

# District Office Leadership Framework for INSTRUCTION & LEARNING Leaders

*(Teaching & Learning, Special Education, Health Services, & Categorical Programs)*

## ALIGNING LEADERSHIP & INSTRUCTIONAL GROWTH NOW



*for the purpose of educating all students,  
preparing and inspiring them to graduate and  
seek their full potential as lifelong learners.*

This Framework builds on the template of the WASA Framework for Central Office Leadership, the AWSP Leadership Framework and the Puyallup School District ALIGN Instructional and Operations and Management Frameworks. It is a work in progress and will continue to be revised and updated.

**DISTRICT OFFICE LEADERSHIP FRAMEWORK  
FOR INSTRUCTION & LEARNING  
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# I. INTRODUCTION

## Document Development

In 2013, Washington Association of School Administrators (WASA) launched a state committee comprised of district and school leaders from across the state to develop a leadership framework for district office leaders. The committee created a foundational document from which districts could use or customize.

Parallel this effort, similar work was initiated in the Puyallup School District by the assistant superintendent, resulting in customized frameworks for instructional and operational district office staff.

Using both the WASA framework and the documents developed in Puyallup, this revised ALIGN framework was customized for implementation with Cabinet members in the Arlington School District beginning the fall of 2016, with plans to expand to other district office leaders in 17/18. The format is consistent with the following tools:

- *Evaluating Principal Leadership in a Performance-Based School*, developed by the Association of Washington School Principals (AWSP), September 2010
- *Washington Standards Based Superintendent Evaluation*, developed by the Washington State School Directors Association (WSSDA), 2013
- *Framework for Central Office Leadership*, developed by the Washington Association of School Administrators (WASA), 2013

Ideas were obtained from additional research including:

- *McREL's School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* (Waters, J.T., & Marzano, R.J., September 2006)
- *Central Office Transformation for District-Wide Teaching and Learning Improvement* (Honig, M.I., Copland, M.A., Rainey, L., Lorton, J.A., & Newton, M., April 2010)
- *The New Central Office* (Novak, D., Reilly, M., & Williams, D., June 2010)

# II. PURPOSE

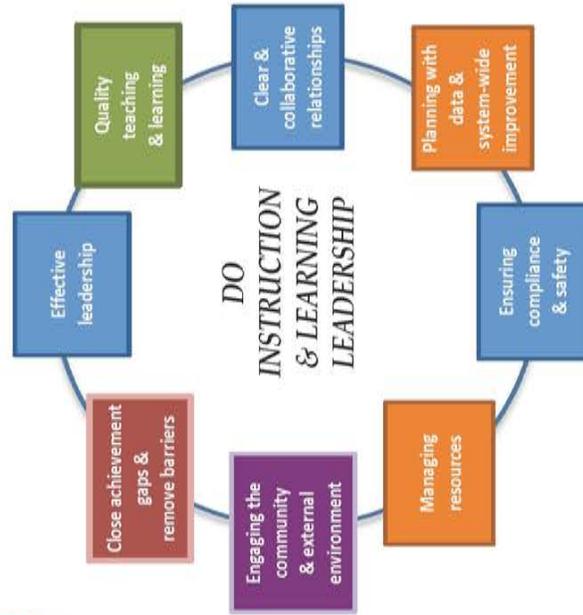
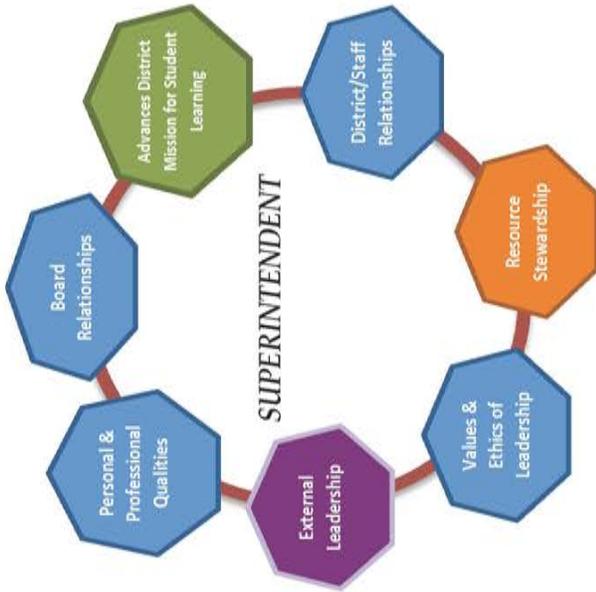
The ALIGN District Office Leadership Frameworks are designed to support a district-wide shared effort to ***Align Leadership and Instructional Growth Now*** for the d of meeting the Arlington School District Strategic Plan. The frameworks define the primary responsibilities of district office leaders to be pivotal partners in supporting improved student growth and achievement.

Every district office administrator, regardless of role, must be an instructional leader supporting high quality instruction and learning. We must shift from district office departments working in silos, to intentional Professional Learning Communities (PLCs), which foster assistance relationships with other district office leaders, principals, and schools. The frameworks support reciprocal accountability, high functioning collaboration, alignment of efforts, coming alongside school leaders, and leading by example. The chart on page three describes the systemic alignment of evaluation criteria within five themes.

