

Leadership Performance Planning Worksheet

Progress Update:

Areas for Improvement:

Next Steps:

Leadership Dimension	Meeting the Standard
1.0 Personal Behavior	
<p>1.1 Reflects an appropriate response to situations</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <i>Meets the standard</i> <i>Approaching the standard</i> </p>	<p>Leader considers the consequence of his/her actions, anticipates possible responses or reactions, and accurately adjusts behavior accordingly.</p> <p>Leader accurately anticipates the results of his/her actions on others.</p>
<p>1.2 Consistent with expressed belief system and reflect personal integrity</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <i>Meets the standard</i> <i>Approaching the standard</i> </p>	<p>Leader's core values guide all actions.</p> <p>Leader's actions are transparent and trusted and there are no surprises.</p>
<p>1.3 Complies with legal and ethical requirements in relationships with employees and students</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <i>Meets the standard</i> <i>Approaching the standard</i> </p>	<p>Leader understands the intent of the law and uses it to ensure the rights of employees and students are fully protected.</p>
<p>1.4 Values different points of view within the organization</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <i>Meets the standard</i> <i>Approaching the standard</i> </p>	<p>Leader actively seeks and makes use of diverse and controversial views.</p> <p>Leader welcomes and appreciates diversity in demonstrable ways.</p>
<p>1.5 Reflects appropriate personal demeanor</p> <p style="text-align: center;"> <input type="checkbox"/> <input type="checkbox"/> <i>Meets the standard</i> <i>Approaching the standard</i> </p>	<p>Leader manages emotions and is aware of their impact on professional relationships.</p>

Progress Update:

Areas for Improvement:

Next Steps:

<p>1.6 Reflects appropriate professional demeanor</p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p><i>Meets the standard</i> <i>Approaching the standard</i></p>	<p>Leader's conduct during sessions and in the residency school habitually reflects awareness of the impact their behavior has on colleagues, school staff, and students.</p>
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Progress Update:

Areas for Improvement:

Next Steps:

<p>4.6 Uses student performance data to make instructional leadership decisions</p> <p><input type="checkbox"/> <i>Meets the standard</i> <input type="checkbox"/> <i>Approaching the standard</i></p>	<p>Leader uses student performance data for instructional decision making. Leader provides structure for looking at student work to identify instructional next steps for teachers and students.</p>
<p>4.7 Implements a systemic approach for struggling learners and special populations and critically reviews all approaches for effectiveness</p> <p><input type="checkbox"/> <i>Meets the standard</i> <input type="checkbox"/> <i>Approaching the standard</i></p>	<p>Leader monitors intervention strategies for effectiveness and adjusts them to accelerate learning. Leader includes specialized knowledge and skills into general practice.</p>
<p>4.8 Continually reads and interprets the environment to identify patterns in student performance indicators</p> <p><input type="checkbox"/> <i>Meets the standard</i> <input type="checkbox"/> <i>Approaching the standard</i></p>	<p>Leader uses a multi-dimensional environmental analysis of student performance indicators. Diagnosis is ongoing.</p>