

# Chariho Regional School District

## Leadership Assessment for School and District Administrators

**Name:**

**Date:**

### Dimensions of Leadership: Component I Goal-Setting

Leadership Dimension	Exemplary	Proficient	Progressing	Not Meeting Standards
Goal-Setting				
	The goal-setting process is modeled for staff to encourage their participation. The leader includes a reflective piece with evidence of attainment. The leader assists other leaders in the attainment of goals.	The leader identifies no more than four personal professional goals that are linked to previous evaluation, school/district improvement plans, or national leadership standards. The leader produces evidence of attainment of goals.	The leader identifies no more than four personal professional goals that are linked to previous evaluation, school/district improvement plans, or national leadership standards. The leader produces inconclusive evidence of attainment of goals.	
	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Progressing	<input type="checkbox"/> Not Meeting Standards
Comments				

Dimensions of Leadership: Component II

Resilience    Personal Behavior    Student Achievement    Decision Making    Communication  
 Faculty Development    Time/Task/Project Management    Technology    Learning

<b>Leadership Dimension</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Progressing</b>	<b>Not Meeting Standards</b>
<b>1.0 Resilience</b>				
1.1 Constructive reaction to failure	The leader acknowledges personal and organizational failures and offers clear suggestions for school and system wide learning resulting from those failures.	The leader acknowledges personal and organizational failures.	The leader acknowledges personal and organizational failure when confronted with evidence.	The leader is defensive and resistant to the acknowledgment of error.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
1.2 Willingness to admit error and learn from it	The leader shares learning and experience from past errors to improve the organization and help colleagues.	The leader demonstrates evidence of learning from past errors. The leader has a nondefensive attitude in accepting feedback and discussing errors and failures.	The leader accepts evidence of mistakes when offered by others. There is some evidence of learning from mistakes.	The leader is unable to acknowledge errors. When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
1.3 Constructively handles disagreement with leadership and policy decisions	The leader contributes constructively to the leadership and policy decision-making process. The leader professionally and respectfully implements decisions, even when not fully in agreement.	The leader accepts and implements leadership and policy decisions.	The leader is publicly supportive of most executive and policy decisions.	The leader ignores or subverts executive and policy decisions that are unpopular.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
1.4 Constructively handles dissent from subordinates	The leader encourages, recognizes and rewards thoughtful dissent. The leader	The leader uses dissent to inform final decisions, improve the quality of decision making, and	The leader tolerates dissent, but does not use it effectively in the decision making process or in	Dissent is absent due to a climate of fear and intimidation.

	uses dissenting voices to learn, grow, and, where appropriate, acknowledge the leader's error. The leader acknowledges that the final decision is better and more broadly supported as a result.	broaden support for final decisions.	broadening support for final decisions.	
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
2.0 Personal Behavior				
2.1 Follow-through	This leader meets commitments – verbal, written, and implied- without exception.	The leader meets commitments or negotiates exceptions where the commitment cannot be met.	The leader meets explicit written commitments, but does not always respond to those that are implied or verbal.	The leader does not follow through with commitments.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
2.2 Emotional self-control	The leader possesses complete self-control, even in the most difficult and confrontational situation and models that behavior for others.	The leader deals with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.	The leader may occasionally demonstrate angry or intimidating behavior, leading to a climate in which people are reluctant to raise sensitive issues.	The leader consistently loses self-control and perspective.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
2.3 Compliance with policy and directives	The leader implements all policies and directives, explaining their rationale when necessary. The leader assists other leaders in the implementation of policy and directives.	The leader implements all policies and directives, explaining their rationale when necessary.	The leader implements nearly all policies and directives. Responsibility is assumed for failure to implement all policies and directives.	The leader fails to implement policies and directives on a consistent basis.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
2.4 Compliance with legal and ethical requirements in relationships with employees	The leader meets the letter and spirit of the law. Mutual respect for colleagues and for the law throughout the organization is demonstrated.	The leader displays no instances of illegal or unethical conduct with employees, or prospective employees.		The leader violates – even just one time – the legal and policy requirements for the relationship between leaders and employees.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
2.5 Compliance	The leader models respect for	The leader meets all legal and		The leader fails to protect student

