sources of data for comprehensive improvement.	Leaders collect, analyze, and use multiple sources of data through a comprehensive improvement process that is consistently monitored. Leaders coach others in data collection, analysis, planning, and monitoring.

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	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Examples of Evidence	<p>Leaders cannot explain the process that is used to collect, organize, and analyze data.</p> <p>Leaders have not developed a data-driven improvement process.</p> <p>School/district improvement plans are not based on appropriate data.</p> <p>Leaders do not have a plan for recognizing and celebrating accomplishments of students or adults.</p>	<p>Leaders can explain in general terms the process that is used to collect, organize, and analyze data.</p> <p>Leaders have begun to develop a data-driven improvement process.</p> <p>School/district improvement plans contain needs identified by data.</p> <p>Leaders occasionally recognize the successes of some students and adults.</p>	<p>Leaders can fully explain the process that is used to collect, organize, and analyze data for improvement needs.</p> <p>Leaders have developed a data-driven improvement process that identifies needs, determines root causes, targets issues in action plans, monitors progress, and recognizes accomplishments.</p> <p>School/district improvement plans have action steps to address needs identified by data.</p> <p>Leaders and instructional staff regularly celebrate the successes of individuals, groups, and the school/district as a whole.</p>	<p>Instructional staff can specifically explain the process that is used to collect, organize, and analyze data for improvement needs.</p> <p>Instructional staff train new staff members in a data-driven improvement process that identifies needs, determines root causes, targets issues in action plans, monitors progress, and recognizes accomplishments.</p> <p>School/district improvement plans are systematically monitored using data.</p> <p>Leaders have installed a comprehensive recognition system to celebrate the success of individuals, groups, and the school/district as a whole.</p>
Data Sources	<p>Artifacts: Disaggregated assessment data (diagnostic, formative, summative, state-required); analysis of multiple sources of data; school/district improvement plans; action plans; root-cause analysis of data; data displays; SMART Goals; agenda/minutes from collaborative meetings; records of celebrations for students and staff.</p>			

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DA-2: Develop an appropriate presentation for an internal/external audience based on analysis of multiple sources of data.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed an appropriate data presentation.	Leaders have developed a presentation, but it lacks detail or does not effectively present all of the key data issues.	Leaders have developed an appropriate presentation for internal and external audiences based on an analysis of multiple sources of data.	Leaders have developed an appropriate presentation for a variety of internal and external audiences based on an analysis of multiple sources of data. Leaders model and coach others on how to develop an appropriate presentation to a variety of audiences based on analysis of multiple sources of data.
Examples of Evidence	School/district does not have an effective data presentation.	School/district has a data presentation, but it is not complete or is not appropriate for both internal and external audiences.	School/district has an effective data presentation for internal and external audiences.	School/district has several up-to-date presentations for internal and external audiences that are based on multiple sources of summative and formative data of students and adults
Data Sources	Artifacts: Displays, handouts, and presentations; data charts/displays; disaggregated assessment data (diagnostic, formative, summative, common); school/district improvement plans; action plans; performance targets.			

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DA-3: Analyze data from multiple sources to inform a decision about curriculum, assessment, and instruction.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not analyzed data to inform decisions about curriculum, assessment, and instruction.	Leaders have begun to perform data analysis to inform decisions about curriculum, assessment, and instruction.	Leaders analyze multiple types of data to inform decision-making related to curriculum, assessment, and instruction.	Leaders and instructional staff demonstrate advanced skills in the analysis of multiple types of data to inform decisions about curriculum, assessment, and instruction.
Examples of Evidence	<p>Leaders indicate that decisions are based on personal background knowledge or opinion.</p> <p>Data displays are not present.</p>	<p>Leaders analyze data from limited sources before making decisions.</p> <p>Some data displays are present.</p>	<p>Leaders collaborate with instructional staff to review multiple sources of data before decisions are made about curriculum, assessment, and instruction.</p> <p>Data displays, as well as a school/district data room, are in place.</p>	<p>Instructional staff members are heavily involved in the analysis of multiple data sources and decision making regarding curriculum, assessment, and instruction.</p> <p>Classroom data displays are common throughout the school/district.</p>
Data Sources	Artifacts: Disaggregated assessment data (diagnostic, formative, summative, common, state-required); data charts/displays; agenda, minutes, and/or next steps from collaborative meetings; school/district improvement plans with revised targets.			

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DA-4: Analyze data from multiple sources for comprehensive school and district improvement planning.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not analyzed data from multiple sources for comprehensive school/district improvement planning.	Leaders have begun to analyze data from multiple sources for comprehensive school/district improvement planning.	Leaders analyze data from multiple sources for comprehensive school/district improvement planning.	Leaders and instructional staff demonstrate advanced skills in analyzing data from multiple sources for comprehensive school/district improvement planning.
Examples of Evidence	<p>Leaders have not identified which types of data need to be analyzed.</p> <p>Leaders cannot explain how various data are analyzed.</p> <p>School/district improvement plan is not based on appropriate data analysis.</p>	<p>Leaders can identify various types of data that are analyzed.</p> <p>Leaders can give some details about how some types of data are analyzed.</p> <p>School/district improvement plan is focused primarily on summative assessment data.</p>	<p>Leaders can explain the use of multiple sources of data to evaluate program effectiveness.</p> <p>Leaders and staff can fully explain how multiple types of data are analyzed for decision making.</p> <p>School/district improvement plan is based on multiple sources of data.</p>	<p>Leaders and instructional staff can explain how multiple sources of data are used to evaluate program effectiveness and make decisions regarding comprehensive school and district improvement.</p> <p>Staff members take the lead in analyzing multiple sources of data for decision making.</p> <p>School/district improvement plan is based on an array of summative and formative data related to student and adult performance.</p>
Data Sources	Artifacts: Disaggregated assessment data (diagnostic, formative, summative, common, state-required); school and/or district improvement plans; results from team plans; intervention plans; data charts/displays; root cause analysis; performance targets.			

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DA-5: Use technology tools for data analysis.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not used technology tools for data analysis.	Leaders have begun to use technology tools for data analysis.	Leaders effectively use technology tools for data analysis.	Leaders use advanced features of a variety of technology tools for data analysis and can coach others in the use of technology tools for data analysis.
Examples of Evidence	<p>Leaders cannot describe how technology tools are used to collect, organize, or analyze data.</p> <p>Staff members have not used technology tools to collect, organize, or analyze data.</p>	<p>Leaders can explain how some technology tools are used to collect, organize, and analyze data.</p> <p>Staff members use some technology tools to collect, organize, and analyze data.</p>	<p>Leaders demonstrate how technology tools are used in data analysis to save time, disaggregate data, and sort and compare.</p> <p>Staff members regularly use technology tools for data analysis.</p>	<p>Leaders demonstrate how technology tools are used in data analysis to save time, disaggregate data, sort and compare, track performance, and forecast trends.</p> <p>Staff members train new staff in the use of technology tools for data analysis.</p>
Data Sources	Artifacts: Disaggregated assessment data (diagnostic, formative, summative, common, state-required); data charts/displays; spreadsheet documents; rosters that reflect regrouping of students; item analysis from assessments; sorting by objectives, strands, subject area, grade, and classes.			

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ORGANIZATIONAL CULTURE - *Norms, values, standards, and practices associated with the district or school as a learning community committed to ensuring student and adult achievement and organizational productivity.*

OC-1: Select or develop and use instruments designed to analyze beliefs, processes, and structures in the school or district that support or impede rigor in teaching and learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not used instruments to analyze beliefs, processes, or structures that affect teaching and learning in the school/district.	Leaders have begun to use some instruments, with limited analysis of the results, to examine beliefs, processes, and structures in the school/district as they relate to teaching and learning.	Leaders select or develop and use appropriate instruments to analyze beliefs, processes, and structures in the school/district that support or impede rigor in teaching and learning.	Leaders use a variety of appropriate instruments to analyze school/district organizational culture and apply their findings for ongoing improvement. Leaders coach others in this process.
Examples of Evidence	Leaders cannot describe the current predominant beliefs in the school/district. Leaders cannot explain how the beliefs, processes, and structures impact teaching and learning.	Leaders can describe the predominant beliefs in the school/district in general terms. Leaders review the collected data on beliefs, processes, and structures with a limited understanding of its impact.	Leaders can describe the predominant beliefs in the school/district in detail. Leaders can identify examples of how practiced beliefs, processes, and structures impact teaching and learning.	Leaders can explain the evolution of the predominant beliefs in the school/district. Staff members can identify, through self-assessment and reflection, authentic examples of how beliefs, processes, and structures impact teaching and learning.
Data Sources	Artifacts: Surveys and survey results; interview questions and answers; data analysis of results of surveys and interviews; agendas/minutes of leadership team and/or collaborative teams; “next steps” document based on results; and revised goals and plans.			

Georgia Department of Education
Leader KeysSM

OC-2: Develop action plans to address the results of an analysis of the school or district culture.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed action plans to address the results of the analysis of the school/district culture.	Leaders have begun to develop action plans that address some of the issues identified by the analysis of the school/district culture.	Leaders develop action plans that address the issues identified by the analysis of the school/district culture.	Leaders and staff collaboratively develop comprehensive short-term and long-term action plans that address the issues identified by the analysis of the school/district culture. Leaders coach others in the development of action plans to improve school/district culture.
Examples of Evidence	Leaders cannot explain the major culture needs that should be addressed by the action plan. Staff members are unaware of the results of the analysis of the school/district culture.	Leaders can explain the major culture needs that should be addressed by the action plan. Staff members are aware of the results of the analysis of the school/district culture.	Leaders and staff have reached consensus on strategies to address the major culture needs. Staff members can explain their roles in the action plan to address the school/district culture needs.	Leaders and staff monitor the progress of the action plan and make modifications as needed. Staff members and other stakeholders celebrate positive changes in school/district culture.
Data Sources	Artifacts: Surveys and survey results; interview questions and answers; analysis of results of surveys and interviews; agendas/minutes/photos of leadership team or collaborative team meetings with reference to standard; brainstorming activities; ongoing documentation of revised goals and action plans including next steps.			

