



SAMPLE MATERIAL

## Leadership Performance Standards Matrix

Young Scholars' Academy for Discovery and Exploration, New York

**Topic:** Turning Around Chronically Low-Performing Schools

**Practice:** Improved Leadership

This rubric, developed by the NYC Leadership Academy's Principal Preparation Program (PPP), lays out evaluation criteria for leaders of newly restructured schools. The rubric is used to identify whether leaders are *meeting*, *progressing toward*, or *not meeting* established standards across multiple dimensions of job performance. Expectations are focused on observable actions rather than conceptual understanding.

The evaluation criteria are:

1. Personal Behavior
2. Resilience
3. Communication
4. Focus on Student Performance
5. Situational Problem-Solving
6. Learning
7. Accountability for Professional Practice
8. Supervision of Instructional and Non-Instructional Staff
9. Leadership Development
10. Climate and Culture
11. Time/Task/Project Management
12. Technology

Aspiring principals receive feedback from facilitators on an ongoing basis: during weekly meetings, during the monthly residency school visits, and during the two formal evaluation periods. Facilitators at the NYC Leadership Academy rate aspiring principals on these 12 behaviorally based standards; they assess and discuss progress toward meeting the standards during monthly visits to the residency school. The NYC Leadership Academy also uses the rubric to guide program curriculum, assignments, and interventions. Program administrators responsible for leadership training can use the NYC Leadership Academy's *Leadership Performance Standards Matrix* as a model for developing action-oriented evaluation criteria, while schools may adapt it for initial and continuing evaluation of school leaders.

The *Focus on Student Performance* standard is at the core of everything PPP does during the summer intensive, the residency phase, and at the residency school. *Personal Behavior, Resilience, Communication, and Situational Problem-Solving* are woven throughout the PPP curriculum and have a special focus during the six-week summer intensive at the beginning of the program. In order for aspiring principals to complete the program successfully, they must demonstrate that they meet all 12 standards, which reflect the attributes and knowledge a principal needs in order to become a transformational instructional leader.

<h2 style="margin: 0;">NYC Leadership Academy Leadership Performance Standards Matrix</h2>
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Leadership Dimension	Meeting the Standard	Progressing toward the Standard	Not meeting the Standard
<b>1.0 Personal Behavior</b>			
<b>1.1</b> Reflects an appropriate response to situations	Leader considers the consequence of his/her actions, anticipates possible responses or reactions, and accurately adjusts behavior accordingly. Leader understands and manages emotions and is aware of their impact.	Leader usually considers the consequence of his/her actions. Leader adjusts behavior accordingly. Although aware of impact on others, leader is unable to always manage emotions. It is evident that leader is continually working toward managing emotions.	Leader often responds and reacts emotionally. Leader seldom considers the unintended consequences of his/her actions.
<b>1.2</b> Consistent with expressed belief system and reflect personal integrity	Leader’s behavior reflects core values at all times. Leader’s actions are transparent and there are no surprises.	Leader’s core values guide almost all behaviors. Leader’s actions are usually transparent and there are few surprises.	Leader’s behaviors are not driven by values that are recognizable. Leader’s actions are not transparent with expressed belief system and surprise others.
<b>1.3</b> Complies with legal and ethical requirements in relationships with employees and students	Leader understands the intent of the law and uses it to ensure the rights of employees and students are fully protected.	Leader is sufficiently familiar with the intent of the law to ensure compliance in protecting the rights of employees and students.	Leader violates – even just one time – the legal and policy requirements for the relationship between leaders and employees and students.
<b>1.4</b> Values different points of view within the organization	Leader actively seeks and makes use of diverse and controversial views. Leader welcomes and appreciates diversity in demonstrable ways.	Leader usually or when approached makes use of diverse and controversial views. Leader is continually working towards valuing diversity.	Leader avoids diverse and controversial views. Leader suppresses other points of view and discourages disagreement or divergent thinking.
<b>1.5</b> Reflects appropriate professional demeanor	Leader expresses and behaves in a way that is respectful of the norms, values, and culture of the organization.	Leader understands the norms, values, and culture of the organization but is not always consistent in behaving that way.	Leader’s actions and behavior does not consider the norms, values, and culture of the organization.

