

Candidate:

University Supervisor:

District Mentor:



Completed by:

Candidate
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Date:

**POINT LOMA NAZARENE UNIVERSITY
COMPETENCY ASSESSMENT RUBRIC
CPSEL 1: Development and Implementation of a Shared Vision**

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
Element 1A: Student-Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	Little or no evidence exists that the candidate: <ul style="list-style-type: none"> Develops a shared vision of student achievements based upon data and articulates specific instructional practices. Uses the influence of diversity to improve teaching and learning. Communicates the shared vision to the entire school community. 	The candidate: <ul style="list-style-type: none"> Is aware of the potential of vision, but activities toward the development and use of a site vision are in the preliminary stage. May have begun the process of engaging stakeholders in the initial dialogue about the importance of the vision. 	The candidate: <ul style="list-style-type: none"> Facilitates and guides a collaborative process of dialogue that generates a site vision for which there is broad consensus. Can identify and use appropriate data, based on multiple measures, to improve the achievement of all students. Uses the vision and examination of data in decision making, planning, and resource allocation. Links the vision to ongoing teaching and learning activities. 	The candidate: <ul style="list-style-type: none"> Facilitates the development, articulation, and implementation of a vision of learning and engages the stakeholders in dialogue in support of the site vision. Uses data to consistently justify specific instructional practices. Monitors and assesses the strengths and weaknesses of instructional practices and the relationship between the two to improve the performance of subgroups of students. Utilizes data from multiple measures, and his/her own observations to work collaboratively with staff to develop a site strategic plan. 	The candidate: <ul style="list-style-type: none"> Makes use of the vision to maintain focus on equitable student achievement of high academic and social standards and sustained progress toward meeting the standards. Uses the vision to forge and sustain cohesiveness among the staff as well as between the school and the larger community. Maintains a process for appropriate review and revision of the vision that involves all stakeholders.
Element 1B: Developing Shared Vision: Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.	<ul style="list-style-type: none"> Initiates activities to engage all stakeholders in the discussion about the vision. 	<ul style="list-style-type: none"> May recognize that achieving the vision necessitates providing leadership in planning, and implementation. May have introduced the vision and examination of data into planning and decision making. Has begun identifying the barriers to achieving the vision. 	<ul style="list-style-type: none"> Facilitates the interpretation and use of data to make sound decisions about courses of action. 	<ul style="list-style-type: none"> Provides all stakeholders with timely and relevant data and facilitates the interpretation of data. 	<ul style="list-style-type: none"> Through careful and consistent planning, and good decision making, infuses the site vision into the site strategic plan. Ensures all courses of action and decisions serve to align school sub-systems in support of achieving standards. Guides staff in the judicious use of data to assess options to ensure achieving the milestones and benchmarks in the strategic plan to ensure that relevant data are examined regularly to monitor progress and adjust plans as needed.
Element 1C: Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals	<ul style="list-style-type: none"> Integrates district standards, policies, priorities, and accountability requirements. Uses the vision to make some decisions to plan or allocate resources. Addresses barriers to accomplishing the vision for becoming a standards-based system. 	<ul style="list-style-type: none"> Supports staff in developing the capacity to think systematically about strategic courses of action that are likely to move the school toward achieving the vision. May have begun to introduce the concept of high standards, equity, and the unique characteristics of the student population into site meetings. Demonstrates awareness of the importance of resource allocation for the achievement of the goals. 	<ul style="list-style-type: none"> Shapes school programs, and plans activities to ensure they are articulated throughout the grades and are consistent with the vision. Implements the vision for all students and subgroups of students to ensure that it is congruent with state and district standards. 	<ul style="list-style-type: none"> Makes good, sound equitable decisions about the distribution of resources to support student learning and close the achievement gap. 	<ul style="list-style-type: none"> Ensures that all short and long-term decisions about resource allocation are justified and aligned with the strategic courses of action for achieving the vision. Seeks to attain appropriate resources in support of standards. Distributes and uses resources to support student learning and close the achievement gap between subgroups and students.