Georgia Department of Education
Leader KeysSM

OC-3: Develop and implement processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed or implemented processes and structures that support an academic climate.	Leaders have begun to develop processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults.	Leaders and staff develop and implement effective processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults.	Leaders, staff, and students sustain a pervasively academic culture of high expectations for all and communicate these expectations to all stakeholders.
Examples of Evidence	<p>Leaders have not identified the processes and structures that need to exist to support a pervasively academic climate.</p> <p>Leaders do not express high expectations for all students and adults.</p> <p>Leaders are unaware of the absence of a culture of high expectations or are unable to make the necessary changes.</p>	<p>Leaders have begun to identify processes and structures that support a pervasively academic climate and implement them.</p> <p>Leaders express high expectations for all students and adults.</p> <p>Leaders and staff have begun to identify beliefs and practices that serve as barriers to high expectations for all.</p>	<p>Leaders and staff participate in structures and processes such as collaborative learning teams and peer observations to support student and adult learning.</p> <p>Leaders and staff express high expectations for all students and adults.</p> <p>Leaders and staff implement strategies to overcome barriers to high achievement for all.</p>	<p>Leaders, staff, students, and external stakeholders can define the culture of high expectations for all through authentic examples of personal experiences.</p> <p>Leaders and staff words and actions consistently convey high expectations.</p> <p>Leaders and staff sustain academic momentum by successfully removing barriers and celebrating successes.</p>
Data Sources	<p>Artifacts: Mission and goal statements; school/district improvement plans; professional growth plans; surveys of climate and culture; data reports/displays of reduced academic failures, adult and student absenteeism and office referrals; increased celebrations of student and adult achievement; creative schedules for providing academic support or enrichment; rosters, agendas, and minutes of meetings that focus on climate and culture; interviews with internal/external stakeholders; and pre- and post-assessment data that reflects success in closing achievement gaps.</p>			

Georgia Department of Education
Leader KeysSM

OC-4: Engage participants in collaborative work and provide support systems that personalize work and learning for both students and adults.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not provided collaborative support systems that personalize work and learning for students and adults.	Leaders have begun to provide collaborative support systems that personalize work and learning for students and adults.	Leaders provide collaborative support systems that effectively personalize work and learning for students and adults.	Leaders consistently provide and monitor for fidelity of implementation collaborative support systems that sustain personalized work and learning for students and adults. Leaders coach others in developing support systems for students and adults.
Examples of Evidence	Leaders do not schedule protected time for staff collaboration. Staff members do not serve as advisors for students. New staff members are not provided staff mentors.	Leaders have scheduled limited time for staff collaboration. Staff members serve as advisors but contact time with students is brief and does not produce significant results. New staff members are provided staff mentors, but expectations are not clear and contact time is limited.	Leaders have scheduled times for staff collaboration. Staff members are provided sufficient time and training to serve as advisors for students. New staff members are provided regular access to staff who have been trained to mentor.	Leaders provide and protect times for staff collaboration during the work day. Leaders and staff serve as student advisors, and older students lead some activities with students. New staff members have regular access to trained staff mentors, and have opportunities for pulse checks and feedback sessions with school/district leaders.
Data Sources	Artifacts: Professional growth plans for leaders, staff and students; daily and master schedules that reflect time for collaboration; learning team schedules, protocols, minutes and agendas; schedules and sign-in sheets for student advisory; data analysis of teacher practices and student learning results.			

Georgia Department of Education
Leader KeysSM

OC-5: Develop and implement distributed leadership as part of the process of shared governance.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed or implemented distributed leadership as part of the process of shared governance.	Leaders have begun to develop and implement distributed leadership as part of the process of shared governance.	Leaders effectively develop and implement distributed leadership as part of the process of shared governance.	Leaders and staff sustain a culture of distributed leadership as part of the ongoing process of shared governance. Leaders coach others in the process of shared governance.
Examples of Evidence	Leaders have not provided opportunities for staff to have input into decision making. Staff members cannot provide examples of shared decision making opportunities. An effective leadership team is not in place.	Leaders provide initial opportunities for staff to have some input into decision making. Staff members can provide some examples of shared decision making or explain how some individuals have been given opportunities for input. A leadership team is in place, but members need clarifications regarding focus, roles, and responsibilities.	Leaders routinely provide opportunities for staff to provide input into decision making and to serve in leadership roles. Staff members can provide authentic examples of opportunities to participate in decision making, problem solving, and leadership. An effective leadership team is in place, and the members and leaders understand the focus, roles, and responsibilities.	Leaders expect staff members to take an active role in decision making and serve in leadership roles according to their areas of expertise. Staff members have been given opportunities to lead school/district initiatives. The leadership team is viewed as the engine for continuous improvement by staff, leaders, and external stakeholders.
Data Sources	Artifacts: Collaborative learning teams and leadership team rosters; agendas and minutes; action plans and monitoring data; communication discussing leadership opportunities for staff, students, and external stakeholders; perception data from surveys requesting input; staff handbook with protocols, norms, or system for decision making.			

Georgia Department of Education
Leader KeysSM

OC-6: Lead staff to accept collective responsibility for school and district improvement and the learning and achievement of all students.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged staff members in accepting collective responsibility for school/district improvement and the learning and achievement of all students.	Leaders have begun to engage staff to accept collective responsibility for school/district improvement and the learning and achievement of all students.	Leaders have engaged the staff to accept collective responsibility for school/district improvement and the learning and achievement of all students.	Staff members readily accept responsibility for school/district improvement and the learning and achievement of all students. Leaders coach others on leading staffs to accept collective responsibility for school improvement efforts and student achievement.
Examples of Evidence	Leaders have not engaged staff in developing or monitoring school/district improvement plans. Few staff members accept responsibility for school/district improvement and the learning and achievement of all students. Instructional staff members do not set classroom learning goals that lead to school/district improvement.	Leaders develop the school/district improvement plans with limited input from staff. Some members of the staff recognize that the responsibility for school improvement and student achievement is shared. Some instructional staff members set classroom learning goals that lead to school/district improvement.	Leaders and staff collaboratively develop and implement the school/district improvement plan. Leaders and staff demonstrate a shared responsibility for school/district improvement and the learning of all students. Instructional staff members set classroom learning goals that lead to school/district improvement.	Leaders and staff collaboratively develop, implement, monitor and revise the school/district improvement plan. Leaders and staff celebrate the successes of the school/district and hold themselves accountable for shortcomings. Instructional staff members engage students to set individual learning goals that lead to school/district improvement.
Data Sources	Artifacts: School Improvement Plans with monitoring data; Leadership Team, collaborative team, and faculty meeting agendas and minutes; goal and data displays of student achievement; action plans with timelines; root-cause analysis results; collective Self-Assessment and Reflection data of leaders and staff; notification and evidence of celebrations.			

Georgia Department of Education
Leader KeysSM

PROFESSIONAL LEARNING AND DEVELOPMENT- *The means by which staff acquire, enhance, and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.*

PL-1: Lead job-embedded professional learning that aligns with school and district improvement goals and supports student achievement.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged staff in job-embedded professional learning aligned to school/district improvement goals.	Leaders have begun to engage staff in job-embedded professional learning aligned to school/district improvement goals.	Leaders engage staff in job-embedded professional learning that aligns with school/district improvement goals and supports student achievement.	Leaders engage staff in selecting and/or designing job-embedded professional learning that aligns with school/district improvement goals and supports student achievement. Leaders coach others in leading job-embedded professional learning.
Examples of Evidence	Leaders cannot explain various professional learning strategies. Leaders do not provide resources to support job-embedded professional learning. Leaders do not participate in professional learning with staff.	Leaders can explain, in general terms, some professional learning strategies. Leaders provide resources to support some job-embedded professional learning. Leaders participate in some job-embedded professional learning with staff.	Leaders can explain, in detail, several professional learning strategies. Leaders provide adequate resources to support job-embedded professional learning. Leaders actively participate in job-embedded professional learning with staff.	Leaders select and lead the most appropriate professional learning strategy for a given need. Leaders provide extensive support and resources to sustain job-embedded professional learning. Leaders do take a leadership role in job-embedded professional learning activities.
Data Sources	Artifacts: Professional learning agendas, minutes, sign-in sheets; collaborative learning team logs, schedules; surveys such as Standards Assessment Inventory; school/district improvement plans; disaggregated assessment data; observations.			