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<b>2.0 Resilience</b>			
<b>2.1</b> Reacts constructively to disappointment, admits error, and learns from mistakes and setbacks	Leader quickly transitions from emotional to strategic responses to mistakes and setbacks.	Leader generally successful in transitioning from emotional to strategic responses to mistakes and setbacks.	Leader's emotional responses to disappointment, mistakes and setbacks inhibit transition to strategic responses.
<b>2.2</b> Maintains mental focus and energy in the face of difficult situations	Leader is able to focus on solutions and integrate conflicting/competing directives to effectively solve problems Leader demonstrates capacity to analyze, synthesize, and promote coherence.	Leader is clearly focused on problem solving. Leader is generally successful at analyzing, synthesizing, and promoting coherence.	Leader is unable to focus on solutions. Leader's decisions are implemented without awareness of the need for integration.
<b>2.3</b> Handles disagreement and dissent constructively	Leader transforms disagreement and dissent into opportunities.	Leader is generally successful in using disagreement and dissent to create opportunities.	Leader is not successful in using disagreement and dissent to create opportunities.
<b>2.4</b> Uses formal and informal feedback to improve performance	Leader seeks out feedback. Leader's 360° feedback results in action plan aligned to leader's strategic priorities.	Leader accepts feedback when approached. Leader's 360° feedback is occasionally included in leader's strategic priorities.	Leaders avoids or does not value feedback Leader's 360° feedback is not evident in the leader's priorities.
<b>2.5</b> Is able to deal with ambiguities	Leader is able to take the information available and make decisions as appropriate.	Leader is hesitant to make decisions without seeking additional facts regardless of circumstances.	Leader is unable to take action without absolute clarity about all factors.
<b>3.0 Communication</b>			
<b>3.1</b> Two-way communication with students	Leader interacts with student body on a consistent basis. Leader both encourages and models to staff members to purposefully solicit student ideas regarding successful classroom approaches to teaching and learning.	Leader interacts with student body. Leader is trying to encourage and model to staff members to purposefully solicit student ideas regarding successful classroom approaches to teaching and learning.	Leader is not familiar with student body. Leader does not encourage nor models to staff to solicit ideas from students.

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<p><b>3.2</b> Two-way communication with faculty and staff</p>	<p>Leader knows all staff members and publicly acknowledges individual contributions. Leader matches media with message. Leader always focuses staff meetings on instructional issues.</p>	<p>Leader knows all staff members and attempts to publicly acknowledge individual contributions. Leader generally matches media with message. Leader usually focuses staff meetings on instructional issues.</p>	<p>Leader knows some staff members. Leader uses limited media and does not appear able to match the media with the message. Public address system and other electronic devices often interrupt the educational process. Leader usually uses staff meetings for announcements.</p>
<p><b>3.3</b> Two-way communication with parents and community</p>	<p>Leader establishes interactions with parents and community members. Leader develops clear processes for gathering and transmitting information from and to parents.</p>	<p>Leader is working on developing interactions with parents and community members. Leader periodically gathers information from and sends information to parents.</p>	<p>Leader reserves interactions with parents and community members for crisis situations. Leader’s lacks processes or interest in communicating with parents.</p>
<p><b>3.4</b> Communication is clear and appropriate for the audience</p>	<p>Leader’s communication is clear and appropriate for the audience. Leader understands cultural patterns and adjusts his/her communication style accordingly. Leader consistently listens and checks for mutual understanding. Leader’s presentations are organized, logical, and include analysis of information; the style is engaging and dynamic. Leader provides clear, specific responses to audience questions</p>	<p>Leader’s communication is planned to meet the needs of the audience and the occasion. Leader is working to understand cultural patterns and adjust his/her communication style accordingly. Leader generally checks for mutual understanding. Leader’s presentations are usually organized and logical; the style is generally engaging and dynamic. Leader attempts to provide clear, specific responses to audience questions.</p>	<p>Leader uses the same communication style regardless of the context or audience. Leader does not consider cultural patterns in communication. Leader does not listen or check for understanding. Leader’s presentations are loose and disorganized; style is not engaging. Leader does not respond clearly to audience or avoids questions from audience.</p>
<p><b>3.5</b> Communication with the public</p>	<p>Leader communicates with individuals consistently in attention, time, and respect given. Leader demonstrates awareness of the public and political nature of his/her position and applies explicit process for engaging the public in controversial issues.</p>	<p>Leader attempts to communicate with public/individuals consistently in attention, time, and respect given. Leader demonstrates awareness of the public and political nature of his/her position and is able to engage the public in controversial issues.</p>	<p>Leader does not give the same attention, time, and respect to individuals. Leader avoids public dialogue, or else appoints someone else to be the spokesperson and does not demonstrate the ability to engage the public in controversial issues.</p>