COMPETENCY ASSESSMENT RUBRIC

CPSEL 2: Instructional Leadership

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
Element 2A: Professional Learning Culture: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.	Little or no evidence exists that the candidate: <ul style="list-style-type: none"> • Shapes the culture of the instructional program. • Understands and can create an accountability system of teaching and learning based on student learning standards. • Demonstrates the use of research and site-based data and multiple assessment measures to design, implement, support, evaluate and improve instructional programs and to drive professional staff development. 	The candidate: <ul style="list-style-type: none"> • Identifies important changes in culture that need to occur for the school to become a powerful learning community. • Examines ways in which her/his own actions and communications influence shared values and identifies and uses strategies to support needed changes in moving the school forward. 	The candidate: <ul style="list-style-type: none"> • Engages the school community in a range of on-going activities to share and reinforce a professional culture by carrying a set of beliefs, values, and assumptions regarding quality education for all students in a standards-based system. • Uses routine forms of communication as important tools for sharing his/her beliefs about school in general and about his/her own school. • Uses faculty meeting agendas, content written memos and messages and suggestions to teachers to underscore the importance of continuously improving teaching and learning. 	The candidate: <ul style="list-style-type: none"> • Directs activities to guide the school community in identifying and examining assumptions and beliefs about student learning. • Help faculty calibrate their practice against the performance of students by engaging the school in a process of continuous monitoring. 	The candidate: <ul style="list-style-type: none"> • Encourages and influences the faculty to embrace and demonstrate shared commitment to maintaining a culture of excellence and responsibility. • Accepts responsibility for student learning.
Element 2B: Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.	<ul style="list-style-type: none"> • Initiates professional dialogue with teachers around instructions, goals and strategies. • Guides or supports long-term professional development for • all staff necessary to help all students achieve state adopted performance standards. • Promotes a culture that sustains equity, fairness and respect among the school community. 	<ul style="list-style-type: none"> • Engages faculty in dialogue around the instructional program, with a focus on standards and site data. • Ensures that all professional staff participates in appropriate professional learning activities. • Works with staff to clarify learning expectations and to use student data to monitor and assess achievement of goals. • Understands and complies with state and district accountability procedures. 	<ul style="list-style-type: none"> • Engages faculty collaboratively in inquiry and assessment about the effectiveness of instructional strategies. 	<ul style="list-style-type: none"> • Models commitment to high standards for all students and to closing the achievement gap among subgroups of students. • Demonstrates the ability to use research to stimulate professional practice at the school to facilitate empowered student learning. 	<ul style="list-style-type: none"> • Shares a school culture where teachers acknowledge their interdependence, share their expertise, examine student work together and help one another improve their content knowledge and instructional practices. • Demonstrates a professional body of knowledge about teaching and learning in a standards-based system which they update and refine based on research and development activities within the profession.
Element 2C: Assessment and Accountability: Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes and student learning	<ul style="list-style-type: none"> • Identifies specific beliefs for change and strategies for achieving change. • Designs, implements, and evaluates instructional programs that serve diverse learning styles. 	<ul style="list-style-type: none"> • Facilitates the understanding of short and long-term learning goals for the staff and allocates resources in accordance. • Observes teaching and learning and identifies and analyzes the observations to discuss next steps with teachers. 	<ul style="list-style-type: none"> • Demonstrates knowledge about current research and development activities within the profession. • Implements a variety of strategies to build leadership capacity in others, especially with regard to standards-based teaching and learning processes. • Ensures compliance with state and district accountability procedures. 	<ul style="list-style-type: none"> • Ensures structures are in place for collaborative learning (e.g., study groups, learning improvement teams, curriculum alignment projects). • Has a deep understanding of student assessment. • Emphasizes the value of formative assessment in monitoring student learning. 	<ul style="list-style-type: none"> • Facilitates activities such as retreats, seminars, and faculty meetings to achieve organizational learning. • Guides, supports, and monitors the development of all staff using standards for teaching. • Ensures that accountability strategies focus on the achievement of all students to high academic levels and on closing the achievement gap between subgroups of students.