Georgia Department of Education
Leader KeysSM

PL-2: Apply knowledge about adult learning to develop and implement structures that support adult learning and collaboration.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed or implemented structures that support adult learning and collaboration.	Leaders have begun to develop and implement structures with attention to adult learning and collaboration.	Leaders develop and implement structures that effectively support adult learning and collaboration.	Leaders and staff collaboratively develop and implement structures that fully support adult learning. Leaders coach others in developing and implementing structures that support adult learning and collaboration.
Examples of Evidence	<p>Leaders cannot explain how adults differ from students in learning preferences and needs.</p> <p>Leaders have not provided learning opportunities that address career stages or individual needs of adults.</p> <p>Leaders cannot explain the rationale for or how professional learning communities are implemented.</p>	<p>Leaders can explain some of the ways adults differ from students in learning preferences and needs.</p> <p>Leaders provide some learning opportunities that address career stages and individual needs of adults.</p> <p>Leaders can explain in general terms the rationale for professional learning communities, but cannot explain how they are implemented.</p>	<p>Leaders can explain how adults are similar and how they differ from students in learning preferences and needs.</p> <p>Leaders provide differentiated learning opportunities that address career stages and individual needs of adults.</p> <p>Leaders can fully explain the rationale for and how professional learning communities are implemented.</p>	<p>Leaders design professional learning that matches the adult learning preferences and needs of the staff.</p> <p>Leaders coach others in differentiated learning opportunities that address career stages and individual needs of adults.</p> <p>Staff members take lead roles in designing and implementing professional learning communities.</p>
Data Sources	Artifacts: Learning logs, agendas, minutes, reflections, norms and sign-in sheets from collaborative learning teams and school leadership team; learning style inventory and/or self-assessment results for staff; Standards Assessment Inventory survey results; Certified Staff Survey from GAPSS Analysis; professional growth plans.			

Georgia Department of Education
Leader KeysSM

PL-3: Evaluate the implementation and impact of professional learning on staff practices, continuous school and district improvement, and student learning.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not evaluated the implementation or impact of professional learning.	Leaders have begun to evaluate the implementation and impact of professional learning relying primarily on staff feedback rather than change in staff practice.	Leaders evaluate the implementation and impact of professional learning based on change in staff practices and student learning using a variety of data sources.	Leaders and staff evaluate the implementation and impact of professional learning based on change in staff practices and student learning using a variety of data sources.
Examples of Evidence	<p>Leaders cannot explain how professional learning is monitored or evaluated.</p> <p>Leaders cannot explain how professional learning can change staff practice and increase student learning.</p> <p>No evidence exists that student achievement has increased as a result of professional learning.</p>	<p>Leaders can explain some ways that professional learning is monitored but lack the understanding to evaluate its impact.</p> <p>Leaders can explain some ways that professional learning has impacted the practice of some staff.</p> <p>Evidence exists that some gains in student achievement can be attributed to professional learning.</p>	<p>Leaders can explain how professional learning is monitored and how it impacts classroom practices and student learning.</p> <p>Leaders can explain how professional learning has impacted the staff practices and student learning.</p> <p>Evidence exists that student achievement goals have been met due primarily to specific professional learning.</p>	<p>Staff members can explain how professional learning is monitored and how it impacts classroom practices and student learning.</p> <p>Staff members can explain how professional learning has impacted staff practices, school/district initiatives, and student learning.</p> <p>Evidence exists that significant gaps in student achievement have been addressed through specific professional learning</p>
Data Sources	Artifacts: Assessment data (common, formative, summative, diagnostic); longitudinal charts that show achievement gaps; data from observations; agenda and minutes from leadership team meetings where the impact of professional learning has been discussed; professional learning agenda; school/district improvement plans.			

Georgia Department of Education
Leader KeysSM

PL-4: Provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation, and learning teams.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not provided time for job-embedded professional learning.	Leaders have begun to provide some time for job-embedded professional learning.	Leaders provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observations, and learning teams.	Leaders regularly provide and protect time for job-embedded professional learning and monitor activities such as mentoring, coaching, feedback, study groups, peer observations, and learning teams.
Examples of Evidence	<p>Staff members indicate that little or no time is allowed for professional learning by the school/district.</p> <p>Observations reveal that professional learning time is not free from interruptions from the intercom, students, parents, and other meetings.</p> <p>Leaders do not monitor the use of professional learning time.</p>	<p>Staff members indicate that some time is allowed for professional learning by the school/district.</p> <p>Observations reveal that professional learning time is free from interruptions from the intercom, students, and parents</p> <p>Leaders infrequently monitor the use of professional learning time.</p>	<p>Staff members indicate that professional learning is a priority and that adequate time is provided.</p> <p>Observations reveal that professional learning time is free from interruptions from the intercom, students, parents, and other meetings so that staff can fully participate.</p> <p>Leaders regularly monitor the use of professional learning time.</p>	<p>Staff members indicate that professional learning is a top priority because release time is provided, leaders participate, and financial resources are allocated.</p> <p>Observations reveal that professional learning time is valued and is consistently protected from interruptions so that staff can fully participate, reflect, and develop next steps for learning.</p> <p>Staff members hold each other accountable for protecting professional learning time.</p>
Data Sources	Artifacts: Schedules, agendas, minutes, and sign-in sheets from professional learning, collaborative learning teams and school leadership teams; master schedules; Standards Assessment Inventory results; classroom observation data; log of peer observations; conferences held by mentors; teacher feedback forms.			

Georgia Department of Education
Leader KeysSM

PL-5: Model continuous learning by developing and maintaining a plan for professional self-improvement.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed professional self-improvement plans.	Leaders have begun developing professional self-improvement plans.	Leaders develop and maintain plans for professional self-improvement that model continuous learning.	Leaders and staff develop and maintain plans for self-improvement that model continuous learning through targeted improvements for specific needs. Leaders coach others in developing plans for self-improvement.
Examples of Evidence	<p>Leaders cannot explain the process used to design plans for professional improvement.</p> <p>Leaders do not participate in professional learning or collaborative learning teams.</p> <p>Staff members are unaware that the leader has an improvement plan.</p>	<p>Leaders can explain the process used to design plans for professional improvement.</p> <p>Leaders attend professional learning sessions and collaborative learning team meetings.</p> <p>Staff members can explain the major goals of the leader's improvement plan.</p>	<p>Leaders can explain the alignment of individual professional improvement plans to the school/district improvement plan and to the needs of students.</p> <p>Leaders actively participate in professional learning sessions, collaborative learning teams, and the school/district leadership team.</p> <p>Staff members can explain the major goals and strategies of the improvement plan of the leader.</p>	<p>Staff members can explain the alignment of individual professional improvement plans to the overall school/district improvement plan and to the overall needs of students.</p> <p>Leaders take leadership roles on collaborative learning teams, the school/district leadership teams, lesson study teams, etc.</p> <p>Staff members can explain how the needs of the school/district impact the improvement plan of the leader.</p>
Data Sources	Artifacts: Professional Growth Plans and/or personal learning plans; school/district improvement plans; surveys results from Certified Staff Survey from GAPSS Analysis and Standards Assessment Inventory; sign in sheets and minutes from professional learning sessions, leadership team meetings, and collaborative team meetings.			

Georgia Department of Education
Leader KeysSM

PERFORMANCE MANAGEMENT AND PROCESS IMPROVEMENT- *The process of developing strategies, aligning resources, monitoring progress, and overcoming barriers to achieve district, school, staff, and student goals.*

PM&PI-1: Lead the collaborative development or revision of the vision, mission, and values/beliefs that will guide and inform continuous improvement.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not provided opportunities for stakeholders to engage in the collaborative development of vision, mission, values, and beliefs.	Leaders have provided some limited opportunities for stakeholders to engage in collaborative development and/or revision of vision, mission, values, and beliefs.	Leaders engage stakeholders in collaborative development and/or revision of vision, mission, values, and beliefs that guide and inform continuous improvement.	Leaders engage stakeholders at regular intervals in the collaborative revision of vision, mission, values, and beliefs that guide and inform continuous improvement. Leaders coach others in the collaborative development and/or revision of vision, mission, values, and beliefs that guide and inform continuous improvement.
Examples of Evidence	Staff cannot explain the mission, vision, or beliefs. Staff actions are not congruent with the mission, values, and beliefs.	Staff can explain the mission, vision, and beliefs but cannot explain the development process. Actions of some staff are congruent with the mission, values, and beliefs.	Staff can explain the mission, vision, and beliefs and can explain how individuals were given opportunities to provide input. Daily actions of staff are congruent with mission, values, and beliefs.	Students and other stakeholders can explain the mission, vision, and beliefs of the school/district. Staff members hold each other accountable for practicing the mission, values, and beliefs.
Data Sources	Artifacts: Agendas, minutes, sign-in sheets from leadership team meetings and collaborative meetings for revision of the mission, vision, beliefs; survey results of the staff and stakeholders, mission, vision, beliefs documents.			

Georgia Department of Education
Leader KeysSM

PM&PI-2: Link individual and district or school goals, performance, and results.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged the staff to link individual and school/district goals, performance, and results.	Leaders have begun to engage the staff to link individual and school/district goals, performance, and results.	Leaders have engaged the staff to link individual and school/district goals, performance, and results.	Staff members take lead roles in linking short-term and long-term individual and school/district goals, performance, and results
Examples of Evidence	<p>Leaders cannot explain how individual goals align with school/district goals.</p> <p>Individual professional growth plans of staff do not reflect school/district goals.</p>	<p>Leaders can explain how individual goals align with school/district goals.</p> <p>Some individual professional growth plans of staff do reflect school/district goals.</p>	<p>Leaders and staff can explain how individual goals align with school/district goals.</p> <p>Individual professional growth plans of staff do reflect school/district goals.</p>	<p>Leaders and staff can explain how individual goals align with school/district goals through short-term and long-term action plans and individual improvement plans.</p> <p>Successful professional growth plans are leading indicators for school/district improvement performance and results.</p>
Data Sources	Artifacts: Agendas, minutes, sign-in sheets from leadership team meeting and collaborative meetings where goal setting and alignment has occurred; district goals, school goals, grade level or department goals, individual goals, student goals; school/district improvement plan.			

