



Georgia Department of Education  
Crosswalk  
LKES and Leader Keys<sup>SM</sup>

Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"

Recom. Domain	Recommended Standards	Ldr Key #	Leadership Performance Standards & GLDR
<b>School Leadership</b>	1: Instructional Leadership	C-4	Engage instructional staff in collaborative planning for curriculum implementation to ensure agreement on core content and required student performances.
		C-5	Monitor and evaluate the implementation of a standards-based curriculum.
		SBI-1	Engage instructional staff in collaborative work to design, monitor, and revise instruction to ensure that students achieve proficiency on required curriculum standards and district expectations for learning.
		A-1	Engage instructional staff in the use of assessment data to design and adjust instruction to maximize student learning and achievement.
	2: School Climate	OC-3	Develop and implement processes and structures that support a pervasively academic climate within a culture of high expectations for all students and adults.
		OC-5	Develop and implement distributed leadership as part of the process of shared governance.
		GLDR 18	Organizes a safe, orderly, and engaging learning environment, including facilities, which reflects state, district, and local school rules, policies, and procedures.
		SBI-5	Lead others in a collaborative process to set high expectations for all learners.
<b>Organizational Leadership</b>	3: Planning & Assessment	LC-1	Drive and sustain change in a collegial environment focused on a continuous improvement model that supports all students meeting high standards.
		LC-4	Build buy-in from faculty and staff.
		LC-5	Develop strategies to engage stakeholders in the change process.
		A-5	Engage instructional staff in the use of formative assessment to provide effective and timely feedback on achievement of curriculum standards.
		A-6	Engage instructional staff in the collaborative analysis of assessment data to plan for continuous improvement for each student, subgroup of students, and the school as a whole.
		DA-3	Analyze data from multiple sources to inform a decision about curriculum, assessment, and instruction.
		DA-4	Analyze data from multiple sources for comprehensive school and district improvement planning.
		PM& PI-1	Lead the collaborative development or revision of the vision, mission, and values/beliefs that will guide and inform the continuous improvement.
		PM& PI-4	Monitor the implementation of the school or district improvement plan and its impact on student achievement using an accountability system.

Georgia Department of Education  
Crosswalk  
LKES and Leader Keys<sup>SM</sup>

Recom. Domain	Recommended Standards	<i>Ldr Key #</i>	Leadership Performance Standards & GLDR
<b>Organizational Leadership</b>	3: Planning and Assessment <i>(cont.)</i>	PM&PI-10	Develop and implement high performance teams, such as school and district improvement teams, to improve processes and performance.
		PM&PI-11	Use improvement results to make recommendations for continuation and/or modification of plans and processes.
		OC-6	Lead staff to accept collective responsibility for school and district improvement and the learning and achievement of all students.
	4: Organizational Management	MO-1	Work collaboratively to implement fiscal policies that equitably and adequately distribute all available resources to support success of all students.
		GLDR 15	Manages operations within the structure of Georgia public education rules, regulations, and laws and the Georgia Code of Ethics for Educators.
		RD-8	Identify and analyze conflict and implement strategies for managing conflict.
		GLDR 16	Assesses the school/district reporting system to ensure Georgia and federal requirements are met, including the filing of academic progress and maintaining clear, written documentation of legal issues.
<b>Human Resources Leadership</b>	5. Human Resources Management	MO-3	Recruit, select, and hire highly qualified and effective personnel.
		MO-4	Retain effective personnel by ensuring positive working conditions.
		PM&PI-6	Identify and address barriers to leader, faculty, and staff performance.
	6: Teacher/Staff Evaluation	SBI-3	Use techniques such as observation protocols to document that instructional staff use: 1) Student work that reflects achievement of required curriculum standards; 2) Differentiated instruction to accommodate student learning profiles, special needs, and cultural backgrounds; 3) Strategies to elicit higher-order thinking skills and processes, including critical thinking, creative thinking, and self-regulation; 4) Flexible grouping based on effective diagnosis and formative assessment; 5) Innovative strategies to address individual learning needs.
		PM&PI-7	Provide interventions to address underperformance of leaders, faculty, and staff.
		DA-1	Systematically collect and analyze multiple sources of data and use them to: 1) identify improvement needs; 2) determine root causes of performance problems; 3) determine a course of action; 4) monitor progress at frequent and regular intervals; 5) celebrate accomplishments.

Georgia Department of Education  
 Crosswalk  
 LKES and Leader Keys<sup>SM</sup>

Recom. Domain	Recommended Standards	<i>Ldr Key #</i>	<b>Leadership Performance Standards &amp; GLDR</b>
<b>Professionalism and Communication</b>	7: Professionalism	PL-4	Provide and protect time for job-embedded professional learning, such as mentoring, coaching, feedback, study groups, peer observation, and learning teams.
		RD-7	Model impartiality, sensitivity to student diversity and to community norms and values, and ethical considerations in interactions with others.
		PL-3	Evaluate the implementation and impact of professional learning on staff practices, continuous school and district improvement, and student learning.
		GLDR 17	Organizes a school/district that reflects leadership decisions based on legal and ethical principles to promote educational equity.
		PL-1	Lead job-embedded professional learning that aligns with school and district improvement goals and supports student achievement.
	8: Communications and Community Relations	RD-2	Actively engage parents, community, and other stakeholders in decision-making and problem-solving processes to have a positive effect on student learning and to achieve the district vision.