COMPETENCY ASSESSMENT RUBRIC
CPSEL 3: Management and Learning Environment

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
Element 3A: Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment	Little or no evidence exists that the candidate: <ul style="list-style-type: none"> • Understands how to create a safe school environment • Utilizes effective and nurturing practices in establishing student behavior management systems. 	The candidate: <ul style="list-style-type: none"> • Identifies understands and is committed to creating and maintaining the school as a safe environment. • Recognizes the importance of shifting responsibility for school safety to the school community but relies heavily on rules and consequences. 	The candidate: <ul style="list-style-type: none"> • Implements a process to create a safe, orderly, and clean environment. • Works with staff, students, and the community to develop and implement guidelines for the physical safety of students. 	The candidate: <ul style="list-style-type: none"> • Implements a range of collaborative activities and processes that contribute to the maintenance of the site as a safe, attractive, warm, and nurturing environment for students and adults. 	The candidate: <ul style="list-style-type: none"> • Institutionalizes values, norms, and practices that promote and enhance shared responsibility among all members of the school community for student achievement through a positive climate. • Examines the extent to which school and classroom norms, curriculum, instruction, feedback, and other factors support students in being successful learners.
Element 3B: Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.	<ul style="list-style-type: none"> • Demonstrates knowledge regarding the effective operation of a school • Reconfigures the elements of the infrastructure to operate in support of teaching and learning. 	<ul style="list-style-type: none"> • Complies with district and state policy and laws when conducting program and staff evaluation. • Establishes a set of site based sub-systems to enhance teaching and learning and uses the systems as tools for planning, implementing, and monitoring school operations. 	<ul style="list-style-type: none"> • Demonstrates awareness of systems theory and how sub-systems are connected and interact with each other to guide teaching and support student learning. 	<ul style="list-style-type: none"> • Applies knowledge of schools as systems to align and focus sub-systems. 	<ul style="list-style-type: none"> • Demonstrates a sound understanding of organizational and systems theories. • Implements organizational structure, practices, and policies that support student learning.
Element 3C: Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social, emotional, and physical needs of each learner.	<ul style="list-style-type: none"> • Understands the conditions specified in contractual agreements with school district employees. 	<ul style="list-style-type: none"> • Works with groups and individuals to explain the sub-systems and invites feedback to refine the design and operation of the sub-systems. • Seeks opportunities to extend management skills and to build shared responsibility for the operation of the school as a learning support system. 	<ul style="list-style-type: none"> • Works with staff to develop shared leadership so that systems operate to support student learning. 	<ul style="list-style-type: none"> • Considers how budgeting, scheduling, staffing, pupil transportation, site management, and other organizational processes can be utilized to promote student learning. • Is skilled in establishing and implementing procedures to oversee the work of others thereby monitoring programs and the work of individuals, groups, and the school. 	<ul style="list-style-type: none"> • Demonstrates expertise in linking management strategies to goals for achieving standards in teaching and learning
Element 3D: Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.	<ul style="list-style-type: none"> • Demonstrates knowledge of programs and staff evaluation in compliance with district and state laws and policies. 	<ul style="list-style-type: none"> • Ensures human and fiscal resources are allocated to support teaching and learning. • Has knowledge of contractual and legal obligations and uses that knowledge to establish and maintain compliance. 	<ul style="list-style-type: none"> • Can carry out program and staff evaluation in compliance with district and state policy and laws. • Is actively engaged as a teacher and district mentor with respect to legal and instructional obligations. 	<ul style="list-style-type: none"> • Carries out program and staff evaluation in compliance with district and state laws and policies. • Demonstrates a broad understanding of the range of legal matters that impact the site (e.g., use of the internet, child abuse, use of categorical funds). • Engages others in sharing responsibility for administering contracts and agreements fairly 	<ul style="list-style-type: none"> • Performs in an exemplary fashion when carrying out program and staff evaluations in compliance with district and state laws and policies. • Demonstrates through communication and behavior a deep understanding of legal issues affecting students, teachers, and school and a commitment to act with integrity.