Georgia Department of Education
Leader KeysSM

PM&PI-3: Develop measurable district or school-wide, grade-level, department, and staff goals that focus on student achievement.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not facilitated the development of measurable goals that focus on student achievement.	Leaders have begun to facilitate the development of measurable goals that focus on student achievement.	Leaders facilitate the development of measurable school/district-wide, grade level, department, and staff goals with specific strategies that focus on student achievement.	Staff members take lead roles in the development of measurable school/district-wide, grade level, department, and staff goals with specific strategies that focus on student achievement.
Examples of Evidence	<p>School, grade level, department, and staff goals do not exist or do not guide actions.</p> <p>Non-instructional staff cannot explain their roles in improving student achievement.</p>	<p>School, grade level, department, and staff goals exist, but are not written in SMART format: Specific, Strategic, Measurable, Attainable, Results-based, and Time-bound.</p> <p>Some non-instructional staff can explain their roles in improving student achievement.</p>	<p>School, grade level, department, and staff goals exist and are written in SMART format: Specific, Strategic, Measurable, Attainable, Results-based, and Time-bound.</p> <p>Non-instructional staff can explain their roles in improving student achievement.</p>	<p>School, grade level, department, and staff goals exist and are written in SMART format, and students take responsibility for their learning by developing goals.</p> <p>Non-instructional staff members describe themselves as contributing team members for the goals of the school/district.</p>
Data Sources	<p>Artifacts: Agendas, minutes, sign-in sheets from leadership team meetings and collaborative meetings where goal setting and alignment has occurred; district, school, grade level/department, teacher, and student goals; school, district, team, grade level/department, and individual improvement plans.</p>			

Georgia Department of Education
Leader KeysSM

PM&PI-4: Monitor the implementation of the school or district improvement plan and its impact on student achievement using an accountability system.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not monitored or evaluated implementation of the school/district improvement or strategic plan.	Leaders have begun to monitor and evaluate implementation of the school/district improvement or strategic plan and its impact on student achievement.	Leaders regularly monitor and evaluate implementation of the school/district improvement or strategic plan and its impact on student achievement using an accountability system.	Leaders engage leadership teams to monitor and evaluate implementation of the school/district improvement or strategic plan and its impact on student achievement using an accountability system throughout the school year. Leaders coach others in the process of monitoring and evaluating improvement plans.
Examples of Evidence	Leaders cannot provide data updates on the key actions of the school/district improvement plan. Observations of classrooms and the review of teacher and student products do not occur.	Leaders provide data updates on some of the key actions of the school/district improvement plan. Observations of classrooms and the review of teacher and student products occur sporadically during the year.	Leaders provide detailed data updates on the key actions of the school/district improvement plan. Observations of classrooms and the review of teacher and student products occur regularly during the year and are used to determine progress on improvement plans.	Leaders provide detailed data updates on the key actions of the school/district improvement plan and explain where midcourse corrections have been made. Observations of classrooms and the review of teacher and student products occur regularly during the year and are used to monitor and update strategies of the school/district plans.
Data Sources	Artifacts: School/district improvement plans; observation templates and results; assessment data; quarterly action plans; interview results.			

Georgia Department of Education
Leader KeysSM

PM&PI-5: Use appropriate performance management tools and processes to plan, measure, monitor, and communicate about improvement.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not used performance management tools and processes to plan, measure, monitor, and communicate about improvement.	Leaders have begun to use performance management tools and processes to plan, measure, monitor, and communicate about improvement.	Leaders use appropriate performance management tools and processes to plan, measure, monitor, and communicate about improvement.	Leaders engage staff in using performance management tools and processes to drive individual and staff growth and improvement. Leaders coach others in the use of performance management tools and processes.
Examples of Evidence	Classroom observation tools are not used to obtain evidence that the instructional practices are being impacted. Performance assessment tools are not appropriately designed to monitor the duties and responsibilities of the staff. Leaders do not provide feedback that leads to improved performance.	Classroom observation tools are sometimes used to obtain evidence that the instructional practices are being impacted. Performance assessment tools are appropriate to monitor the duties and responsibilities of the staff but are not always used properly. Leaders provide limited feedback that is not always connected to the performance expectations.	Classroom observation tools are used regularly to obtain evidence that the instructional practices are being impacted. Performance assessments are appropriate for the duties and responsibilities of the staff and are used properly. Leaders provide quality feedback connected to performance expectations that staff members can use for improvement.	Classroom observations, staff conferences, and artifact examination are used to obtain evidence that the instructional practices are being impacted. Performance assessments of staff are conducted and analyzed so that an action plan to address specific needs can be developed. Leaders use a comprehensive system to provide staff with performance feedback and support for improvement.
Data Sources	Artifacts: School/district improvement plans; observation templates and results; assessment data; quarterly action plans; interview data; needs assessment results; feedback to instructional staff.			

Georgia Department of Education
Leader KeysSM

PM&PI-6: Identify and address barriers to leader, faculty, and staff performance.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not identified or addressed barriers to leader, faculty, or staff performance.	Leaders have begun to identify or address barriers to leader, faculty, or staff performance.	Leaders routinely identify and address barriers to leader, faculty, and staff performance.	Leaders identify and address barriers to leader, faculty, and staff performance and take proactive steps to prevent potential barriers from impeding performance. Leaders coach others in maximizing staff performance.
Examples of Evidence	Leaders cannot give examples of how they have identified or addressed barriers to staff performance. Staff members indicate that the leader has done little to improve staff performance.	Leaders can give some examples of how they have identified barriers to staff performance. Staff members credit the leader with some improvement in performance of some members of staff.	Leaders can give examples of how they have identified and addressed barriers to staff performance. Staff members credit the leader with improvement in staff performance.	Staff members can give examples of how leaders have identified and addressed performance barriers for school/district staff. Staff members credit the leader with significant improvement in staff performance and individual growth.
Data Sources	Artifacts: Data: student achievement, student perception, staff performance from appraisals, observations, staff interviews, survey; results from needs assessments; lists of barriers and solution strategies from staff and leaders, and root cause analysis results.			

Georgia Department of Education
Leader KeysSM

PM&PI-7: Provide interventions to address underperformance of leaders, faculty, and staff.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders do not adequately recognize and address underperformance of leaders, faculty, and staff.	Leaders have begun to provide some interventions to address underperformance of leaders, faculty, and staff.	Leaders provide appropriate interventions to address underperformance of leaders, faculty, and staff.	Leaders systematically provide appropriate, timely interventions to address underperformance of leaders, faculty, and staff. Leaders coach others to address staff underperformance.
Examples of Evidence	Professional growth or development plans do not address underperformance. Professional learning is not provided to address areas of staff underperformance. Little or no staff support is provided by internal or external sources.	Professional growth or development plans for leaders and staff are being developed to address performance needs. Professional learning is provided to address some areas of staff underperformance. Some staff support is provided by local district staff.	Professional growth or development plans provide appropriate interventions for underperformance of staff and leaders. Specific professional learning is provided to address areas of staff and leader underperformance. Support is provided by school/district staff and external providers.	Professional growth or development plans are consistently reviewed and updated to provide new strategies to address underperformance. Specific professional learning that addresses staff and leader underperformance is regularly monitored for impact. A pyramid of timely, systematic staff interventions is in place to provide support and address underperformance.
Data Sources	Artifacts: Professional learning plans; pyramid of interventions for staff; mentoring plans; list of professional learning activities; rubrics for coaching performance; evaluations of assistance by survey, observation, student performance.			

Georgia Department of Education
Leader KeysSM

PM&PI-8: Identify and map core school and district processes and plan for their improvement.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not identified or mapped core school/district processes or planned for their improvement.	Leaders have begun to identify and map core school/district processes and have begun to plan for their improvement.	Leaders identify and map core school/district processes and effectively plan for their improvement.	Leaders identify and map core school/district processes, plan for their improvement, and accurately anticipate future needs. Leaders ensure these processes are well organized and maximize school/district efficiency.
Examples of Evidence	Core processes for the school/district, with individual and group responsibilities, are not identified. Resources, human and physical, are not linked with the core processes for the school/district. Input on improvement is not sought from the staff members who are responsible for core processes.	Some core processes for the school/district, with individual and group responsibilities, are identified. Resources, human and physical, are linked with the some core processes for the school/district. Input on improvement is sought from some of the staff members who are responsible for core processes.	Core processes for the school/district, with individual and group responsibilities, are identified. Resources, human and physical, are linked with the core processes for the school/district. Input on improvement is sought from the staff members who are responsible for core processes.	Core processes for the school/district, with individual and group responsibilities, are identified and are monitored for improvement on a regular basis. Resources, human and physical, are linked and prioritized for the core processes for the school/district. A system is in place for the staff members who are responsible for core processes to provide input on improvement.
Data Sources	Artifacts: Flow charts, organizational charts; list of resources; cost effectiveness charts; allocation of staff; budgeted priorities; schedules; personnel handbooks; procedures; policies.			