with legal and ethical requirements in relationship with students	teachers and students and uses position to make student safety a top priority.	ethical requirements and takes appropriate actions when there is inappropriate contact.		safety by permitting or engaging in inappropriate contact.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
2.6 Organization	The organizational system influences school and/or district operations, including classrooms, corridors, grounds, etc.	The organizational system effectively supports management of school and/or district resources.	The organizational system provides inconsistent support of management of school and/or district resources.	A poor organizational system has detrimental effect on school and/or district resources.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
3.0 Student Achievement				
3.1 Instructional goals and student achievement	Leaders share goals and strategies that lead to steady and consistent improvements in achievement for all groups of students. Leaders' goals and teachers' goals are closely aligned in support of student achievement.	Goals and strategies are designed to positively impact achievement. for all groups of students. Results show steady improvement for all groups of students based on these goals and strategies.	Goals and strategies are designed to positively impact achievement for all groups of students, but have not resulted in steady improvements for all groups of students.	Goals and strategies are not designed to positively impact student achievement.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
3.2 Use of student achievement data to make instructional leadership decisions	There is clear evidence that the data from state, district, building, and classrooms is used to make decisions about the use of resources to support curriculum, teaching, and leadership. The leader regularly shares results based on local data analysis with others.	There is clear evidence that the use of resources to support curriculum, teaching, and leadership are based on data.	There is limited evidence that the use of resources to support curriculum, teaching, and leadership are based on data.	There is no attention to data.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
3.3 Understanding academic standards	There are multiple opportunities for faculty to focus on student achievement, including reviews of individual student work compared to standards. Successful standards-based	Students understand academic standards. The link between standards and student performance is evident (i.e., posting of proficient work with rubrics and standards).	Standards are posted and required training has been conducted.	Classroom curriculum is a matter of individual discretion, and the leader is indifferent.

	strategies are shared with colleagues.			
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
4.0 Decision Making				
4.1 School Improvement Planning	The leader engages diverse participants in the development of the School Improvement Plan. The leader actively participates in the development of the district strategic plan.	The leader effectively uses data to guide the school improvement process. The School Improvement Plan includes a vision, mission, and focused and measurable goals and strategies that are aligned with the district plan.	The leader makes little use of data to guide the school improvement process. The School Improvement Plan includes necessary components, but the goals are not measurable or aligned with the district strategic plan.	The leader does not actively guide the school improvement process.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
4.2 Clear identification of decision-making structures	All stakeholders understand the difference between decision-making structures (i.e., consensus, partial staff input, administrative). The leader uses data in such a compelling way that the vast majority of decisions are consensus-driven.	The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible.	The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.	The leader vacillates between decision-making structures, with no clear rationale.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
4.3 Decisions linked to vision, mission, and strategic priorities	The vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.	The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization.	While the vision, mission, and priorities may be visible, they are not consistently linked to the leader's decisions.	There is little or no evidence of consistency between the decisions of the leader and the vision, mission, and strategic priorities of the organization.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
4.4 Decisions evaluated for effectiveness and revised where necessary	The leader has established a culture in which previous decisions are evaluated based on new information; poor decisions are safely discussed	The leader has a record of evaluating and revising decisions based on new information.	The leader has an inconsistent record of evaluating new information and making decisions based on that information.	The leader does not have a record of evaluating and revising decisions based on new information.