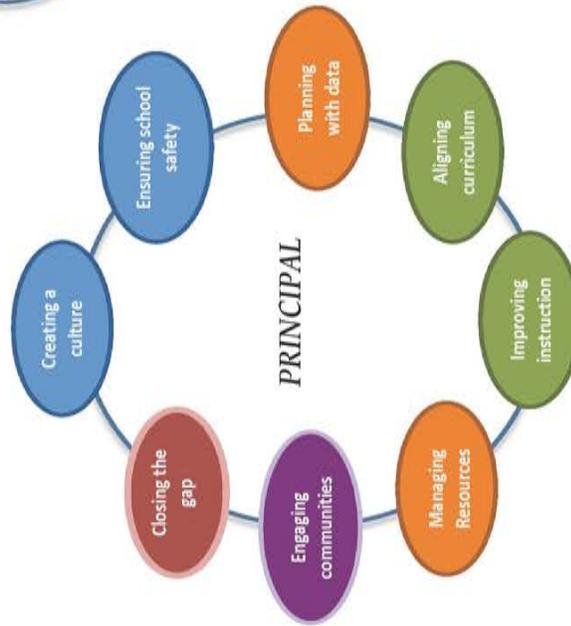
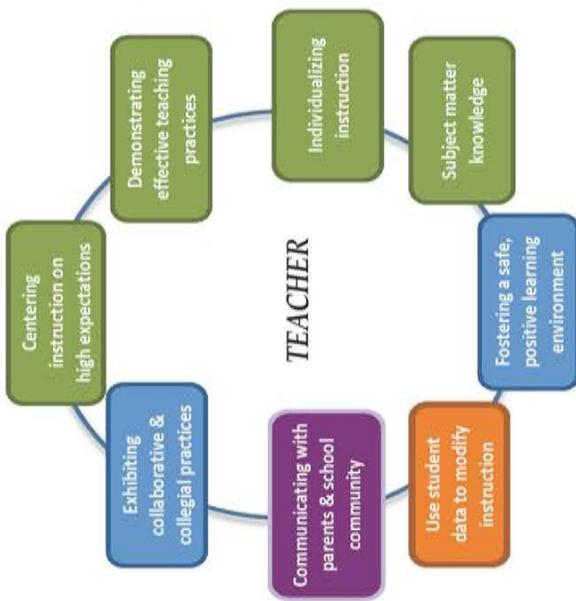


**ARLINGTON  
PUBLIC SCHOOLS**  
EDUCATE • PREPARE • INSPIRE

*Systemic alignment criteria for  
evaluation criteria for  
educating all students,  
preparing and inspiring them  
to graduate and seek their full  
potential as lifelong learners*



**THEMES:**  
*Instruction Data  
Culture Community  
Accountability*



2017

### **III. EIGHT DISTRICT OFFICE LEADERSHIP CRITERIA**

Each criterion is further defined by themes referred to as indicators in this document.

#### **1. EFFECTIVE LEADERSHIP**

- 1.1 Dynamic, Distributive, and Shared Leadership
- 1.2 Sustained Improvement Efforts

#### **2. QUALITY INSTRUCTION AND LEARNING**

- 2.1 Quality Classroom Instruction
- 2.2 Coordinates and Aligns Curriculum and Assessment
- 2.3 Provides Aligned, Ongoing, and Job-Embedded Professional Development

#### **3. PLANNING WITH DATA FOR IMPROVEMENT**

- 3.1 Effective Use of Data
- 3.2 Policy and Program Coherence

#### **4. CREATING A CULTURE OF CLEAR AND COLLABORATIVE RELATIONSHIPS**

- 4.1 Professional Culture and Collaborative Relationships
- 4.2 Clear Understanding of School and District Roles and Responsibilities

#### **5. ENSURING COMPLIANCE AND SAFETY**

- 5.1 Provides for Physical, Social, Emotional, and Intellectual Safety
- 5.2 Establishes and Maintains Ongoing Program Compliance, Maintenance, Professional Development, and Monitoring

#### **6. MANAGING RESOURCES**

- 6.1 Strategic Allocation of Resources
- 6.2 Manages Human Resources (assignment, retention, productivity, and professional development)

#### **7. ENGAGING COMMUNITY AND EXTERNAL ENVIRONMENT**

- 7.1 Communicates with External Stakeholders to Promote Understanding of District Needs in Support of Improved Instruction and Increased Learning for Each Student
- 7.2 Partners with District and Community Stakeholders

#### **8. CLOSING ACHIEVEMENT GAPS AND REMOVING BARRIERS**

- 8.1 Focuses on Student Learning
- 8.2 Demonstrates commitment and identifies strategies/solutions to close achievement gaps and overcome systemic barriers

***Eight Criteria – Framework for District Office Leadership***

	<b>CRITERION 1</b>  <b><i>EFFECTIVE LEADERSHIP</i></b>	<b>CRITERION 2</b>  <b><i>QUALITY INSTRUCTION AND LEARNING</i></b>	<b>CRITERION 3</b>  <b><i>PLANNING WITH DATA</i></b>	<b>CRITERION 4</b>  <b><i>CREATING A CULTURE OF CLEAR AND COLLABORATIVE RELATIONSHIPS</i></b>
<b>Indicators</b>	<b>1.1</b> Dynamic, Distributive, and Shared Leadership  <b>1.2</b> Sustained Improvement Efforts	<b>2.1</b> Quality Classroom Instruction  <b>2.2</b> Coordinates and Aligned Curriculum and Assessment  <b>2.3</b> Provides Aligned, Ongoing and Job-Embedded Professional Development	<b>3.1</b> Effective Use of Data  <b>3.2</b> Policy and Program Coherence	<b>4.1</b> Professional Culture and Collaborative Relationships  <b>4.2</b> Clear Understanding of School and District Roles and Responsibilities
	<b>CRITERION 5</b>  <b><i>ENSURING COMPLIANCE AND SAFETY</i></b>	<b>CRITERION 6</b>  <b><i>MANAGING RESOURCES</i></b>	<b>CRITERION 7</b>  <b><i>ENGAGING COMMUNITY AND EXTERNAL ENVIRONMENT</i></b>	<b>CRITERION 8</b>  <b><i>CLOSING ACHIEVEMENT GAPS FOR REMOVING BARRIERS</i></b>
<b>Indicators</b>	<b>5.1</b> Provides for physical, social, emotional, and intellectual safety  <b>5.2</b> Establishes and maintains ongoing program compliance maintenance, professional development and monitoring	<b>6.1</b> Strategic Allocation of Resources  <b>6.2</b> Manages Human Resources (assignment, retention, productivity, and professional development)	<b>7.1</b> Communicates with external stakeholders to promote understanding of district needs in support of improved instruction and increase learning  <b>7.2</b> Partners with district and community stakeholders	<b>8.1</b> Focuses on Student Learning  <b>8.2</b> Demonstrates commitment and identifies strategies/solutions to close achievement gaps and overcome systemic barriers



**CRITERION 1**  
**EFFECTIVE LEADERSHIP**

*District office leaders foster and promote a vision focused on student learning outcomes implemented through dynamic leadership and support to schools across the organization, which results in sustained student growth and achievement improvement efforts.*