Georgia Department of Education
Leader KeysSM

PM&PI-9: Lead the analysis of school and district processes to determine their impact on learning time and plan for their improvement.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not analyzed school processes to determine the impact on learning time.	Leaders have begun to analyze school processes to determine the impact on learning time and plan for improvements.	Leaders analyze school processes to determine the impact on learning time and effectively plan for improvements.	Leaders engage staff in an ongoing analysis of school processes to determine the impact on learning time and plan for improvements. Leaders coach others in analyzing and improving school processes.
Examples of Evidence	Leaders cannot explain how various school processes impact learning time. Leaders have several unsuccessful/duplicate initiatives in place that consume staff energy and time. Staff cannot give examples of changes made in school processes that have positively impacted learning time.	Leaders can explain how some school processes impact learning time. Leaders have managed to eliminate some unsuccessful/duplicate initiatives that consume staff energy and time. Staff can give examples of changes that are underway in some school processes that may positively impact learning time.	Leaders can explain how the various school processes impact learning time and can tell ways to improve the processes. Leaders have managed to eliminate unsuccessful/duplicate initiatives that consume staff energy and time. Staff can give examples of changes made in school processes that have positively impacted learning time.	Leaders have a systematic plan for the ongoing analysis and improvement of school processes in place. Leaders have a streamlined approach to all initiatives and activities with a focus on protecting learning time and staff energy. Staff members actively participate in the analysis of school processes and planning for improvement.
Data Sources	Artifacts: Schedules; list of key processes; flow charts; brainstorming results regarding improving processes; list of disruptions to learning time; plan for changing processes; school/district improvement plans; documentation of learning time saved.			

Georgia Department of Education
Leader KeysSM

PM&PI-10: Develop and implement high performance teams, such as school and district improvement teams, to improve processes and performance.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not taken a team approach to improving processes or performance.	Leaders have begun to develop high performance teams to improve school/district processes and performance.	Leaders develop and implement high performance teams to improve school/district processes and performance that impact student achievement.	Staff members readily function as members of high performance teams to improve processes and performance. Leaders coach others in the development and implementation of high performance teams.
Examples of Evidence	A school/district leadership team or collaborative learning teams do not exist. Leaders cannot explain the work in which the teams are engaged. Teams do not exist or seldom meet for the purpose of school/district improvement.	A school/district leadership team and collaborative learning teams exist, but roles and responsibilities are not defined. Leaders can explain some of the work in which some of the teams are engaged. Teams meet sporadically and are not focused on data that will lead to improvement.	A school/district leadership team and collaborative learning teams exist and have clearly defined roles and responsibilities. Leaders can explain the work in which teams are engaged. The teams meet regularly to analyze data and make decisions that consistently produce positive results that impact student achievement.	A team approach to decision making, problem solving, and continuous improvement is fully incorporated into the culture of the school/district. Leaders and instructional staff can explain and direct the work in which the teams are engaged. The teams are data-driven and operate as the infrastructure of a professional learning community to improve student achievement and adult learning.
Data Sources	Artifacts: Team members; agendas; minutes; sign-in sheets; meeting schedules; norms; protocols; examples of action research; examination of student work, use of the School Leadership Team High Impact Rubric; examples of root cause analysis.			

Georgia Department of Education
Leader KeysSM

PM&PI-11: Use improvement results to make recommendations for continuation and/or modification of plans and processes.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not used improvement results for deciding to continue and/or modify plans and processes.	Leaders have begun to use improvement results to make recommendations for continuation and/or modification of plans and processes.	Leaders use improvement results to make recommendations for continuation and/or modification of plans and processes.	Leaders and staff use improvement results on an ongoing basis to make recommendations for continuation and/or modification of plans and processes to guide school improvement. Leaders engage others to be actively involved in analyzing and using results and developing recommendations for future work.
Examples of Evidence	Leaders cannot explain how plans or processes are monitored and evaluated. Leaders cannot explain why plans or processes were judged to be successful and why they should be continued or expanded.	Leaders have begun to use data to explain how plans or processes are monitored and evaluated. Leaders, in some cases, can explain why plans or processes were judged to be successful and why they should be continued.	Leaders use data to explain how plans or processes are monitored, evaluated, and modified. Leaders can explain why plans and processes were judged to be successful and why they should be continued, expanded, or modified.	Staff use data to explain how plans or processes are monitored, evaluated, and modified. Leaders can explain how successful plans or processes can be adapted and applied to different, diverse settings.
Data Sources	Artifacts: Improvement results; proposed changes and rationale; data that validates the improvement; feedback to persons responsible; revised strategies.			

Georgia Department of Education
Leader KeysSM

PM&PI-12: Develop and implement a succession plan for continuity and sustained effectiveness of the school or district.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed a succession plan for continuity and sustained effectiveness of the school/district.	Leaders have begun development of a succession plan for continuity and sustained effectiveness of the school/district.	Leaders have developed and implemented a succession plan for continuity and sustained effectiveness of the school/district.	Leaders have systematically developed and effectively implemented a succession plan that is updated on a regular basis to ensure the sustained effectiveness of the school/district.
Examples of Evidence	<p>Leaders do not accurately anticipate retirements or departures.</p> <p>Candidates for key school and district positions have not been identified.</p> <p>No plan exists for development of leaders.</p> <p>Leadership candidates do not receive useful feedback from other leaders.</p>	<p>Leaders, in some cases, are able to anticipate retirement or departures.</p> <p>Some candidates for key school and district positions have been identified.</p> <p>Some leadership candidates have limited opportunities to acquire needed leadership skills.</p> <p>Leadership candidates receive some feedback from others leaders but it may not be specific, timely, or helpful with next steps.</p>	<p>Leaders are able to anticipate most retirements and departures.</p> <p>Candidates for key school and district positions have been identified.</p> <p>Leadership candidates have opportunities to acquire needed leadership skills.</p> <p>Leadership candidates receive useful feedback from other leaders.</p>	<p>Departing leaders and staff offer to support replacements during periods of transition.</p> <p>When key staff members leave the school/district, the impact is minimal.</p> <p>Leadership candidates have access to an extensive program that provides support and opportunities to acquire needed leadership skills.</p> <p>Leadership candidates receive effective, timely feedback from other leaders and mentors through a well-developed process.</p>
Data Sources	Artifacts: List of potential leadership candidates; leadership opportunities available to interested potential leaders; list of weaknesses and strengths of leadership candidates; list of mentors and mentees; list of leadership performance tasks to be accomplished by candidates; list of potential job openings.			

Georgia Department of Education
Leader KeysSM

PM&PI-13: Use technology to support core processes.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not used technology to support core processes.	Leaders have begun to use technology on a limited basis to support core processes.	Leaders routinely and effectively use technology to support core processes.	Leaders effectively use advanced features of a variety of technology tools to increase productivity and support core processes. Leaders effectively coach others in the use of technology to increase productivity and support core processes.
Examples of Evidence	Leaders cannot explain how technology supports the core processes. Leaders cannot supervise others in the use of technology for core processes.	Leaders can provide some explanation about how technology supports the core processes. Leaders are learning to supervise others in the use of technology for some core processes.	Leaders can explain how technology supports the core processes. Leaders supervise others in the use of technology to support core processes.	Leaders effectively select and use new technologies to support core processes. Leaders supervise others in the use of a variety of technology tools to monitor progress, increase productivity, and support core processes.
Data Sources	Artifacts: Student information and teacher information as needed; budget information; student achievement information; IEPs; transportation information; student records; transcripts; email records, requests; requisitions.			

Georgia Department of Education
Leader KeysSM

MANAGING OPERATIONS - *The functions that leaders perform to support and facilitate the core work of the school and district staff.*

MO-1: Work collaboratively to implement fiscal policies that equitably and adequately distribute all available resources to support the success of all students.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not implemented fiscal policies that equitably distribute available resources.	Leaders have begun to implement fiscal policies that equitably distribute available resources to some schools, grade levels, departments, or programs.	Leaders collaborate to implement fiscal policies that equitably and adequately distribute all available resources to support the success of all students.	Leaders collaborate with staff and supervisors to implement fiscal policies within a strategic plan that equitably and adequately distributes all available resources to schools or programs to support the success of all students and staff. Leaders coach others on implementation of fiscal policies to match resources with needs.
Examples of Evidence	Leaders do not include staff members in the budget process. Leaders do not prioritize needs and make appropriate resource allocations. Staff members indicate that they do not have access to adequate resources.	Leaders include limited staff input in the budget process. Leaders recognize needs, but may not make appropriate resource allocations. Staff members indicate that they have inconsistent access to adequate resources.	Leaders include staff input in the budget process. Leaders prioritize needs, and leaders distribute resources appropriately. Staff members indicate that they have access to adequate resources.	Staff members assist in the design of budgets within a fiscal framework. Leaders and staff prioritize needs, make cost effective decisions, and distribute resources appropriately. Staff members indicate that they have access to available resources and have opportunities to revise requests as needs arise.
Data Sources	Artifacts: Purchase orders; classroom inventories; technology inventories; budget requests; budgets; media center inventories; survey results.			

Georgia Department of Education
Leader KeysSM

MO-2: Develop budget that aligns resources with data-based instructional priorities.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed budgets that align resources with data-based instructional priorities.	Leaders have begun to develop budgets that align some resources with data-based instructional priorities.	Leaders develop budgets that align resources with data-based instructional priorities.	Leaders and staff members collaboratively develop short and long term budgets that align resources with data-based instructional priorities and school/district goals. Leaders coach others on budget development that aligns resources with instructional needs.
Examples of Evidence	Budget requests are not linked to school/district improvement plans. Human and physical resources are under budgeted. Consensus does not exist regarding the instructional priorities of the school/district.	Some budget requests are linked to school/district improvement plans. Appropriate human and physical resources are budgeted in some areas. Consensus exists regarding some of the instructional priorities of the school/district.	Budget requests are linked to data-driven school/district improvement plans. Appropriate human and physical resources are budgeted. Consensus exists regarding the instructional priorities of the school/district.	Budget requests are fully aligned to data-driven school/district improvement plans. Appropriate human and physical resources are budgeted in a timely and equitable manner. Consensus exists down to the staff level regarding the instructional priorities of the school/district.
Data Sources	Artifacts: Equipment inventories; equipment requests; instructional material requests; book inventories; technology inventories; certified personnel report; cost per pupil reports; school and district improvement plans and grants; teacher/pupil ratio; Southern Association of College and Schools reports; school/district budgets.			