COMPETENCY ASSESSMENT RUBRIC
CPSEL 4: Family and Community Engagement

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
Element 4A: Parent and Family Engagement: Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.	<p>Little or no evidence exists that the candidate:</p> <ul style="list-style-type: none"> Has incorporated the viewpoints of staff, students, parents, and other community members in the mission, vision and strategic plan for the school. Can establish strategies for disseminating information to the school community. 	<p>The candidate:</p> <ul style="list-style-type: none"> Demonstrates knowledge that families and community members are viable partners in the education of students. Incorporates the perspectives of families and community members into the life of the school. 	<p>The candidate:</p> <ul style="list-style-type: none"> Has developed a vision, goals and strategic plan that incorporate the viewpoints of staff, students, parents, and other community members. Actively seeks out family and community perspectives as an integral part of planning and reviewing goals, results, and operations. Ensures that the school develops capacity to communicate orally and in writing with families whose primary language is other than English 	<p>The candidate:</p> <ul style="list-style-type: none"> Has developed and refined a range of knowledge, skills and capacities that helps him/her successfully engage the community. Models respect in dealings with community members and families and sets expectations for others to do the same. Elicits and incorporates the perspective of community members and families in the on-going planning, implementation assessment and refinement of the school programs. 	<p>The candidate:</p> <ul style="list-style-type: none"> Plans and implements community forms to facilitate discussion consistent with the principle of democratic participation clarifying roles and ground-rules, and keeping participants focused on the goals at hand.
Element 4B: Community Partnerships: Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.	<ul style="list-style-type: none"> Is aware of the need to build relationships with the community and other organizations within the larger context. Can encourage teachers and other staff in building community partnerships and networks. 	<ul style="list-style-type: none"> Identifies and addresses existing gaps regarding the exclusion of families and community. Assesses his/her strengths and limitations in public engagement and identifies strategies for improving professional capacity in this area. 	<ul style="list-style-type: none"> Seeks and pursues opportunities to establish partnerships with businesses, institutions of higher learning and community organizations that will contribute to achieving the goals of the school. Works with the staff to establish and implement partnership activities. 	<ul style="list-style-type: none"> Demonstrates willingness and skill to communicate regularly, using a variety of media and modes of communications and in languages that meet the needs of students and families. Employs a wide range of textual and visual media, phone messages, parent conferences, home visits, etc. to ensure a viable connection between the school and families they serve. 	<ul style="list-style-type: none"> Is consistently aware of changing demographics in the school community and adjusts their home-school communications accordingly. Distributes leadership to teachers by encouraging them to take active roles in partnerships and networks to enhance the professional learning of teachers and the academic and social development of students.
Element 4C: Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students.	<ul style="list-style-type: none"> Communicates information about the school through a variety of media and in a clear, concise, and predictable manner. 	<ul style="list-style-type: none"> Has begun to build partnerships between the school and other institutions. Develops, implements, and monitors strategies to create linkages with partners. Identifies areas in which students would benefit from community support services and provides appropriate information to families. 	<ul style="list-style-type: none"> Is knowledgeable about other agencies in the community who supports the school's vision and goals and establish communications between the school and community support agencies. Provides appropriate information to families regarding community support services. 	<ul style="list-style-type: none"> Actively seeks and pursues opportunities to establish partnerships at the local, regional and broader levels. Supports staff in understanding child and adolescent development and applying the understanding in their work with students and their families. Integrates community services with school programs and ensures compliance with state education codes and district policy regarding privacy of student and family information. 	<ul style="list-style-type: none"> Shapes a school culture in which advocacy for students and their families is central to the work of the school. Ensures that when students are not making satisfactory progress in school, the school's professional staff consider every possible means and resources (e.g., academic, social, medical, mental health) to support student learning.