	lead to new learning.			
	<b>☐ Exemplary</b>	<b>☐ Proficient</b>	<b>☐ Progressing</b>	<b>☐ Not Meeting Standards</b>
4.5 Evidence of delegation and trust in subordinate leaders	People throughout the organization are appropriately empowered to make decisions. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.	There is a clear pattern of delegated decisions, with authority that matches responsibility. Delegation of authority is clear to all.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	The leader reserves almost all decision-making authority. Subordinates are unwilling or unable to exercise independent judgment.
	<b>☐ Exemplary</b>	<b>☐ Proficient</b>	<b>☐ Progressing</b>	<b>☐ Not Meeting Standards</b>
5.0 Communication				
5.1 Two-way communication with students	The leader goes to exceptional lengths to listen to students. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.	The leader talks with and listens to students. The leader is visible to students throughout the day.	The leader sometimes talks with and listens to students. The leader is visible as students enter and exit the school.	The leader does not communicate with students and is not visible to students. Many students do not know the leader.
	<b>☐ Exemplary</b>	<b>☐ Proficient</b>	<b>☐ Progressing</b>	<b>☐ Not Meeting Standards</b>
5.2 Two-way communication with staff	The leader engages in active listening with the faculty and staff. The leader's calendar reflects numerous individual and small group meetings with staff at every level.	Staff members regularly have the opportunity for one-to-one and group meetings with the leader. The leader knows all staff members and makes an effort to recognize the individual contribution each one makes.	Staff members have little opportunity to interact with the leader. Most interaction is limited to exchanges at faculty meetings. Little effort is made to recognize individual contributions.	There are no opportunities for staff to interact with the leader. No effort is made to recognize the individual contributions of staff.
	<b>☐ Exemplary</b>	<b>☐ Proficient</b>	<b>☐ Progressing</b>	<b>☐ Not Meeting Standards</b>
5.3 Two-way communication with parents and community	Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement. Parents and community members feel empowered and supportive of educational objectives.	The leader conducts frequent interactions in multiple formats with parents and community members. There is clear evidence that decisions are based on input from parent and community members.	Parents and community members receive a respectful hearing when they initiate the conversation.	Parents and community members have little or no role to play in leadership decision making.
	<b>☐ Exemplary</b>	<b>☐ Proficient</b>	<b>☐ Progressing</b>	<b>☐ Not Meeting Standards</b>
6.0 Faculty				

Development				
6.1 Understanding of faculty proficiencies and needs for further development	The leader personally participates in professional development to demonstrate a commitment to lifelong learning. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.	Professional development activities reflect the prioritized needs of individual staff members.	The leader is aware of differentiated needs of staff members, but there are few instances of differentiated professional development	Professional development is typically “one size fits all” and there is little or no evidence of attention to individual staff needs.
	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Progressing	<input type="checkbox"/> Not Meeting Standards
6.2 Personal participation in leading professional development	The leader is an active participant in teacher-led professional development. The leader routinely shares learning experiences with other leaders and colleagues throughout the system.	The leader devotes much faculty meeting time to professional development. The leader personally leads professional development sessions.	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues.	The leader primarily uses faculty meetings for business items. There is little or no evidence of new or shared learning with colleagues.
	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Progressing	<input type="checkbox"/> Not Meeting Standards
7.0 Time/Task/Project Management				
7.1 Consistently organizes for effectiveness	The leader organizes with great attention to detail and completeness so that times, places, and purpose of meeting are considered. The organizational structure is efficient resulting in the meeting of all deadlines and the completion of all tasks. Develops and implements carefully thought out plans, including contingency plans.	The leader makes use of a calendar or other system for managing schedule. Specific dates and times for meetings and events are established. Work is prioritized so that most deadlines are met. Assigned tasks are completed.	The leader makes some use of a calendar or other system to manage schedule. Specific dates and times for most meetings and events are established; process and product may not be efficient. Work is somewhat prioritized. Some deadlines are not met and some tasks are not completed.	There is little evidence of planning or organizing one’s activities resulting in scheduling conflicts and missed deadlines. Many tasks are not completed.
	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Proficient	<input type="checkbox"/> Progressing	<input type="checkbox"/> Not Meeting Standards
7.2 Consistently completes	The leader manages complex projects, reallocating resources	The leader manages complex projects, meets deadlines, and	The leader has some difficulty managing complex projects,	The leader has little or no success in managing complex