Georgia Department of Education
Leader KeysSM

MO-3: Recruit, select, and hire highly qualified and effective personnel.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have had little success recruiting, selecting, or hiring highly qualified and effective personnel.	Leaders have had some limited success recruiting, selecting, and hiring highly qualified and effective personnel.	Leaders have been successful in recruiting, selecting, and hiring highly qualified and effective personnel for school/district positions.	Leaders actively recruit, carefully select, and hire highly qualified and highly effective personnel based on school/district needs. Leaders coach others in the process of recruitment and selection of highly qualified and effective personnel.
Examples of Evidence	<p>Few newly-hired staff are highly qualified and effective.</p> <p>Leaders lack applicant screening skills and effective interviewing skills.</p> <p>The working environment of the school/district does not lead staff to recruit new staff.</p> <p>Leaders are not proactive about recruiting staff and anticipating openings.</p>	<p>Some newly-hired staff are highly qualified and effective.</p> <p>Leaders possess some skills with applicant screening and interviewing.</p> <p>The working environment of the school/district leads some staff to recruit new staff.</p> <p>Leaders recruit some staff and anticipate openings in some instances.</p>	<p>Newly-hired staff are highly qualified and effective.</p> <p>Leaders possess effective applicant screening skills and effective interviewing skills.</p> <p>The working environment of the school/district leads the staff to recruit new staff.</p> <p>Leaders are proactive about recruiting staff and anticipating openings.</p>	<p>Newly-hired staff are highly qualified, highly effective, and possess a strong work ethic.</p> <p>Leaders and staff leaders possess effective applicant screening skills and effective interviewing skills.</p> <p>The working environment of the school/district leads the staff to recruit highly effective staff.</p> <p>Leaders anticipate future personnel needs and have well developed succession plans in place.</p>
Data Sources	Artifacts: Certified personnel report; interview questions; panel interview norms; record of teacher retention; ratio of the number of applicants for the number of positions open; reference-checking procedures; record of reference checks; teacher reference letters; succession plans; teacher and staff portfolios.			

Georgia Department of Education
Leader KeysSM

MO-4: Retain effective personnel by ensuring positive working conditions.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have failed to retain effective personnel because of the lack of positive working conditions.	Leaders have begun to retain effective personnel by improving the working conditions.	Leaders retain effective personnel by creating positive working conditions.	Leaders consistently retain effective personnel by creating and maintaining positive working conditions through structural, relational, and instructional practices. Leaders implement and support ongoing mentoring and coaching to retain personnel.
Examples of Evidence	<p>The work environment of the school/district leads staff to feel isolated.</p> <p>Staff report that input and effort are not valued by their leaders.</p> <p>Communication between leaders and staff is inconsistent and ineffective.</p> <p>Staff achievements are seldom recognized.</p>	<p>The work environment of the school/district leads some staff to view themselves as members of a team.</p> <p>Some staff report that input and effort are valued by some leaders.</p> <p>Communication between leaders and staff is minimally effective.</p> <p>Staff achievements are celebrated on an infrequent basis.</p>	<p>The work environment of the school/district leads staff to view themselves as members of a team.</p> <p>Staff report that their input and effort are valued by leaders.</p> <p>Communication between leaders and staff creates a common understanding of issues.</p> <p>Staff achievements are celebrated on a regular basis throughout the year.</p>	<p>The work environment of the school/district leads staff to view themselves as members of a team who support each other for a common purpose.</p> <p>Staff report that their input, effort, and growth are valued by leaders.</p> <p>Effective communication to and from the leaders creates a common understanding of issues, mission, goals, and strategies.</p> <p>Celebrations of staff and student achievements are common practice.</p>
Data Sources	Artifacts: Staff requests for renewal of contracts; staff requests for transfers; teacher attendance records; staff retention records; staff surveys; exit interviews; school/district newsletter; newspaper articles; student and staff recognitions.			

Georgia Department of Education
Leader KeysSM

MO-5: Promote technology to support administrative processes.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not promoted technology to support administrative processes.	Leaders have begun to promote technology to support administrative processes.	Leaders promote technology to support administrative processes.	Leaders and staff maximize the use of technology to support administrative processes. Leaders coach others in the use of technology to increase administrative productivity.
Examples of Evidence	Leaders do not use technology to monitor teaching and learning. Leaders do not use technology for external communication. Leaders do not use technology to complete transportation, technology, or facility repair requests.	Leaders are beginning to use technology to monitor teaching and learning. Leaders are beginning to use technology for external communications. Leaders are beginning to use technology to complete transportation, technology, or facility repair requests.	Leaders use technology to monitor teaching and learning and manage data. Leaders use technology to communicate with parents and students regarding attendance, grades, etc. Leaders use technology to complete transportation, technology, and facility repair requests.	Leaders use technology to monitor teaching and learning and manage and analyze data. Leaders use technology to communicate with parents, students, and other stakeholders regarding events, attendance, grades, surveys, etc. Leaders use technology to collect staff input and complete transportation, technology, and facility repair requests.
Data Sources	Artifacts: Email records; web sites; reports of requested/completed repairs; staff and school handbooks; parent notification records; technology training sign in sheets for staff; web-based reports.			

**Georgia Department of Education
Leader Keys**

LEADING CHANGE - *The ability to develop and implement an organizational vision and strategies that motivate others to take actions to improve processes, staff performance, and student learning.*

LC-1: Drive and sustain change in a collegial environment focused on a continuous improvement model that supports all students meeting high standards.

	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not driven and sustained change that is needed for the continuous improvement of the school/district.	Leaders have begun initial implementation of some change that will lead to improvement of the school/district, but additional efforts, skills, and focus are needed to expand, deepen, and sustain initiatives.	Leaders effectively drive and sustain change in a collegial environment focused on continuous school/district improvement.	Leaders and staff work collaboratively to drive and sustain change that supports all students meeting high standards. Leaders coach others in leading change.
Examples of Evidence	A leadership team that is focused on continuous improvement is not in place. Leaders lack situational awareness and react to events and problems rather than planning for systematic change. Leaders do not identify or remove barriers to change.	A leadership team is in place, but its members cannot explain their roles in the change process. Leaders are beginning to anticipate and plan for change while promoting staff cooperation. Leaders identify barriers to change, but cannot overcome them.	An effective leadership team is in place, and its members can explain their roles of working collaboratively with the leader during the change process. Leaders anticipate the need for change and engage staff early in the planning process. Leaders identify and remove barriers to change.	An effective leadership team is in place, and its members lead the work during the various stages of the change process. Leaders effectively create an organizational infrastructure that provides resources to drive and sustain change. Throughout the change process, leaders anticipate, identify, and remove barriers.
Data Sources	Artifacts: Leadership team agendas, minutes, and talking points; list of short term accomplishments; examples of staff input, next steps, action plan, and goals; graphic of change model; perception survey results; vision, mission, beliefs statements; presentations related to the change; root cause analysis results.			

**Georgia Department of Education
Leader Keys**

LC-2: Utilize change theory to successfully initiate and sustain a change effort.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not utilized change theory to initiate and sustain change.	Leaders have begun to use change theory to initiate or sustain change efforts in the school/district with limited results.	Leaders effectively use change theory to successfully initiate and sustain change efforts in the school/district with positive results.	Leaders are effective in engaging staff to drive change and also are skilled at making adjustments as needed to sustain the change effort. Leaders effectively coach others in the processes needed to initiate and sustain various change efforts in diverse settings (elementary, middle, or high school; urban or rural).
Examples of Evidence	Leaders are often in the reactive mode when dealing with change. Leaders allow little or no staff input in the change effort and tightly control information. Staff members cannot explain the initiative or the process.	Leaders are able to anticipate some of the barriers to change initiatives and are able to provide some strategies to overcome those barriers. Leaders allow some selected staff input in the change effort and provide some communication regarding the change. Staff members can explain the initiative but cannot explain the implementation steps.	Leaders display considerable situational awareness and forward vision before and during the change process. Leaders allow staff input and provide open, honest communication regarding the change effort. Staff members can explain the initiative and the implementation steps.	Leaders and instructional staff anticipate problems and develop solutions. Leaders support a democracy of ideas with their staff and are skillful in communication regarding each step of the change process. Staff members take the lead on some of the implementation steps of the change initiative.
Data Sources	Artifacts: Leadership team agendas, minutes, and talking points; list of short term wins, next steps; action plan; graphic of change model; perception surveys; vision, mission, beliefs statements; presentations regarding the change.			

