



ELEVATE Mentor-Teacher Standards
Leadership Effectiveness In and Out of the Classroom

STANDARD 1:
PERSONAL & PROFESSIONAL LEADERSHIP

Indicator 1.1: Leads by example and exemplifies ELEVATE's 7 Core Values and 7 Core Beliefs.

Observable Evidence for Highly Effective	Highly Effective	Effective	Partially Effective	Ineffective
Model and holds self, teammates and students accountable to the ELEVATE Core Values and Core Beliefs. Integrity/Responsibility				
Make decisions aligned to the ELEVATE Core Values and motivates others to do the same. Decision Making/ Integrity				
Act with integrity, honesty and competence thereby establishing trust with teammates and school leadership. Integrity/Respect				
Persevere despite obstacles and sustains team and classroom energy through positivity and dedication to the shared vision. Courage/Vision				
Work collaboratively with colleagues for the benefit of students and leverages Team Teaching Strategies in the class to increase learning and relationships. Decision Making: Relationships/Positive Work Ethic				
Follow the policies and procedures of the school and ELEVATE, and turns in required legal documents (parent agreements, waivers, etc.) to ELEVATE on time. Responsibility				

Indicator 1.2: Leads by taking personal responsibility for constant personal and professional growth.

Observable Evidence for Highly Effective	Highly Effective	Effective	Partially Effective	Ineffective
Reflects on personal leadership practices and creates a plan for personal and professional development to grow in self-identified areas. Leadership, Career Mindedness				
Respond positively to feedback by taking a learning stance, separating personal worth from work, and changing practices based on feedback when necessary. Career Mindedness, Leadership				
Regularly attend, participate and lead team development opportunities. Leadership, Career Mindedness				
Seek opportunities to practice strengths and improve skills by embracing challenge and proactively asking for increased responsibility. Courage, Responsibility				

Indicator 1.3: Leads as a servant leadership with the goal of developing other leaders.

Observable Evidence for Highly Effective	Highly Effective	Effective	Partially Effective	Ineffective
Use formal and informal opportunities to build respectful partnerships with teammates and ELEVATE stakeholders. Respect				
Use a variety of leadership skills to meet the needs of different people and situations. Leadership				
Collaboratively create a team culture of openness, risk-taking, productive conflict and mutual accountability. Courage, Leadership				
Lean into conflict in a healthy way to resolve, renew and repair relationships. Problem Solving, Communication				
Offer constructive feedback to teammates and students on a regular basis in a way that builds others up while challenging them to grow. Communication, Leadership				
Share responsibilities of the team by seeking out ways to help team members and school leaders. Responsibility, Leadership				
Identify and address problems by offering possible solutions. Problem Solving				

STANDARD 2: CULTURE & CLIMATE LEADERSHIP

Indicator 2.1: Leads in the building of a culture of empowerment, safety and continuous improvement in and out of the classroom.

Observable Evidence for Highly Effective	Highly Effective	Effective	Partially Effective	Ineffective
Facilitate opportunities for students to construct, understand and practice a restorative classroom environment. Respect, Caring				
Model and foster a culture of taking initiative and practicing leadership to address challenges and solve problems. Responsibility, Leadership				
Model and establish positive relationships with all students, regularly use one-on-ones in class and mentorship outside of class. Decision Making: Relationships				
Form agreements, not expectations, in class and with teammates. Leadership				
Set up a culture of class discipline and motivation that builds students up and encourages them to grow (i.e.: internal motivation, Love and Logic principles). Caring				
Create intentional and regular celebrations with team and students to mark success and achievements. Vision				

Indicator 2.2: Leads with relevance and sensitivity, keeping attention to cultural and socioeconomic context.

Observable Evidence for Highly Effective	Highly Effective	Effective	Partially Effective	Ineffective
Differentiate communication with families and students based on the individual needs and cultural context. Communication, Respect				
Model and collaborate with students to create an environment that encourages students to explore and celebrate different points of view respectfully. Respect				
Study the unique cultural characteristics of students so as to incorporate culturally relevant language and examples in lessons, interactions and team meetings. Respect, Communication				

STANDARD 3: INSTRUCTIONAL & EVALUATIVE

Indicator 3.1: Leads for the academic and social-emotional success of diverse populations.

Observable Evidence for Highly Effective	Highly Effective	Effective	Partially Effective	Ineffective
Facilitate learning opportunities that engage all students by taking into account learning styles, personality preferences and movement. Problem Solving				
Intentionally create opportunities for students to develop their creativity, communication, collaboration and critical thinking skills (4 Cs.) Leadership				
Require students to use higher order thinking skills (synthesize, analyze, evaluate and create) to master ELEVATE objectives. Goal Setting				
Take an active role in the evaluation and creation of new and existing curriculum for improved outcomes. Responsibility, Positive Work Ethic				
Ensure the social-emotional needs of students and teammates are met through necessary interventions. Caring, Problem Solving				
Vary use of teaching strategies including ELEVATE's 21 Best Teaching Strategies. Leadership				

Indicator 3.2: Leads for the continual improvement of students through the effective use of assessments.

Observable Evidence for Highly Effective	Highly Effective	Effective	Partially Effective	Ineffective
Use ELEVATE rubrics consistently to monitor student progress according to benchmarks throughout the class. Integrity, Positive Work Ethic				
Use effective summative assessments to measure student performance of ELEVATE objects at the end of the learning process. Decision Making				
Use performance assessments/tasks that require students to demonstrate creativity, communication, collaboration and critical thinking (4 Cs). Decision Making, Vision				
Discuss assessment indicators and areas for improvement with individual students to design mutual goals for improvement and track growth toward those goals. Goal Setting				

Indicator 3.3: Leads focused and cross-disciplinary learning through the use of varied and aligned standards and ELEVATE best practices.

Observable Evidence for Highly Effective	Highly Effective	Effective	Partially Effective	Ineffective
When deviating from the ELEVATE curriculum, choose differentiated outcomes that integrate ELEVATE objectives, Common Core, CASEL, the 4 Cs (Creativity, Collaboration, Communication and Critical Thinking) and 3 Rs (Relationships, Relevance and Rigor) Integrity				
Integrate other character qualities and skills into lessons when able. Vision				
Continually teach in a way that crosses disciplines in order to promote a more holistic and applicable learning experience for students. Respect, Decision Making				