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<b>3.6</b> Communication reflects careful analysis and the ability to listen	Leader attends and responds to subtle nonverbal cues in others. Leader deals with difficult issues honestly and directly, uses low-inference data and provides examples. Leader actively pursues disconfirming evidence for conclusions drawn.	Leader responds to common nonverbal cues in others. Leader deals with difficult issues promptly, uses low-inference data and provides examples. Leader often pursues disconfirming evidence for conclusions drawn.	Leader avoids difficult issues. Leader does not appear to communicate openly, uses high-inference, and is often accused of holding back information from others.
<b>4.0 Focus on Student Performance</b>			
<b>4.1</b> Plans and sets goals for student performance	Leader sets goals that are within the zone of proximal development for students, teachers, and the organization.	Leader is generally successful at setting goals that are within zone of proximal development for students, teachers, and the organization.	Leader has no understanding of or does not employ the zone of proximal development and its role in order to establish goals.
<b>4.2</b> Ensures continual improvement for students, teachers, and the organization	Leader possesses working knowledge of current curricular initiatives, approaches to content and differentiated instructional design. Leader understands and can articulate effective instructional strategies. Leader implements these strategies and evaluates their effectiveness.	Leader is working towards understanding current curricular initiatives, approaches to content and differentiated instructional design. Leader understands and can generally articulate effective instructional strategies. Leader occasionally implements these strategies and evaluates their effectiveness.	Leader does not understand the need for continual improvement.
<b>4.3</b> Demonstrates understanding of the relationship between assessment, standards, and curriculum	Leader facilitates the analysis and alignment of assessment tools and the curriculum. Leader organizes around instructional priorities to address standards that will leverage student learning.	Leader understands the analysis and alignment of assessment tools and the curriculum. Leader is generally successful at organizing around instructional priorities to address standards that will leverage student learning.	Leader does not understand nor articulates the relationship between assessment, standards, and curriculum.

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4.4 Is transparent in reporting student achievement results	Leader gathers and uses multiple indicators of student success that reveal patterns, trends, and insights. Leader creates systems to make data accessible and understood by students, parents, and teachers.	Leader gathers multiple indicators of student success. Leader is in the process of creating systems to make student achievement data accessible and understood by students, parents, and teachers.	Leader uses single data points. Leader makes student achievement results available but is not concerned with checking for understanding or the accessibility of such information.
4.5 Uses student performance data to make instructional leadership decisions	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.	Leader is creating the system to use student performance data for instructional decision making. Leader is creating the structure for looking at student work to identify instructional next steps for teachers and students.	Leader makes instructional decisions without the use of student performance data. Leader does not understand the need to review student work for instructional next steps.
4.6 Implements a systemic approach for struggling learners and special populations and critically reviews all approaches for effectiveness	Leader monitors intervention strategies for effectiveness and adjusts them to accelerate learning. Leader includes specialized knowledge and skills into general practice.	Leader occasionally monitors intervention strategies for effectiveness and adjusts them to accelerate learning. Leader is in the process of infusing specialized knowledge and skills into general practice.	Leader does not monitor intervention strategies for effectiveness. Leader does not infuse the expertise of special education providers into general practice.
4.7 Continually reads and interprets the environment to identify patterns in student performance indicators	Leader uses a multi-dimensional environmental analysis of student performance indicators. Diagnosis is ongoing.	Leader is learning about multi-dimensional environmental analysis of student performance indicators. Diagnosis is ongoing.	Leader relies on one-dimensional factors to explain student performance.
<b>5.0 Situational Problem-Solving</b>			
5.1 Uses evidence as basis for decision-making	Leader interprets and analyzes multiple sources of state, district and classroom level student performance data to make decisions.	Leader generally interprets and analyzes one or more forms of state, district, and classroom level student performance data to make decisions.	Leader makes decisions without the use of student performance data.
5.2 Clearly identifies decision-making structure	Leader builds professional relationships, empowers and engages staff in decision-making. Leader is able to make decisions alone when required.	Leader generally builds professional relationships, engages staff in decision-making. Leader makes decisions alone only when required.	Leader does not build professional relationships nor engage staff in decision-making. Leader is unable to make decisions alone.

