

**Figure 5.2.** Sample evidences for Domain 5, Element 1

<b>Sample Evidences for Domain 5, Element 1</b>
<ul style="list-style-type: none"><li>• A written annual growth plan is in place to address how the school leader will address strengths and weaknesses.</li></ul>
<ul style="list-style-type: none"><li>• Professional development activities consistent with the leader's growth plan have been identified.</li></ul>
<ul style="list-style-type: none"><li>• Evidence of leadership initiatives is available.</li></ul>
<ul style="list-style-type: none"><li>• Adherence to district and state policies and procedures is evident.</li></ul>
<ul style="list-style-type: none"><li>• The school leader has demonstrated the ability to be a problem solver.</li></ul>
<ul style="list-style-type: none"><li>• The school leader has identified mentors and regularly interacts with them.</li></ul>
<ul style="list-style-type: none"><li>• When asked, faculty and staff identify the school administrator as the leader of the school.</li></ul>
<ul style="list-style-type: none"><li>• When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement.</li></ul>
<ul style="list-style-type: none"><li>• When asked, faculty and staff describe the school leader as effectively communicating those nonnegotiable factors that have an impact on student achievement.</li></ul>
<ul style="list-style-type: none"><li>• When asked, faculty and staff generally agree as to the vision provided by the school leader.</li></ul>