- 1.1 Dynamic Distributive Leadership
- 1.2 Sustaining Improvement Efforts

**FRAMEWORK CONSIDERATIONS**

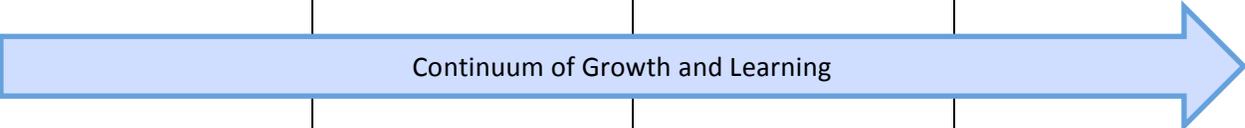
<b>Examples of Knowledge/Skills</b>	<b>Examples of Support to Schools</b>	<b>Examples of Evidence and Artifacts</b>
<p>Engages in courageous and challenging conversations and decisions</p> <p>Develops the professional capacity of staff to serve as leaders</p> <p>Articulate and models a shared vision for continuous improvement within departments, district and schools</p> <p>Models behaviors that are consistent with district norms and the Strategic Plan</p> <p>Holds self and staff responsible and accountable for maintaining high expectations</p> <p>Understands the change process and perseveres for continuous improvement</p> <p>Engages and facilitates staff in shared leadership opportunities</p>	<p>Participates in school SIP or other PLC team meetings</p> <p>Models reflective feedback with school and district staff</p> <p>Facilitates experiences that create consensus and commitment to the district norms and the Strategic Plan</p> <p>Establishes processes for realigning priorities and practices aligned to the district's Strategic Plan</p>	<p>Improvement plans, meeting agendas, meeting minutes, and feedback</p> <p>Reviews or summaries of engagement and support of improvement, SIP or professional development plans</p> <p>Notes and records of decisions or results of coaching or planning conversations</p> <p>Interviews with principals, staff, teachers and other leaders</p> <p>District, department, school, and community documents promote the district's Strategic Plan</p> <p>Staff evaluations and reviews</p> <p>Evidence of removal of ineffective programs and practices and/or implementation of effective programs and improvements</p>

**CRITERION 1  
EFFECTIVE LEADERSHIP**

**RUBRIC**

**1.1 Dynamic, Distributed, and Shared Leadership**

*Leadership capacity is developed at all levels of the organization, with active modeling and engagement from administrators throughout the system. Roles and responsibilities are aligned to the Arlington Public Schools (APS) Strategic Plan to educate, prepare, and inspire all students to graduate and seek their full potential as lifelong learners.*

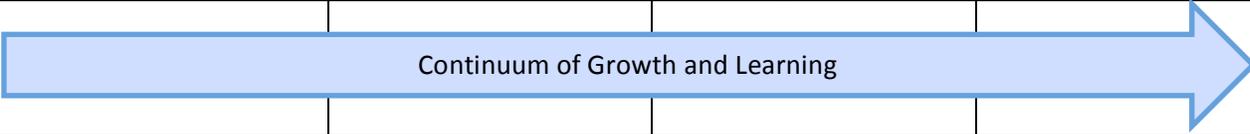
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Infrequently visits schools and other departments</p> <p>Does not provide district direction for developing leaders' skills beyond a single event</p> <p>Does not clearly delineate individuals' responsibilities for district improvement efforts</p> <p>Tolerates behaviors that impede collaboration among staff</p> <p>Does not engage and provide professional leadership development or build capacity of self and others to support the district strategic directions</p>	<p>Occasionally visits schools and other departments but does not use strategies or protocols which contribute to improved practice</p> <p>Minimally supports leaders in developing their individual and collective skills</p> <p>Provides traditional job descriptions, but does not deliberately align roles and responsibilities to directly support schools and improve instruction</p> <p>Provides limited professional leadership development to build capacity of self and others to support the APS Strategic Plan</p>	<p>Regularly visits schools and other departments using protocols, strategies, and other observable systems that contribute to improved instructional and leadership practices</p> <p>Provides and engages in authentic and meaningful professional leadership development that is aligned with APS Strategic Plan</p> <p>Identifies leaders, including teacher leaders, and provides for enhanced leadership opportunities</p> <p>Engages in courageous and challenging conversations and decisions</p> <p>Models behaviors that are consistent with the district's norms</p>	<p>Is proficient and utilizes feedback from school and department visits to collaborate with leaders and staff to improve instructional and leadership practices</p> <p>Cultivates, develops and implements systems that expand professional capacity to support student learning</p> <p>Persistently monitors and adjusts roles and responsibilities to maximize student learning results</p> <p>Uses a shared moral purpose to compel all staff to take concrete actions to support high-quality learning and equity and access for each student</p>
 <p>Continuum of Growth and Learning</p>			

**CRITERION 1  
EFFECTIVE LEADERSHIP**

**RUBRIC**

**1.2 Sustained Improvement Efforts**

*District office leaders engage in continuous improvement efforts by monitoring, assessing, celebrating, and adjusting strategies and practices at the district, department, and school levels, keeping a relentless focus on the district’s mission and goals in the Strategic Plan.*

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Does not connect efforts to support schools, other departments or to a systemic improvement process</p> <p>Does not expect and does not to support development of school, department, or district improvement plans</p> <p>Does not align department, school, and district planning efforts</p> <p>Does not promote high expectations for student growth and achievement in school, department, and district communications</p>	<p>Selects some improvement strategies year to year with little planning for the future</p> <p>Annually reviews improvement plans, but does not make necessary adjustments</p> <p>Develops improvement plans with minimal feedback</p> <p>Partially aligns school, department, and district planning efforts to district Strategic Plan</p> <p>Inconsistently promotes the district’s commitment to high levels of achievement for each student</p>	<p>Develops a long-range focus on implementation, monitoring, and maintenance of strategies for district/department improvement to support schools and student learning</p> <p>Aligns district/department, improvement plans to support school needs</p> <p>Conducts regular improvement plan reviews and develops processes to collect and provide feedback and follow-up, making adjustments when needed</p> <p>Monitors the fidelity of implementation and evaluates the impact of improvement efforts</p> <p>Supports the efforts of schools and individuals in improving student learning</p> <p>Models a growth mindset</p>	<p>Is proficient and sustains focus and commitment for continuous improvement over time developing and monitoring written plans and aligning actions into the future looking at 30 days, 60 days, 90 days, 1 year and 3 years</p> <p>Persistently and effectively uses an inquiry cycle approach to monitor and evaluate progress and needs</p> <p>Provides communication at all levels to reinforce the district’s commitment to high levels of achievement for each student and its relentless focus on student learning</p> <p>Builds capacity for a growth mindset in others</p>
 <p><b>Continuum of Growth and Learning</b></p>			