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<b>5.3</b> Links decisions to strategic priorities	Leader links decisions to goals, objectives, and priorities. Leader consistently evaluates decisions for effectiveness in furthering strategic instructional priorities. Leader consistently raises decisions that are not working.	While goals and priorities are clear, leader does not consistently link them to decisions. Leader usually evaluates decisions for effectiveness in furthering instructional priorities. Leader can discuss decisions that are not working.	Leader is unaware of or disconnected from the goals, objectives, and priorities. Leader does not evaluate decisions. Leader is unable to identify ineffective decisions and when confronted sticks to old decisions.
<b>5.4</b> Exercises professional judgment	Leader reflects on and is mindful of rules, procedures, and regulations. As a result of this process, leader’s decisions reflect the values and beliefs of the organization.	Leader reflects on and is mindful of rules, procedures, and regulations. Despite the reflection, leader’s decisions do not align with values or beliefs of the organization.	Leader makes decisions without consideration of appropriate rules, procedures, and regulations.
<b>6.0 Learning</b>			
<b>6.1</b> Applies research trends in education and leadership	Leader consistently uses research to inform instructional and organizational decisions. Leader creates a system for communicating this knowledge via reading, learning, and reflecting with the staff.	Leader demonstrates occasional use of research to inform instructional and organizational decisions. Leader is in the process of creating a system for communicating this knowledge via reading, learning and reflecting with the staff.	Leader does not use research to inform instructional or organizational decisions.
<b>6.2</b> Understands the role of a learner	Leader is able to identify and take ownership of professional and leadership development needs. Leader understands that the best ideas emerge and are acted upon regardless of the source. Leader values mistakes in the service of learning and moves from the known to the unknown. Leader uses feedback and self-reflection to enhance own learning.	Leader is able to identify and/or take ownership of professional and leadership development needs when prompted. Leader is working towards understanding that the best ideas emerge and are acted upon regardless of the source. Leader occasionally values mistakes in the service of learning and generally moves from the known to the unknown. Leader uses feedback and self-reflection to enhance learning inconsistently.	Leader is unable to identify learning needs. Leader evaluates ideas based on the source. Leader believes his/her own ideas are most worthy. Leader does not value mistakes. Leader resists feedback and does not value self-reflection in the service of learning.

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6.3 Understands and utilizes theories of learning and change	Leader uses knowledge of theories of learning and change to respond strategically to immediate and long term challenges. Leader understands that learning drives the system and every action is in the service of learning.	Leader uses knowledge of theories of learning and change to respond to challenges. Leader understands that learning drives the system and most actions are in the service of learning.	Leader does not understand the change process. Leader may believe in learning but does not structure the environment in the service of learning.
6.4 Develops plan for professional growth	Leader actively pursues personal professional development that is directly linked to organizational needs.	Leader engages in personal professional development.	Leader does not understand the need for continuous learning.
<b>7.0 Accountability for Professional Practice</b>			
7.1 Continually reads and interprets the environment of professional practice in order to identify patterns, needs for development, and leverage points for actions	Leader organizes a system for identified learning based on observed patterns and feedback. Leader provides opportunities and resources for learning to take place. Leader can lead multi-dimensional environmental analysis for adults and the organization.	Leader identifies learning needs based on observed patterns. Leader is working to provide opportunities and resources for learning to take place. Leader is learning about multi-dimensional environmental analysis for adults and the organization.	Leader provides professional development that is typically “one size fits all” and there is little or no evidence of recognition of individual faculty needs. Leader relies on one-dimensional factors to explain the environment of professional practice.
7.2 Employs strategies to maximize learning opportunities	Leader uses time and provides focus, coherence, and synthesis to maximize learning opportunities.	Leader is learning to use time, provide focus and provides coherence to maximize learning opportunities.	Leader does not see the value in using time and providing learning opportunities to the staff.
7.3 Matches learning to the learner	Leader employs strategies to differentiate learning opportunities for adult learners. Leader is aware of the various adult learning styles and supports the use of a variety of approaches and strategies to maximize learning.	Leader employs some strategies to differentiate learning opportunities for adult learners. Leader is developing a familiarity with the various adult learning styles and is trying to support the use of a variety of approaches and strategies to maximize learning.	Leader does not understand the importance of differentiating learning opportunities for adult learners.