COMPETENCY ASSESSMENT RUBRIC
CPSEL 5: Ethics and Integrity

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
<p>Element 5A:</p> <p>Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning</p>	<p>Little or no evidence exists that the candidate:</p> <ul style="list-style-type: none"> Has incorporated the viewpoints of staff, students, parents, and other community members in the mission, vision and strategic plan for the school. Can establish strategies for disseminating information to the school community. 	<p>The candidate:</p> <ul style="list-style-type: none"> Demonstrates knowledge that families and community members are viable partners in the education of students. Incorporates the perspectives of families and community members into the life of the school. 	<p>The candidate:</p> <ul style="list-style-type: none"> Has developed a vision, goals and strategic plan that incorporate the viewpoints of staff, students, parents, and other community members. Actively seeks out family and community perspectives as an integral part of planning and reviewing goals, results, and operations. Ensures that the school develops capacity to communicate orally and in writing with families whose primary language is other than English 	<p>The candidate:</p> <ul style="list-style-type: none"> Has developed and refined a range of knowledge, skills and capacities that helps him/her successfully engage the community. Models respect in dealings with community members and families and sets expectations for others to do the same. Elicits and incorporates the perspective of community members and families in the on-going planning, implementation assessment and refinement of the school programs. 	<p>The candidate:</p> <ul style="list-style-type: none"> Plans and implements community forms to facilitate discussion consistent with the principle of democratic participation clarifying roles and ground-rules, and keeping participants focused on the goals at hand.
<p>Element 5B:</p> <p>Ethical Decision Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p>	<ul style="list-style-type: none"> Understands the relevance of data and up-to-date information to make decisions about improving student achievement in a standards-based system. 	<ul style="list-style-type: none"> Has a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. Encourages and supports staff in staying abreast of current information about teaching and learning. 	<ul style="list-style-type: none"> Guides staff to examine policy and practices with respect to the desired outcome of providing all students with a quality education. Demonstrates an understanding of the decision-making process based on pertinent information. Communicates with teachers the importance of using hard/soft data to inform practice. Knows the curriculum and supports teachers to integrate content and standard across all grades. Works with staff to develop individual and group capacity to use state-of-the-art information and technology about standards-based teaching and learning. 	<ul style="list-style-type: none"> Ensures the professional culture of the school reflects a commitment to the use of data on an on-going basis. Guides decision-making activities so that they reflect appropriate data and other information. Is highly skilled in modeling and guiding the use of relevant information, such as the use of disaggregated data throughout the planning, implementation, evaluation, and refinement of processes of the school. Ensures that they, and their staff, are knowledgeable about relevant research, theory, and best practices. 	<ul style="list-style-type: none"> Uses knowledge of relevant research and theory and best practices to make sound decisions. Makes appropriate decisions about student learning results, school, structures, instructional program, and allocation of resources by seeking out. And using information and technology that is pertinent to the attainment of the school's vision.
<p>Element 5C:</p> <p>Ethical Action: Leaders recognizes and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions no behalf of all students.</p>	<ul style="list-style-type: none"> Demonstrates a capacity to be an on-going learner, problem solver, self-reflector, and articulator of the vision. Demonstrates commitment to professional growth by regular participation in activities such as conferences, professional development opportunities and professional reading. 	<ul style="list-style-type: none"> Demonstrates the ability and willingness to be an on-going learner who examines her/his own practice, is a good problem solver, self-reflector, and articulator of the vision 	<ul style="list-style-type: none"> Reflects regularly on performance & considers how his/her own actions affect others and influences progress toward the goal of all students achieving the standards. Commits to professional growth by participation in professional development activities. Identifies strategies assisting and supporting school community members in prioritizing commitments and focusing efforts on student learning. 	<ul style="list-style-type: none"> Demonstrates that he/she is an on-going learner, self-reflector, problem solver and articulator of the vision. Engages in strategies to extend and develop personal professional knowledge and development. Employs a range of substantive and symbolic actions to inspire self and others. 	<ul style="list-style-type: none"> Models' reflection and continuous growth by consistently and publicly disclosing and sharing his/her learning process and its relationship to organizational improvement. Uses personal and professional experiences, as well as more formal learning opportunities, as the basis for on-going reflection increased professional knowledge and development. Integrates self-reflection into the school environment to shape a culture that values inquiry, reflections, and continuous individual and organizational learning. Demonstrates balance in work and personal life allowing for a sustained, focused purpose and a high level of performance. Uses strategies ensuring staff's collective capacity to inspire each other to high levels of effort.