**CRITERION 2**  
**QUALITY INSTRUCTION**  
**AND LEARNING**

*District office leaders promote and foster sustained implementation of the district instructional and leadership framework practices focused on all students achieving high standards and ready to graduate and pursue career, college, and life goals.*

- 2.1 Quality Classroom Instruction
- 2.2 Coordinated and Aligned Curriculum and Assessment
- 2.3 Aligned, Ongoing, and Job-Embedded Professional Development

**FRAMEWORK CONSIDERATIONS**

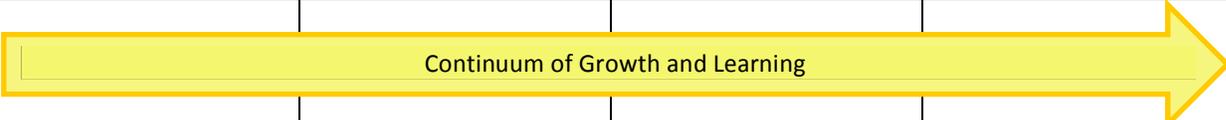
<b>Examples of Knowledge/Skills</b>	<b>Examples of Support to Schools</b>	<b>Examples of Evidence and Artifacts</b>
<p>Utilizes and understands the instructional framework practices and their role to improve instructional practice and increase student growth and achievement</p> <p>Models effective instructional practices such as PLCs, RTI, PBIS or differentiated instruction</p> <p>Understands, aligns, and applies GVC and other state learning standards to curriculum and instruction</p> <p>Supports implementation of curriculum, instruction, assessment practices, and policies that are aligned to GVC and other state learning standards</p> <p>Coordinates, maintains, and supports curriculum and assessment practices to meet diverse student needs</p> <p>Provides authentic, job-embedded and ongoing professional development with greatest potential for improving instructional and leadership practice</p> <p>Supports innovation and responds to school needs and student learning</p>	<p>Participates in and supports regular classroom Learning Walks and reflective practice</p> <p>Provides training for leaders, teachers, and support staff to ensure consistent application of the instructional and leadership framework practices</p> <p>Supports review of curriculum/assessment practices and Board policies/regulations and makes appropriate revisions as needed</p> <p>Coordinates and engages in horizontal and vertical teams</p> <p>Clearly communicates instructional and learning updates and expectations</p> <p>Supports planning and implementation of professional development plans to increase instructional leadership capacity</p> <p>Supports development and implementation of improvement plans aligned with APS Strategic Plan</p>	<p>Artifacts communicating and using the instructional and leadership framework practices</p> <p>Classroom Learning Walk processes, data, video tapes, and classroom observations notes</p> <p>Schedules, lesson plans, meeting notes, updates, agendas, and minutes</p> <p>Examples of implementation of curriculum, assessment, RTI, PLCs, or other improvements</p> <p>Products created within curriculum, instructional, RTI, PLC or other department/school teams</p> <p>Data artifacts showing use of data sources</p> <p>Professional development exit ticket data, survey data, staff and community feedback</p> <p>Budget documents and annual plan for embedding professional development</p>

**CRITERION 2**  
**QUALITY INSTRUCTION AND LEARNING**

**RUBRIC**

**2.1 Quality Classroom Instruction**

*District office leaders clearly communicate, guide, support, and monitor defined effective instructional practices at multiple levels of the organization. They promote and foster the implementation of tiered intervention systems (RTI, GVC, and effective PLC's to meet the instructional needs of each student*

Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not communicate the district's vision for high quality instruction for each student</p> <p>Does not collaborate or support decisions on instructional practice in schools or at the district level</p> <p>Does not support a system for tiered interventions (RTI) so that principals and teachers are left in isolation to identify instruction to meet the needs of each student</p> <p>Does not support principals by providing tools to develop and implement intervention systems (RTI, GVC, &amp; PLC)</p>	<p>Begins to communicate the district's vision for high quality instruction for each student</p> <p>Minimally supports principals and teachers with guidance and oversight for improving instructional and leadership practices</p> <p>Occasionally supports training, systems, and routines for staff to begin initial steps to collaborate in RTI and or PLC practices to meet the needs of each student</p>	<p>Regularly communicates and supports individual and collective understanding of the district's vision of high quality instruction for each student</p> <p>Supports the implementation of multiple ways to guide, support, and monitor effective instructional and leadership practices including effective PLC's and GVC in schools</p> <p>Reflects and analyzes instructional and leadership practices for areas of improvement with others on the district's Leadership Team</p> <p>Supports and fosters tiered intervention systems (RTI) which are staffed by qualified practitioners to meet the needs of all students</p>	<p>Is proficient and serves as a resource inside and outside the district for defining and implementing effective instructional practices</p> <p>Supports systematic oversight for high quality instructional practices leading to continuous improvement of the district's vision</p> <p>Ongoing support of sustainable systems of comprehensive tiered intervention systems (RTI) for both academic and behavioral, as well as extension, and acceleration opportunities that meet the needs of each student</p>
 <p style="text-align: center;">Continuum of Growth and Learning</p>			

**CRITERION 2**  
**QUALITY INSTRUCTION AND LEARNING**

**RUBRIC**

**2.2 Supports Alignment of Curriculum and Assessment to Standards and GVC**

*District office leaders support the GVC and align district curriculum, instructional resources, and assessment practices with the Washington State Learning Standards or other identified standards, ensuring GVC across each grade level where each student is engaged in rigorous instruction leading to increased learning and achievement.*