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7.4 Employs feedback mechanisms for adult learners	Leader puts a variety of structures in place (macro and micro) for the community to engage in feedback that is focused on improving performance.	Leader provides some opportunity for the community to engage in feedback that is usually focused on improving performance.	Leader allows for feedback to be formulaic, sporadic, and unspecific.
<b>8.0 Supervision of Instructional and Non-instructional staff</b>			
8.1 Is able to make decisions and deal with consequences	Leader exhibits willingness to make tough decisions and deal with the difficult circumstances. Leader employs strategies for implementing tough decisions and considers possible consequences and opportunities following the decision.	Leader exhibits willingness to make some tough decisions and deal with the difficult circumstances. Leader occasionally tailors strategies for implementing tough decisions to the needs of individuals.	Leader is not willing to make tough decisions and deal with the difficult circumstances. Leader makes decisions in haste, anger, or out of emotion.
8.2 Values reflective practice	Leader creates environment in which everyone can question own assumptions in light of evidence and while maintaining non-negotiables. Leader creates systems that encourage reflective practice.	Leader creates environment in which some staff are comfortable questioning own assumptions in light of evidence and while maintaining non-negotiables. Leader creates systems that encourage reflective practice.	The environment does not encourage others to question their assumptions. The leader's actions do not support understanding of the need for reflective practice. Leader does not engage in reflective practice.
8.3 Sets a system for clear expectations	Leader has established performance and behavior expectations for adults and students that are consistent with best practice, high professional standards, and educational research. Leader frequently checks for understanding.	Leader has established performance and behavior expectations for adults and students that are consistent with regulatory requirements. Leader is developing ways to check for understanding.	Leader is not clear about performance and behavior expectations for students or staff. Leader's own behavior is inconsistent with expectations for others.

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8.4 Cultivates a system of evaluation	<p>Leader creates systems to provide a variety of ways to meet with teachers, share expectations, provide feedback and clearly check for understanding.</p> <p>Leader organizes environment to hold staff accountable.</p> <p>Leader uses observation information systematically to identify patterns needing improvement.</p> <p>Leader actively coaches instructional staff for improvement in classroom practice.</p>	<p>Leader uses a variety of ways to meet with teachers, share expectations, provide feedback, and clearly check for understanding.</p> <p>Leader is working towards organizing the environment to hold staff accountable.</p> <p>Leader uses observation information to identify patterns needing improvement.</p> <p>Leader occasionally coaches instructional staff for improvement in classroom practice.</p>	<p>Leader only uses “formal observations” to provide information to teachers.</p> <p>Leader’s behavior indicates a lack of understanding of the value of coaching the staff to improve.</p> <p>Leader has not organized for staff accountability.</p> <p>Leader is inconsistent about using observation information for improvement.</p> <p>Leader does not coach the staff to improve classroom practice.</p>
<b>9.0 Leadership Development</b>			
9.1 Develops leadership in others	<p>Leader provides formal and informal leadership opportunities for others and encourages them to exercise appropriate authority in those areas for which they are held accountable.</p>	<p>Leader provides some formal and informal leadership opportunities for others and let’s them occasionally exercise authority in areas for which they are held accountable.</p>	<p>Leader reserves almost all decision-making authority, confuses delegating tasks with leadership development and leaves others unable to exercise independent judgment.</p>
9.2 Identifies and nurtures potential future leaders	<p>Leader routinely identifies and provides opportunities to mentor, guide, and develop emerging leaders.</p> <p>Leader models the behavior that he/she expects and wants to see in others.</p>	<p>Leader tries to identify and makes effort to provide occasional opportunities to mentor, guide, and develop emerging leaders.</p> <p>Leader occasionally models the behavior that he/she expects and wants to see in others.</p>	<p>Leader appears to be indifferent to the need for leadership development in others.</p>