**Georgia Department of Education
Leader Keys**

LC-3: Nurture faculty, staff, and stakeholders as they engage in change processes.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not nurtured faculty, staff, and stakeholders as they engage in the change process.	Leaders have begun to nurture faculty, staff, and stakeholders as they engage in change processes with limited success.	Leaders nurture faculty, staff, and stakeholders as they engage in change processes.	Leaders, staff, and stakeholders provide support to each other as they engage in change processes. Leaders coach others in supporting colleagues while leading change processes.
Examples of Evidence	Staff and stakeholders view the change as a disruption of the order and culture of the school/district. Staff and other stakeholders describe the school as a place of isolation, especially during times of change. Leaders cannot explain the impact of the change upon various staff members.	Staff and stakeholders accept the need for change. Staff and other stakeholders see themselves as small groups who support each other during times of change. Leaders can explain the impact of the change upon some staff members.	Staff and stakeholders welcome change for the benefit of students. Staff and other stakeholders see themselves as important support for each other during the change process. Leaders provide staff more time and support to complete the change.	As change begins, staff and stakeholders are willing to make sacrifices for the benefit of students. Staff and other stakeholders consistently describe the school as a community of learners who collectively support each other during the change process. Leaders provide staff more time, support, and differentiation to complete the change.
Data Sources	Artifacts: Increased communication regarding the change; revised time tables for change; individual stories of struggle; presentations regarding the change; project schedule charts; surveys regarding change; samples of feedback to stakeholders; guidelines for effective communication during the change; talking points; FAQs and answers; lists of short term accomplishments and celebrations.			

**Georgia Department of Education
Leader Keys**

LC-4: Build buy-in from faculty and staff.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not built buy-in from staff for change efforts.	Leaders have begun to build buy-in from some of the staff for change efforts.	Leaders effectively build buy-in for the change initiatives by involving the staff early in the process.	Leaders successfully build ownership in initiatives by encouraging staff members to take leadership roles in the early stages of the change process. Leaders coach others in establishing buy-in from staff.
Examples of Evidence	<p>Staff members indicate that they do not have input opportunities in the change initiative.</p> <p>Staff members indicate that they receive little or no communication regarding the change initiative.</p> <p>Leaders cannot explain how the change initiative will benefit staff or students.</p>	<p>Staff members indicate that they have been given some input opportunities in the change initiative.</p> <p>Staff members indicate that they receive sporadic communication regarding the change initiative.</p> <p>Leaders can explain, in general terms, how the change initiative will benefit staff or students.</p>	<p>Staff members indicate that they have been given significant input in the change initiative.</p> <p>Staff members indicate that they have been given regular communication regarding the change initiative.</p> <p>Leaders can explain, in detail, how the change initiative will benefit staff and students.</p>	<p>Staff members indicate that they have been given input in the change initiative beginning in the early planning stages.</p> <p>Staff members indicate that they have been given regular, timely communication regarding the details of the change initiative.</p> <p>Leaders can explain, in detail, how the change initiative fits into the district or school plan to improve staff effectiveness and student learning.</p>
Data Sources	Artifacts: Increased communication regarding the change; revised time tables for change; individual stories of struggle and success; presentations regarding the change; project schedule charts; surveys regarding change; multiple means of input.			

**Georgia Department of Education
Leader Keys**

LC-5: Develop strategies to engage stakeholders in the change process.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed strategies to engage stakeholders in the change process.	Leaders have begun to develop some strategies to engage stakeholders in the change process.	Leaders develop and implement effective strategies to engage stakeholders in the change process.	Leaders engage stakeholders in leadership roles of the change process. Leaders coach others in developing strategies to engage stakeholders in change processes.
Examples of Evidence	Leaders do not use celebrations during the change process. Leaders do not utilize the leadership team in the change process. Leaders cannot make an effective case for the change to stakeholders.	Leaders have begun to use celebrations during the change process. Leaders use the leadership team to dispense information regarding the change process to stakeholders. Leaders use data to engage some stakeholders	Leaders use celebrations to acknowledge accomplishments and to cultivate the support of non-committed stakeholders. Leaders use the leadership team for problem-solving and two-way communications during the change process. Leaders use both data and a compelling narrative to engage stakeholders.	Celebrations of stakeholder, staff, and student accomplishments are part of the culture of the school/district. Leaders use the leadership team to communicate, to provide feedback, to problem solve, and to reduce anxiety during the change process. Leaders employ influential stakeholders and staff to make the case for change and to enlist others in the change process.
Data Sources	Artifacts: Vocabulary of the change used by the staff; increased communication regarding the change; revised time tables for change; individual stories of struggle; presentations regarding the change; project schedule charts; surveys regarding change; multiple means of input; list of roles of staff in the change process; leadership team meeting minutes; school council meeting minutes.			

**Georgia Department of Education
Leader Keys**

RELATIONSHIP DEVELOPMENT - <i>The process of developing and enhancing internal and external relationships which advance the goals of the district, school, staff and students.</i>				
RD-1: Develop and implement communication strategies to support the district and school goals and student achievement.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed effective communication strategies to support the school/district goals.	Leaders have begun to develop some communication strategies to support the school/district goals and student achievement.	Leaders develop and use effective communication strategies consistently to support the school/district goals and student achievement.	Leaders frequently monitor the effectiveness of communication strategies and make changes as needed. Leaders coach others in developing and implementing effective communication strategies that support improvement goals.
Examples of Evidence	Leaders do not effectively communicate the district, school, and student achievement goals. Print and non-print resources of communication may not exist or do not project a common, clear message to stakeholders.	Leaders have begun to communicate district, school, and student achievement goals. Leaders have begun to develop and use print and non-print resources to communicate to stakeholders.	Leaders effectively communicate the district, school, and student achievement goals to internal and external stakeholders. Leaders use a variety of print and non-print resources to communicate in a consistent, timely manner to stakeholders.	Leaders have in place an effective, systematic communication plan that supports the school/district goals and student achievement. Leaders and staff use a variety of resources and technology, including video, to communicate in a consistent, timely manner to stakeholders.
Data Sources	Artifacts: Websites; publications; presentations; handouts; emails; flyers; news articles; school/district improvement plans, policies, and procedures; surveys; handbooks; calendars; list of telephone logs; data displays; meeting agendas/minutes.			

**Georgia Department of Education
Leader Keys**

RD-2: Actively engage parents, community, and other stakeholders in decision-making and problem-solving processes to have a positive effect on student learning and to achieve the district vision.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not engaged stakeholders in school/district decision-making and problem-solving processes.	Leaders have begun to engage stakeholders in some school/district decision-making and problem-solving processes.	Leaders actively engage stakeholders in school/district decision-making and problem-solving processes to have a positive effect on student learning and to achieve the district vision.	Leaders sustain a culture of stakeholder engagement in school/district decision-making and problem-solving processes. Leaders coach others in this process.
Examples of Evidence	Leaders cannot provide examples of how stakeholders have participated in decision making and problem solving. Feedback from stakeholders indicates that few opportunities to participate in decision making at the school/district levels exist.	Leaders can provide some examples of how stakeholders have participated in decision making and problem solving. Feedback from stakeholders indicates opportunities for participation in decision making at the school/district levels are increasing.	Leaders can provide authentic examples of stakeholder engagement in key processes that address improvement issues. Feedback from stakeholders indicates routine participation in decision-making and problem-solving processes at the school/district levels.	Leaders have in place effective mechanisms that regularly engage stakeholders in key processes that address improvement issues. Feedback from stakeholders indicates that their input is regularly solicited, valued, and utilized.
Data Sources	Artifacts: Agendas and minutes from meetings involving parent and community members; surveys and results; suggestion box issues; communications between school/district and stakeholders; leadership team, school council, and parent-teacher organization rosters and meeting minutes.			

**Georgia Department of Education
Leader Keys**

RD-3: Establish mechanisms and structures for continuous feedback from all stakeholders and use feedback for continuous improvement.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not established mechanisms or structures to collect feedback from stakeholders.	Leaders have begun to establish mechanisms and structures to collect feedback from stakeholders.	Leaders establish mechanisms and structures for feedback from all stakeholders and consistently use the feedback for continuous improvement.	Leaders establish a culture in which stakeholders feel free to offer productive suggestions for continuous improvement. Leaders coach others in the collection and use of stakeholder feedback.
Examples of Evidence	Leaders have no teams or processes in place through which they receive feedback. Leaders provide few opportunities for stakeholders to provide feedback on improvement initiatives.	Leaders have a leadership team with balanced representation from the school/district with defined procedures for collecting feedback. Leaders are identifying some avenues for stakeholders to offer feedback.	Leaders engage collaborative teams within the school/district as a network to collect feedback. Leaders provide stakeholders opportunities to provide feedback through school councils, parent-teacher organizations, surveys, notes, and emails.	Working in collaborative teams, staff members take responsibility for continuous improvement through discussion, practice, study, and feedback. Working through established mechanisms, stakeholders readily provide constructive feedback to leaders regarding school/district programs and initiatives.
Data Sources	Artifacts: Agendas and minutes from school council, parent-teacher organizations, school leadership team meetings, and collaborative learning teams; parent, community, and student survey results; communications to external stakeholders.			

**Georgia Department of Education
Leader Keys**

RD-4: Mobilize community resources to strengthen schools, district, families, and student learning.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not mobilized community resources to strengthen schools, district, families, or student learning.	Leaders have begun to mobilize some community resources to strengthen schools, district, families, and student learning.	Leaders mobilize community resources that will strengthen schools, district, family, and student learning,	Leaders mobilize and sustain ongoing, reciprocal relationships with a variety of community resources, some of which have not typically been involved in efforts to strengthen schools, district, families, and student learning. Leaders coach others in the mobilization of community resources.
Examples of Evidence	Leaders have not identified or gained the support of community resources that can enhance schools or districts, families, or student learning. Leaders do not have procedures and structures in place to support access by staff or families to local support agencies.	Leaders have made initial contact with identified community resources to begin exploring how the students, families, and school/district could benefit from services. Leaders make staff aware of the established procedures and structures in place that facilitate student and family access to local support agencies.	Leaders develop reciprocal partnerships with community resources that benefit schools, families, and student learning, when appropriate, so that both entities benefit from the interactions. Leaders and staff provide positive public relations for the community resources through recognition of their services.	Leaders and staff recruit additional services for students and families, from atypical sources or from those beyond the local community. Leaders and community resources have collaboratively established procedures and structures that provide students and families seamless access to local support agencies.
Data Sources	Artifacts: Resource manual of local agencies and individuals; parent education center resources; referral forms to guidance staff; log of referrals to local support agencies; informational materials that are presented or delivered to parents; agendas and sign-in sheets of parent meetings; publications that celebrate the services provided.			