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Does not articulate high expectations for students and instructional, and leadership practices</p> <p>Lacks understanding or desire to promote vertical or horizontal alignment of both content and rigor</p> <p>Does not monitor for equity of access to rigorous curriculum for each student</p> <p>Does not support instructional resources and strategies that are research-based and coordinated across the system</p> <p>Does not support an aligned assessment system with both formative and summative assessments reaching beyond required state assessments</p>	<p>Begins to provide some processes which document and articulate learning targets and expectations related to GVC</p> <p>Provides partial or inconsistent leadership and support to advance vertical and horizontal alignment of content and rigor</p> <p>Begins to acknowledge and recognize gaps in access to rigorous coursework for each student</p> <p>Begins to manage processes and coordinate allocation and selection of instructional resources and strategies</p> <p>Minimally supports efforts to align formative and summative assessments district-wide</p>	<p>Supports equitable access to content and rigor within instructional and assessment practices</p> <p>Develops and monitors systems for horizontal and vertical alignment of instructional resources and assessment practices</p> <p>Supports the allocation, selection, and use of research-based instructional resources, and curriculum practices ensuring GVC</p> <p>Develops and/or supports implementation of formative and summative assessment practices resulting in increased student growth and achievement</p>	<p>Is proficient and serves as a resource inside and outside the district. Establishes and maintains a system of collaboration (PLCs) contributing to effective use of formative and summative assessments promoting GVC district-wide</p> <p>Supports and establishes ongoing cycle of reviews, and progress monitoring to specifically support student learning</p> <p>Supports the implementation of instructional resources and strategies that result in closing achievement gaps across the district and in schools</p>

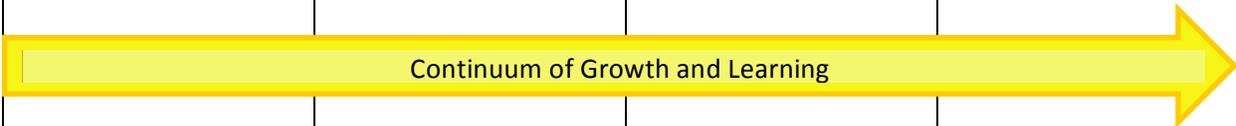
Continuum of Growth and Learning 

**CRITERION 2**  
**QUALITY INSTRUCTION AND LEARNING**

**RUBRIC**

**2.3 Provides Aligned, Ongoing, and Job-Embedded Professional Development**

*District office leaders ensure that learning needs drive professional development. Continuous improvement of practice is expected, supported, and monitored through aligned, ongoing, job-embedded professional development for the purpose of increasing student learning and achievement.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not plan content and delivery of professional development based on data and learning needs</p> <p>Does not provide or support a clear plan for the induction and mentoring of new staff</p> <p>Does not follow through with implementation or review of professional development</p> <p>Does not provide coaching or job-embedded support to improve professional practice</p>	<p>Develops professional development plans using limited or disconnected student data results or district/department or school data</p> <p>Provides limited assistance or mentoring support to new staff</p> <p>States expectations for changes in practice but does not monitor closely</p> <p>Provides for intermittent follow up to professional development activities</p>	<p>Develops, supports, and implements short and long-term, data-driven professional development plans based on school and district needs and goals</p> <p>Fosters structures to enable professional collaboration (PLCs), inquiry, and learning</p> <p>Provides meaningful professional development and monitors impact on practice and student learning</p> <p>Provides ongoing assistance to new staff through job-embedded professional development and mentoring support</p>	<p>Serves as a resource for others in and outside the district in developing and implementing authentic and meaningful professional development plans</p> <p>Provides systemic connections that shows a clear relationship between professional adult learning and improved student learning</p> <p>Ensures structures and resources are in place to continually implement and refine professional collaboration (PLCs), inquiry, coaching, and mentoring</p> <p>Provides processes for formal and informal coaching/mentoring opportunities so that staff are engaged in learning conversations to improve practice</p>
 <p style="text-align: center;"><b>Continuum of Growth and Learning</b></p>			



**CRITERION 3**  
**PLANNING WITH**  
**DATA FOR SYSTEM-**  
 ---

*District office leaders provide leadership, coordination, support, and resources to develop and implement coherent data-driven plans for systemic improvement efforts resulting in high levels of learning and achievement for each student.*

- 3.1 Effective Use of Data
- 3.2 Policy and Program Coherence

**FRAMEWORK CONSIDERATIONS**

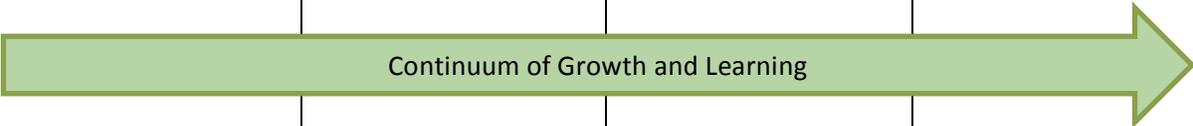
<b>Examples of Knowledge/Skills</b>	<b>Examples of Support to Schools</b>	<b>Examples of Evidence and Artifacts</b>
<p>Develops systematic coherence between policies, programs, and practices</p> <p>Analyzes school and district assessment data to communicate, inform, and assist others to identify “<i>problems of learning, problems of instructional practice, and problems of leadership practice</i>” and implements appropriate actions monitoring progress</p> <p>Facilitates reflective, data-driven conversations focused on increasing student learning and achievement</p> <p>Collaborates using data as a tool and resource</p> <p>Develops, interprets, and implements policies and procedures with focus on high levels of learning for each student</p> <p>Develops procedures and processes to meet district Strategic Plan goals</p>	<p>Provides timely and meaningful professional development to meet the learning needs of principals, coaches, teachers, leaders, and other staff</p> <p>Supports and models the use of effective data protocols and resources within schools, departments and/or the district</p> <p>Seeks and analyzes input and feedback from district/school staff and community members</p> <p>Understands and aligns practices with legal and contractual parameters</p> <p>Helps leaders develop processes and methods for measuring impact of actions and decisions</p> <p>Advocates for policies and programs that promote equitable learning opportunities for each student</p> <p>Supports identification and implementation of research-based practices</p>	<p>Tools, templates, training plans, agendas, and calendars</p> <p>Data dashboard portfolios, reports, and presentations</p> <p>Specific action plans addressing identified needs from data (30 days, 60 days, 90 days, 1 year, 2 years, 3 years....)</p> <p>Documents identifying conclusions drawn from data reports</p> <p>Communication artifacts such as newsletters, staff memos, and graphics</p> <p>Legal, contractual, and budgetary documents</p> <p>Evidence of differentiated support based on needs in individual schools and/or departments</p> <p>Presentations to the Board and/or at administrative meetings sharing data analysis/ conclusions, action implementation, and results</p>