projects on schedule and within budget	to improve the effectiveness of the organization.	keeps budget commitments.	related deadlines and budgets.	projects.
	<b>☐ Exemplary</b>	<b>☐ Proficient</b>	<b>☐ Progressing</b>	<b>☐ Not Meeting Standards</b>
<b>8.0 Technology</b>				
8.1 Demonstrated use of technology to improve teaching and learning	The leader serves as catalyst for the instructional use of technology. The links between technology use and learning success are clear and public. The leader coaches the entire staff on the effective instructional use of technology.	The leader effectively integrates technology initiatives of the organization with specific teaching and learning objectives.	The leader advocates for the use of instructional technology. The connection between technology implementation and teaching and learning is unclear.	The leader does not connect the use of technology to specific teaching and learning objectives.
	<b>☐ Exemplary</b>	<b>☐ Proficient</b>	<b>☐ Progressing</b>	<b>☐ Not Meeting Standards</b>
8.2 Personal proficiency in electronic communication	The leader finds new and effective uses of technology to improve the organization and shares those uses with others.	The leader personally uses e-mail, word processing, spreadsheets, presentation software, data bases, and district software to effectively manage.	The leader has mastered some, but not all of the applications required for proficient performance. The leader takes initiative to learn new technology.	The leader is not technologically literate. There's little or no evidence of taking personal initiative to learn new technology.
	<b>☐ Exemplary</b>	<b>☐ Proficient</b>	<b>☐ Progressing</b>	<b>☐ Not Meeting Standards</b>
<b>9.0 Learning</b>				
9.1 Understanding of research trends in educational leadership	The leader's reading is wide and deep in the field of educational and related research. The leader shows a professional commitment to research, providing case studies, experimental results, and research questions to serve the interests of the field.	The leader reads, learns about, and shares an understanding of educational research trends.	The leader occasionally reads about and shows some interest in educational research.	The leader displays little or no interest in learning about educational research.
	<b>☐ Exemplary</b>	<b>☐ Proficient</b>	<b>☐ Progressing</b>	<b>☐ Not Meeting Standards</b>
9.2 Personal Professional Development Planning	The leader approaches every professional development opportunity with a view toward multidimensional impact, looking for application in a number of areas. Knowledge and skills are shared throughout the organization and with other schools, and	The leader engages in professional development that is directly linked to organizational goals and personal leadership. The leader attends and actively participates in the professional development required of staff.	The leader actively participates in professional development, but it may not be aligned to personal or organizational goals. The leader attends professional development for staff, but is not fully engaged.	The leader does not participate in professional learning activities that support organizational goals.

	districts.			
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
9.3 Application of Learning	The leader effects meaningful change by applying personal learning throughout the organization. The leader creates opportunities and learning tools so that concepts learned are effectively applied in the daily lives of teachers and leaders throughout the organization.	The leader analyzes the potential impact of personal learning, and makes decisions about implementation based upon that analysis. There is clear evidence of the effective application of personal learning in the organization.	The leader analyzes the potential impact of personal learning, but is unable to use that analysis to make decisions about implementation. There is some evidence of effective application of personal learning in the organization.	The leader is unable to analyze the potential impact of personal learning. There is little evidence of effective application of personal learning in the organization.
	<input type="checkbox"/> <b>Exemplary</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Progressing</b>	<input type="checkbox"/> <b>Not Meeting Standards</b>
<b>Comments</b>				

Note: It is assumed that all of the elements of the proficient rating are included in the exemplary rating.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

(The above signature indicates that this evaluation was discussed. It does not indicate either agreement or disagreement with the contents.)

<b>Response to Evaluation</b>
-------------------------------