COMPETENCY ASSESSMENT RUBRIC
CPSEL 6: External Context and Policy

Element	Not Yet Developed 1	Developing 2	Proficient 3	Very Competent 4	Exemplary 5
<p>Element 6A:</p> <p>Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.</p>	<p>Little or no evidence exists that the candidate:</p> <ul style="list-style-type: none"> Understand that district, state and federal laws and policies impact the site and student. Works to comply with policy. 	<p>The candidate:</p> <ul style="list-style-type: none"> Realizes that district state, and federal policy impacts the site and the students. Ensures compliance with policy. Understands that school stakeholders include not only the students' families but also local business and civic leaders and other individuals and groups in the community. 	<p>The candidate:</p> <ul style="list-style-type: none"> Actively seeks policy information relevant to the school from a variety of sources. Participates in forums to provide information to policymakers and encourages the participation of other stakeholders. 	<p>The candidate:</p> <ul style="list-style-type: none"> Understands how political, social, and economic systems impact schools. Ensures that the school operates consistently within legal parameters. 	<p>The candidate:</p> <ul style="list-style-type: none"> Participates as a team member and draws upon the knowledge and expertise of others, as well as their own knowledge of change models and conflict resolution to support the school system in making sound policy. Is a skills analyst of policy at a local, regional and national levels, especially with the effect these policies have on the opportunities for success of students at his/her site.
<p>Element 6B:</p> <p>Ethical Decision Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.</p>	<ul style="list-style-type: none"> Understands the relevance of data and up-to-date information to make decisions about improving student achievement in a standards-based system. 	<ul style="list-style-type: none"> Has a fundamental understanding of decision-making processes and of the need to base decisions on pertinent information. Encourages and supports staff in staying abreast of current information about teaching and learning. 	<ul style="list-style-type: none"> Guides staff to examine policy and practices with respect to the desired outcome of providing all students with a quality education. Demonstrates an understanding of the decision-making process based on pertinent information. Communicates with teachers the importance of using hard/soft data to inform practice. Knows the curriculum and supports teachers to integrate content and standard across all grades. Works with staff to develop individual and group capacity to use state-of-the-art information and technology about standards-based teaching and learning. 	<ul style="list-style-type: none"> Ensures the professional culture of the school reflects a commitment to the use of data on an on-going basis. Guides decision-making activities so that they reflect appropriate data and other information. Is highly skilled in modeling and guiding the use of relevant information, such as the use of disaggregated data throughout the planning, implementation, evaluation, and refinement of processes of the school. Ensures that they, and their staff, are knowledgeable about relevant research, theory, and best practices. 	<ul style="list-style-type: none"> Uses knowledge of relevant research and theory and best practices to make sound decisions. Makes appropriate decisions about student learning results, school, structures, instructional program, and allocation of resources by seeking out. And using information and technology that is pertinent to the attainment of the school's vision.
<p>Element 6C:</p> <p>Ethical Action: Leaders recognizes and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions no behalf of all students.</p>	<ul style="list-style-type: none"> Demonstrates a capacity to be an on-going learner, problem solver, self-reflector, and articulator of the vision. Demonstrates commitment to professional growth by regular participation in activities such as conferences, professional development opportunities and professional reading. 	<ul style="list-style-type: none"> Demonstrates the ability and willingness to be an on-going learner who examines her/his own practice, is a good problem solver, self-reflector, and articulator of the vision 	<ul style="list-style-type: none"> Reflects regularly on performance & considers how his/her own actions affect others and influences progress toward the goal of all students achieving the standards. Commits to professional growth by participation in professional development activities. Identifies strategies assisting and supporting school community members in prioritizing commitments and focusing efforts on student learning. 	<ul style="list-style-type: none"> Demonstrates that he/she is an on-going learner, self-reflector, problem solver and articulator of the vision. Engages in strategies to extend and develop personal professional knowledge and development. Employs a range of substantive and symbolic actions to inspire self and others. 	<ul style="list-style-type: none"> Models reflection and continuous growth by consistently and publicly disclosing and sharing his/her learning process and its relationship to organizational improvement. Uses personal and professional experiences, as well as more formal learning opportunities, as the basis for on-going reflection increased professional knowledge and development. Integrates self-reflection into the school environment to shape a culture that values inquiry, reflections, and continuous individual and organizational learning.