

## Sustainable Leadership Criteria

What is the key idea?	How is this demonstrated? Sample Criteria:	Beginning - Little impact	Developing - Moderate impact	Consolidating - Good impact	Established - Significant impact
<b>Knowledge</b>	<b>Understand the differences between leading and managing, the skills required to do both, and the potential impact of each on colleagues/team and student learning.</b>	Limited understanding of the differences between leading and managing, the skills required to do both, and the impact of each on student learning.	Developing an understanding of the differences between leading and managing, the skills to do both and the impact of each on student learning.	Demonstrates a good understanding of some of the differences between leading and managing, the skills required to do both, and the impact of each on student learning.	Demonstrates a clear understanding of the differences between leading and managing, the skills to do both, and the impact of each on student learning.
<b>Effectiveness</b>	<b>Lead and contribute to meetings focused on making decisions that improve student learning.</b>	Team meetings are led where the purpose is sometimes unclear. Decisions are made without evidence in isolation.	Team meetings lead to effective actionable measures that improve student learning.	Team meetings sometimes lead to effective actionable measures that improve student learning.	Team meetings lead to effective actionable measures that improve student learning.
<b>Impact</b>	<b>Able to identify areas of student learning that need improvement.</b>	Unsure how to identify areas of student learning that need improvement and to articulate what actual gains can be achieved.	Focus on one area of student learning that needs improvement and somewhat articulates what actual gains can be achieved.	Focus on one area of student learning that needs improvement, including an in-depth articulation of actual gains that can be achieved.	Demonstration of the identification of several areas of student learning that need improvement, including an in-depth articulation of actual gains that can be achieved.
<b>Professional Culture</b>	<b>Understand one's own and others' roles and responsibilities and their collective impact on student learning in collaborative settings.</b>	Unsure of one's own and others' roles and responsibilities and their collective impact on student learning in collaborative settings.	Demonstrates some understanding of one's own role and responsibilities and beginning to understand their collective impact on student learning in collaborative settings (Eg. Teams consider holistic student data not only subject-based).	Demonstrate understanding of one's own and others' roles and responsibilities and their collective impact on some areas of student learning in collaborative settings (Eg. Actions taken in one area of the program are coordinated with those in another for added impact).	Demonstrate understanding of one's own and others' roles and responsibilities and their collective impact on student learning in collaborative settings.
<b>Reflection</b>	What does this look like for students in my area of responsibility?				
<b>What are the factors affecting this?</b>	What is helping or hindering this?				