

Standard 6:	The Political, Social, Economic, Legal, and Cultural Context of Learning			
A school administrator is an educational leader who has the knowledge and skills to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.				
6a: Operating Schools on Behalf of Students and Families				
	Rudimentary	Developing	Proficient	Accomplished
<i>A Vision for Success</i>	There is little or no evidence that the school leader has any awareness of the need to consider the needs of students and families in the creation of the school vision.	There is limited evidence that the school leader considers the needs of students and parents in the creation of the school vision.	There is clear evidence that the school leader facilitates the creation of a school vision that is based on his or her understanding of the needs of the students and their families.	There is clear, convincing, and consistent evidence that the school leader considers a documented analysis of the needs of the community to facilitate the creation of a school vision based on the best interest of the students and their families.
<i>A Focus on Teaching and Learning</i>	There is little or no evidence that the school leader has any understanding of how teaching and learning are affected by issues faced by students and families outside the school.	There is limited evidence that the school leader is aware of the challenges faced by students and families within the community or understands how to address these issues as they impact teaching and learning.	There is clear evidence that the school leader is aware of the challenges faced by students and families within the community and has used this information in an attempt to improve teaching and learning.	There is clear, convincing, and consistent evidence that the school leader is aware of the challenges faced by students and families within the community and uses this information as part of an ongoing process to improve teaching and learning.
<i>An Involvement of all Stakeholders</i>	There is little or no evidence that the school leader is aware of the responsibility to collaborate with stakeholders to provide resources that support students and their families.	There is limited evidence that the school leader attempts to collaborate with stakeholders to provide resources that support students and their families.	There is clear evidence that the school leader collaborates with stakeholders to provide resources that support students and their families.	There is clear, convincing, and consistent evidence that the school leader is highly successful in collaborating with stakeholders throughout the year to provide resources that support students and their families.
<i>A Demonstration of Ethical Behavior</i>	There is little or no evidence that the school leader demonstrates integrity in ensuring that students and families are treated fairly, equitably, and with dignity.	There is limited evidence that the school leader demonstrates integrity in ensuring that some students and some families are treated fairly, equitably, and with dignity.	There is clear evidence that the school leader frequently demonstrates integrity in ensuring that most students and most families are treated fairly, equitably, and with dignity.	There is clear, convincing, and consistent evidence that, throughout the school year, the school leader demonstrates integrity in ensuring that all students and families are treated fairly, equitably, and with dignity.