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<b>10.0 Climate and Culture</b>			
<b>10.1</b> Motivates and encourages others to achieve strategic goals	Leader models, encourages, and reinforces efficacy in individuals to produce results and persevere even when internal and external difficulties interfere with the achievement of strategic goals. Leader generates a sense of urgency by aligning the energy of others in pursuit of its strategic priorities.	Leader encourages and attempts to reinforce efficacy in individuals to produce results. Leader attempts to generate a sense of urgency by aligning the energy of others in pursuit of its strategic priorities.	Leader has not been able to model efficacy or motivate the staff. Leader is personally discouraged.
<b>10.2</b> Appreciates rituals and routines as enablers of vision	Leader develops consistent patterns of rituals and routines and understands how they enable the leader’s vision and strategic priorities. Leader understands and honors the organization’s existing culture of rituals and routines.	Leader’s rituals and routines can be observed and often support strategic priorities. Leader is developing the understanding of organization’s existing culture of rituals and routines.	Leader’s rituals and routines are not evident or existing rituals and routines are implemented without awareness of their potential for enabling vision. Leader does not understand or disregards organizational climate and culture.
<b>10.3</b> Clearly articulates non-negotiables	Leader has clearly established boundaries for behaviors that are considered fixed and immovable.	Leader has established boundaries for many behaviors that are considered fixed and immovable.	Leader has not established boundaries for behavior.
<b>11.0 Time/Task/Project Management</b>			
<b>11.1</b> Consistently manages time in relationship to priorities	Leader clearly establishes daily priorities and objectives. Leader distinguishes between interruptions that are (a) important, (b) urgent, or (c) represent distractions. Leader aligns organizational priorities and daily activities. Leader removes/delegates non-essential tasks. Leader engages in calendar analysis to assess use of time.	Leader establishes daily priorities and objectives. Leader is usually successful at distinguishing between interruptions that are (a) important, (b) urgent, or (c) represent distractions. Leader generally aligns organizational priorities and daily activities. Leader occasionally removes/delegates non-essential tasks. Leader is learning to engage in calendar analysis to assess use of time	Leader’s daily objectives appear haphazard and not prioritized. Leader is always involved with urgent interruptions, even if they are unimportant. Leader does not align organizational priorities and daily activities. Leader sees no need to assess his/her daily use of time since he/she has been busy all day.

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<b>11.2</b> Sets clear objectives and coherent plans for complex projects	Leader plans projects using clear and written lists of milestones, deadlines, and persons responsible.	Leader is becoming successful at planning projects using clear and written lists of milestones, deadlines, and persons responsible.	Leader's project and team management is haphazard or nonexistent. There is little or no evidence of lists of milestones and deadlines.
<b>11.3</b> Manages resources to complete projects	Leader is strategic in selection of resources, meeting deadlines, frequent communication and supporting if necessary.	Leader usually manages the selection of resources, meeting deadlines, frequent communication and supporting if necessary.	Leader does not manage nor is strategic in selection of resources, meeting deadlines, frequent communication and supporting if necessary.
<b>12.0 Technology</b>			
<b>12.1</b> Demonstrates use of technology to improve communication, teaching, and learning	Leader uses technology personally in a competent manner and links technology initiatives of the organization to specific teaching and learning objectives.	Leader is personally proficient in technology and advocates for the use of instructional technology.	Leader does not display personal competence in technology applications and does not link the installation of technology to specific teaching and learning objectives.