**CRITERION 3**  
**PLANNING WITH DATA AND SYSTEM-WIDE IMPROVEMENT**

**RUBRIC**

**3.1 Effective Use of Data**

*District office leaders develop tools, systems, and practices to support the use of data to identify needs and drive decision making for resource allocation and other support in the classrooms, schools, departments, and district.*

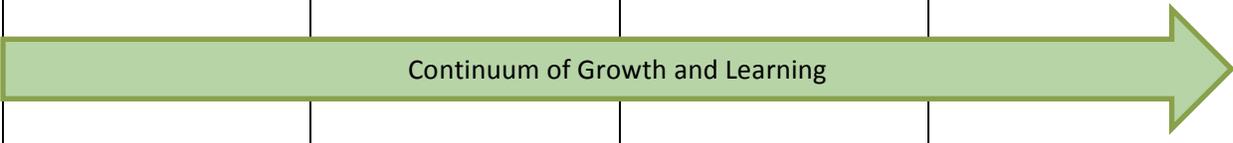
<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Does not use data to identify needs and make program decisions</p> <p>Does not engage in the use of data and data discussions</p>	<p>Inconsistently analyzes and shares student, school, state, and/or district data</p> <p>Includes limited student, school, state or district data in developing or supporting the development of improvement plans</p> <p>Sporadically reviews data to determine areas of concern or need</p> <p>Inconsistently uses data to allocate resources and support to schools, departments, and the district</p>	<p>Provides time and training for data analysis and supports program adjustments</p> <p>Provides access to relevant, manageable, and usable data</p> <p>Disaggregates state and local assessment results, along with demographic, perception, and program data to support development of improvement plans making ongoing adjustments</p> <p>Analyzes multiple data points to evaluate effectiveness and assure equity of access to benefit students regardless of race, gender, and socioeconomic level</p>	<p>Is proficient and is a resource inside and outside of the district, supporting others in analyzing data to identify “<i>problems of learning, problems of instructional practice, and problems of leadership practice</i>” and implement appropriate actions with progress monitoring</p> <p>Provides resources or services to customize/ personalize data reports</p> <p>Establishes and/or supports systems for the ongoing examination of summative and formative assessment measures, along with demographic, perception, and program data, to inform continuous improvement planning</p>
 <p style="text-align: center;">Continuum of Growth and Learning</p>			

**CRITERION 3  
PLANNING WITH DATA AND SYSTEM-WIDE IMPROVEMENT**

**RUBRIC**

**3.2 Policy and Program Coherence**

*District office leaders develop, revise, and follow policies and procedures to support alignment and coordination of services, programs, and practices for the purpose of improving instruction and increase learning for each student.*

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Does not provide leadership, support or information to update policies and procedures</p> <p>Does not provide leadership or support to align policies and procedures with state/district requirements</p> <p>Does not hold self and others accountable to the district’s vision, policies, procedures, and Strategic Plan goals</p> <p>Does not attend to federal, state, and local requirements for department and program management</p>	<p>Begins to address policies and procedures but does not follow through with revisions in a timely manner</p> <p>Begins to monitor alignment between practice and policy in specific program areas with most federal, state, and local requirements but connections are limited</p> <p>Provides some effort of accountability for self and others to the district’s vision, policies, procedures, and Strategic Plan goals</p> <p>Begins to coordinate and align practices in schools, departments, and the district office</p>	<p>Provides support and leadership to align policies, procedures and legal responses to the district’s vision of high levels of learning and achievement for each student and the improvement of instruction</p> <p>Actively participates either as a lead or as support to review and revise board policies and procedures</p> <p>Regularly monitors alignment of programs and practices with the district’s policies, vision, and federal/state requirements</p> <p>Actively communicates clarity, commitment, and consistency in aligning practices to support student learning</p>	<p>Is proficient and serves as a resource to others in building systems to develop policy and program coherence</p> <p>Implements structures to sustain alignment of practices with the district’s Strategic Plan, policies and procedures, federal, state, and local program requirements and supports building the capacity of others to do the same</p> <p>Implements systemic processes to ensure accountability and compliance</p>
			



**CRITERION 4**  
**CREATING A CULTURE**  
**OF CLEAR AND**  
**COLLABORATIVE**  
**RELATIONSHIPS**

*District office leaders create and foster a culture of positive relationships and collaboration for the ongoing improvement of instruction and student learning.*

- 4.1 Professional Culture and Collaborative Relationships
- 4.2 Clear Understanding of School and District Roles and Responsibilities

**FRAMEWORK CONSIDERATIONS**

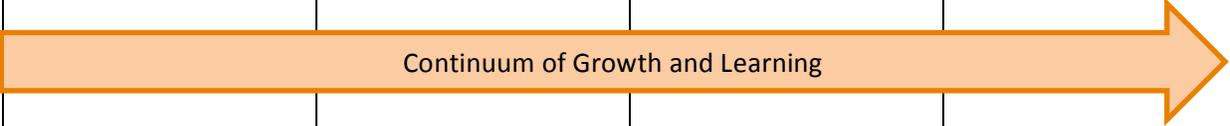
<b>Examples of Knowledge/Skills</b>	<b>Examples of Support to Schools</b>	<b>Examples of Evidence and Artifacts</b>
<p>Contributes to a culture of mutual respect and trust recognizing and valuing diversity</p> <p>Develops and models collaborative learning communities within schools, departments, and the district</p> <p>Supports collaborative work groups (PLCs) and uses conflict resolution strategies to reach solutions</p> <p>Recognizes and supports group agreed norms</p> <p>Values the needs and strengths of individuals, teams, and groups</p> <p>Uses effective group processing skills</p> <p>Fosters and models an environment of assuming positive intent and professional responsibility and ownership</p> <p>Models transparency, reflective practice, and collaborative processes</p>	<p>Demonstrates trust, openness, and respect in all relationships</p> <p>Promotes access to high-functioning PLCs and/or inquiry-based practices using effective protocols/processes</p> <p>Celebrates successes of staff and students</p> <p>Facilitates difficult conversations and maintains confidentiality</p> <p>Reduces tasks that are not directly related to advancing the district's Strategic Plan goals</p> <p>Clarifies and supports decision-making processes and authority</p> <p>Provides training and support to build and promote positive cultures of learning and respect (e.g. PLCs, PBIS, SIP)</p> <p>Supports and/or engages in school team meetings (RTI, SIP, PLCs) and professional development</p>	<p>Student, staff, principal surveys, interviews, and focus groups input</p> <p>Feedback from schools and department climate measures</p> <p>Celebration and recognition records and events</p> <p>Organizational charts and decision-making processes</p> <p>Artifacts of professional development programs and samples of communication instruments</p> <p>"Coming alongside" school leaders notes or feedback</p> <p>Feedback from blogs and other communication tools</p> <p>Reflective journal, blog, or notes</p>