**Georgia Department of Education
Leader Keys**

RD-5: Recognize and provide culturally-responsive practices to address multicultural and ethnic needs in the district, school, and community.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not recognized or provided culturally-responsive practices to address multicultural and ethnic needs in the school/district or the community.	Leaders have begun to recognize and provide some culturally-responsive practices to address multicultural and ethnic needs in the school/district and community.	Leaders recognize and provide culturally-responsive practices to address multicultural and ethnic needs in the school/district and community.	Leaders sustain the established culturally-responsive practices and initiate awareness of additional multicultural and ethnic needs as they arise in the school/district and community. Leaders coach others on recognizing and providing culturally-responsive practices.
Examples of Evidence	Leaders are not aware of the multicultural and ethnic needs of the school/district or community. Leaders have not established culturally-responsive strategies within the school/district to address these needs.	Leader and staff have begun to educate themselves regarding the multicultural and ethnic needs that exist within the school/district and community. Leaders and staff initiate beginning level strategies for responding to the multicultural and ethnic needs of the community and school/district.	Leaders, staff, students, and families have opportunities to educate and be educated on the diverse multicultural and ethnic needs that exist within the school/district and community. Leaders, staff, and students collaboratively develop culturally-responsive strategies for addressing identified multicultural and ethnic needs.	Leaders, staff, students, families, and community members collaboratively develop multicultural practices that become traditions within the school/district and community. Leaders, staff, students, and stakeholders appreciate and celebrate diversity within and beyond the community.
Data Sources	Artifacts: Data analysis of demographic information reflecting the school/district and community; communications regarding multicultural holidays, celebrations, significant dates in history, customs, practices, and beliefs of the various ethnicities; plan for supporting various ethnicities; names of interpreters; school/district and community services available.			

**Georgia Department of Education
Leader Keys**

RD-6: Advocate for policies and programs that promote the success for all students.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not advocated for policies or programs that promote success for all students.	Leaders have begun to advocate for policies and programs that promote success for students.	Leaders advocate for policies and programs that promote success for all students.	Leaders and staff advance policies and programs that promote success for all students at the local level and are involved in such advocacy beyond the local community.
Examples of Evidence	<p>Leaders are not aware of the academic performance of the various subgroups of students.</p> <p>Leaders have not identified student groups or individuals who are not well connected to the school by programs or activities.</p> <p>Leaders have not designed or implemented interventions that would support all students.</p>	<p>Leaders and staff have identified the academic performance levels of all subgroups of students.</p> <p>Leaders and collaborative teams have identified some student groups as well as some individuals who are not socially or emotionally connected to the school by programs or activities.</p> <p>Leaders have begun to design and implement interventions that would offer some additional support to all students.</p>	<p>Leaders and staff analyze the academic needs of students on an individual basis.</p> <p>Leaders and staff use appropriate structures, such as inclusion, advisory, counseling, RTI, or mentoring to connect students with specific needs to the appropriate support for success.</p> <p>Leaders have engaged the instructional staff to design and implement interventions that promote the success of all students.</p>	<p>Leaders analyze the academic needs of students and advocate for policies and programs that promote success of all students.</p> <p>Leaders, staff, families, students, and community members collaboratively support efforts within and beyond the school/district level to promote success for all students.</p> <p>Leaders, instructional staff, students, and families monitor the effectiveness of support strategies and recommend adjustments as needed.</p>
Data Sources	Artifacts: Disaggregated data by subgroup, grade levels, and content areas with gaps noted; annual Title IX report of athletic participation; advisory schedules, advisor/advisee list, teachers-as-advisors curriculum; pyramids of interventions, RTI plans, counseling services and progress monitoring reports on interventions.			

**Georgia Department of Education
Leader Keys**

RD-7: Model impartiality, sensitivity to student diversity and to community norms and values, and ethical considerations in interactions with others.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders do not model impartiality and behaviors in interactions with others that reflect sensitivity to diversity and community norms and values.	Leaders have begun to model impartiality and behaviors in interactions with others that reflect some sensitivity to diversity and awareness of community norms and values.	Leaders consistently model impartiality, sensitivity to student diversity and to community norms and values, and ethical considerations in interactions with others.	Leaders and staff sustain a culture of impartiality, sensitivity to student diversity and to community norms and values, and ethical considerations in interaction with others.
Examples of Evidence	<p>Staff members do not demonstrate impartiality or sensitivity to diversity when interacting with others.</p> <p>Leaders do not demonstrate an understanding of community norms and values.</p>	<p>Staff members have begun to reflect on issues of impartiality, sensitivity to student diversity, and ethical considerations in interactions with others.</p> <p>Leaders and staff have begun to discuss collaboratively the importance of understanding community norms and values when interacting with students and families.</p>	<p>Staff model and expect behavior that reflects sensitivity to student diversity and an understanding of community norms.</p> <p>Leaders and staff are aware of community norms and values and practice appropriate behavior in interactions with others.</p>	<p>Leader, staff, and student daily behavior reflects a culture where impartiality, sensitivity to diversity, and ethical behavior are non-negotiable and where a lack of compliance results in appropriate consequences.</p> <p>Leaders set expectations for external stakeholders to model this culture of impartiality and sensitivity during interactions with internal stakeholders.</p>
Data Sources	Artifacts: Leadership survey results; perception data; student, staff and parent interview data; collaborative team meeting minutes; school vision and belief statements; professional learning plans; professional growth plans.			

**Georgia Department of Education
Leader Keys**

RD-8: Identify and analyze conflict and implement strategies for managing conflict.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not identified and analyzed conflict or implemented management strategies.	Leaders have begun to identify and analyze conflict, but sometimes do not implement effective management strategies.	Leaders identify and analyze conflict and implement effective management strategies.	Leaders and staff proactively identify and analyze sources of potential conflict and remove the source before the conflict occurs. Leaders coach others to identify, analyze, and manage conflict effectively.
Examples of Evidence	Leaders cannot identify adult or student conflicts that are developing. Leaders cannot identify the underlying reasons for conflicts. Leaders do not implement strategies to address adult and student conflict.	Leaders have identified the existence of conflicts and have begun to explore some resolution strategies. Leaders and staff leaders have begun to explore collaboratively the root causes of conflicts. Leaders and staff implement some strategies to address adult and student conflict.	Leaders and staff leaders identify and analyze the conflicts and underlying causes that exist among staff, students, parents, and other external stakeholders. Leaders and staff develop and implement strategies for successfully mediating conflicts. Leaders, staff, and students, as appropriate, determine logical consequences for ongoing inappropriate behavior that results in conflicts.	Leaders proactively identify and remove potential sources of conflict. Leaders, staff, and students are trained as mediators who intervene, as appropriate, to resolve differences before they escalate into conflicts. Leaders and staff monitor data trends that reflect a decrease in conflicts over time.
Data Sources	Artifacts: GTDR; Professional Growth Plans, Professional Development Plans; minutes from collaborative and leadership team meetings; conflict management flow charts; contracts; list of the informal but influential school or district leaders; analysis of conflict data (student and adult); menu of conflict resolution strategies or interventions; professional learning materials; minutes from collaborative team discussions; mediation training materials and rosters from training.			

**Georgia Department of Education
Leader Keys**

RD-9: Develop and implement a plan that influences the larger political, social, economic, legal, and cultural context to advance student and staff success.				
	<input type="checkbox"/> Not Evident	<input type="checkbox"/> Emerging	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
Continuum of Improvement	Leaders have not developed or implemented a plan that influences the larger political, social, economic, legal, and cultural context to advance student and teacher success.	Leaders have begun to develop and implement a plan that influences the larger political, social, economic, legal, and cultural context to advance student and teacher success.	Leaders develop and implement a plan that influences the larger political, social, economic, legal, and cultural context to advance student and teacher success.	Leaders and staff collaboratively develop and implement a plan that significantly influences the larger political, social, economic, legal, and cultural context to advance student and teacher success.
Examples of Evidence	<p>Leaders cannot explain how the school/district efforts impact the community or society.</p> <p>Leaders do not belong to any professional or community organizations that impact school, district, and student success.</p>	<p>Leaders can explain the major goals of a school/district plan that is being developed to influence the community, state, and nation.</p> <p>Leaders belong to professional or community organizations that impact school, district, and student success.</p>	<p>Leaders can explain how successful implementation of the school/district plan has the potential to impact the community, state, and nation.</p> <p>Leaders hold leadership positions in local professional and community organizations that impact school, district, and student success.</p>	<p>Staff members can explain how successful implementation of the school/district plan can impact the community, state, and nation.</p> <p>Leaders hold leadership positions in state and national professional organizations that impact school, district, and student success.</p>
Data Sources	Artifacts: School improvement plan; plan for impacting local and state educational policies; funding and laws; professional memberships and offices held; programs and presentations to professional or community organizations.			