**CRITERION 4**  
**CREATING A CULTURE OF CLEAR AND COLLABORATIVE RELATIONSHIPS**

**RUBRIC**

**4.1 Professional Culture and Collaborative Relationships**

*District office leaders establish positive relationships with staff, students, families, and community characterized by respect and trust and developed through intentional structures and processes supporting data-driven and problem-solving collaboration. (i.e. PLCs, SIP, & RTI )*

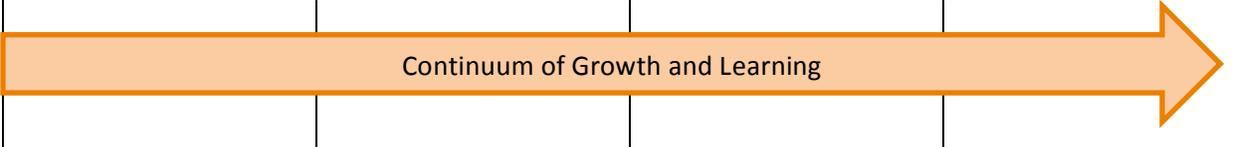
Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not foster trust and acts of sabotage are evident</p> <p>Disregards and ignores new ideas</p> <p>Neglects to foster a team concept</p> <p>Conversations focus on adult needs and clarifying minimum requirements</p> <p>Does not expand efforts beyond the status quo</p> <p>Fosters a climate of competition with unhealthy interactions among staff</p>	<p>Interacts with staff members in a congenial manner</p> <p>Responds to expectations with compliance</p> <p>Establishes limited pockets of trust, respect, and collaboration</p> <p>Engages in limited efforts to address divisiveness and sabotage</p> <p>Begins to develop and support norms, structures, and processes for fostering data-driven collaboration in some settings</p> <p>Begins to develop opportunities for district office, school staff, and community to comment or contribute to one another's programs or schools in some settings</p>	<p>Engages in professional relationships marked by genuine collaboration around student learning (PLCs, SIP, RTI teams)</p> <p>Models transparency and reflective practice freely communicating about areas of need and growth</p> <p>Fosters competence, reliability, integrity, and caring among staff using effective strategies</p> <p>Develops and /or supports strategies to successfully problem-solve and share the work</p> <p>Supports norms and processes to foster data-driven collaboration</p> <p>Supports and fosters joint accountability</p> <p>Fosters and models attitude of assuming positive intent</p>	<p>Is proficient and exhibits risk-taking and courage in challenging conventional thinking to advance the work in schools, departments, programs, and the district</p> <p>Establishes and sustains effective vertical and horizontal collaboration that results in aligned individual, school, and district actions to improve learning for each student</p>
 <p style="text-align: center;">Continuum of Growth and Learning</p>			

**CRITERION 4**  
**CREATING A CULTURE OF CLEAR AND COLLABORATIVE RELATIONSHIPS**

**RUBRIC**

**4.2 Clear Understanding of School and District Roles and Responsibilities**

*District office leaders recognize and support the roles of district office and school staff to benefit each student. They balance centralized authority and department/school autonomy for the purpose of improving instruction and increasing student learning.*

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Does not understand roles and responsibilities for district improvement and continues past practices</p> <p>Does not use consistent and transparent decision-making practices or processes</p> <p>Does not engage in established district decision-making processes</p> <p>Does not establish balance between district and department/school autonomy</p> <p>Does not participate in and support school, department, and district improvement planning and implementation efforts</p>	<p>Begins to share an understanding of roles and responsibilities for improvement at school, department, and district levels</p> <p>Partially uses district decision-making practices and processes</p> <p>Demonstrates a limited understanding of parameters for department/school autonomy and accountability</p> <p>Attends but does not fully engage in or support department, school, or district improvement teams (e.g. PLCs, RTI, or SIP)</p>	<p>Demonstrates a clear understanding of roles and responsibilities for advancing continuous student improvement</p> <p>Implements and follows district decision-making practices and processes</p> <p>Effectively balances district, department, and school autonomy and accountability for the improvement of instruction and learning</p> <p>Supports planning, improvement, and problem-solving efforts within schools, departments, and the district</p> <p>Engages in department and/or school improvement team meetings providing feedback and ideas (e.g. PLCs, RTI, or SIP)</p>	<p>Is proficient and serves as a resource for others in the district and outside of the district</p> <p>Systemically monitors, evaluates, and reviews district decision-making practices and processes and actively pursues potential ideas for adjustment and change</p> <p>Creates and promotes a culture of mutual empowerment and appreciation among and between staff</p>
 <p>Continuum of Growth and Learning</p>			



**CRITERION 5**  
**ENSURING COMPLIANCE AND SAFETY**

*District office leaders foster, support, establish, and maintain environments where physical, social, emotional, and intellectual safety and compliance provides for increased learning for each student.*

5.1 Provides for physical, social, emotional, and intellectual safety

5.2 Establishes and maintains ongoing program compliance, maintenance, professional development, and monitoring

**FRAMEWORK CONSIDERATIONS**

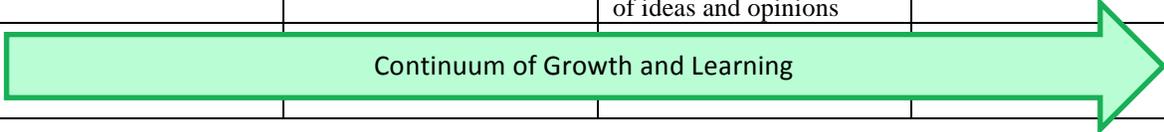
<b>Examples of Knowledge/Skills</b>	<b>Examples of Support to Schools</b>	<b>Examples of Evidence and Artifacts</b>
<p>Applies legal and district policy requirements regarding safety</p> <p>Develops open communication systems that allow for proactive identification and intervention of potential safety issues and/or incidents</p> <p>Establishes and implements emergency action plans</p> <p>Supports school, department, and district emergency crisis plans</p> <p>Communicates so that students, parents, staff, and community members are confident the schools and working spaces are safe</p> <p>Knows and applies special accommodation regulations and laws when required</p> <p>Identifies and uses community resources to support safety</p>	<p>Provides training in best practices for prevention and intervention of violence, including issues/ideas that are community-specific</p> <p>Supports department, district, and principal decisions that follow district policy and best practices to ensure a safe environment</p> <p>Provides advice, assistance and resources for specific student and staff safety needs</p> <p>Supports development of policies and regulations aligned with expected practice</p> <p>Provides assistance with data collection and analysis for a comprehensive picture of the safety and order of the school and district environments</p> <p>Provides support for working with disruptive students, including those in special populations</p>	<p>Safety committee, minutes and agendas</p> <p>Incident support notes</p> <p>Documents describing systems, structures, programs and procedures to assist students and staff</p> <p>Documents describing partnerships with local agencies</p> <p>Communication with principals, staff and/or families regarding safety</p> <p>Principal/staff feedback</p> <p>Agendas from targeted professional development</p> <p>SafeSchools Training certificates</p> <p>Documents of resource allocations for safety</p>

**CRITERION 5**  
**ENSURING COMPLIANCE AND SAFETY**  
**RUBRIC**

**5.1 Provides for Physical, Social, Emotional, and Intellectual Safety**

*District office leaders support and promote understanding of what it means to be safe. Physical, social, emotional, and intellectual safety are critical and necessary in order for effective collaboration and teaching and learning to take place.*

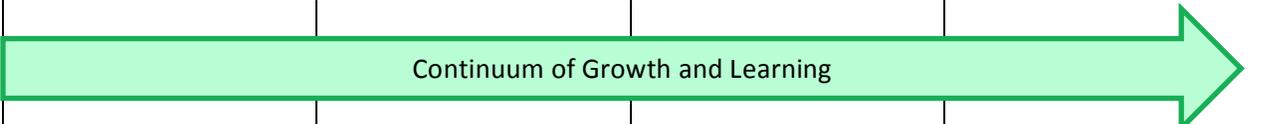
Unsatisfactory	Basic	Proficient	Distinguished
<p>Neglects to consider the physical, social, emotional, and intellectual safety of students, staff and others</p> <p>Does not support anti-bullying and anti-harassment policies or behavior plans that promote safety</p> <p>Does not model an appreciation for diversity of ideas and opinions</p> <p>Does not complete required SafeSchools trainings</p>	<p>Maintains and supports a site safety plan</p> <p>Minor safety and sanitary concerns or problems are confronted and resolved in a timely manner</p> <p>Demonstrates willingness to improve knowledge about security and issues relating to the physical environment</p> <p>Provides limited social, emotional, and intellectual support to staff and students</p> <p>Demonstrates awareness of approved policies for anti-bullying and anti-harassment and behavior plans that are in place to promote safety</p> <p>Demonstrates acceptance for diversity of ideas and opinions</p>	<p>Provides, supports, and implements appropriate safety plan/s that are reviewed and monitored frequently</p> <p>Develops and revises safety plan/s in response to new threats and changing circumstances</p> <p>Proactively monitors and adjusts safety plans in consultation with staff, students, families, and outside experts/consultants</p> <p>Engages self and others in safety procedures and practices to maintain safety awareness and responsiveness</p> <p>Provides processes to support the social, emotional and intellectual safety staff and students</p> <p>Completes SafeSchools required trainings and promotes approved policies for anti-bullying and anti-harassment</p> <p>Models acceptance and appreciation for diversity of ideas and opinions</p>	<p>Is proficient and serves as a resource for others in the district or outside of the district in developing safety systems for prevention, intervention and crisis response</p> <p>Ensures that community members are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safety</p> <p>Advocates for diversity of ideas, respecting perspectives that arise, promoting an open exchange of ideas within creative and flexible formats</p>



**CRITERION 5**  
**ENSURING COMPLIANCE AND SAFETY**  
**RUBRIC**

**5.2 Establishes and Maintains Ongoing Program Compliance, Maintenance, Professional Development, and Monitoring**

*District office leaders create a shared/joint responsibility and provide support for upholding legal, policy, fiscal, and professional responsibilities.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not demonstrate adequate knowledge of legal, policy, and fiscal responsibilities</p> <p>Neglects to support district interests for ongoing compliance, safety professional development and monitoring</p>	<p>Demonstrates basic knowledge and understanding of legal, policy, regulation, grant, and fiscal responsibilities</p> <p>Corrects practices, that conflict with the law and other legal requirements</p> <p>Provides limited professional development for staff related to compliance with laws and regulations</p>	<p>Assumes responsibility for operating within the law and professional standards keeping the well-being of students, staff, and others at the forefront of legal responsibilities</p> <p>Demonstrates thorough knowledge and understanding of district policies, regulations, and grant, and other compliance requirements</p> <p>Provides input and action to revise district policies, regulations, and practices when in conflict with the law or other legal requirements</p> <p>Provides ongoing and appropriate professional development for staff related to compliance with laws, policies, and regulations</p> <p>Approaches problems proactively and addresses behavior outside of the law and compliance</p>	<p>Is proficient and serves as a resource throughout the district and/or outside of the district for program compliance</p> <p>Involves and engages stakeholders in the ongoing development of compliance efforts</p>
			



**CRITERION 6**  
**MANAGING RESOURCES**

*District office leaders align and allocate resources for creating coherent, equitable, and systemic support for the improvement of instruction and educating all students preparing and inspiring them to achieve their potential.*

- 6.1 Strategic Allocation of Resources
- 6.2 Manages Human Resources (assignment, retention, productivity, and professional development)

**FRAMEWORK CONSIDERATIONS**

<b>Examples of Knowledge/Skills</b>	<b>Examples of Support to Schools</b>	<b>Examples of Evidence and Artifacts</b>
<p>Provides timely support to schools and departments regarding budget, facilities, and personnel issues</p> <p>Allocates and manages resources—time, personnel, materials, and facilities to meet the needs of APS Strategic Plan</p> <p>Gathers analyzes and uses data to create, evaluate and manage budgets</p> <p>Applies knowledge of laws related to grants and special areas assigned (e.g. CTE, Special Education)</p> <p>Utilizes skills in recruiting and hiring the best applicants</p> <p>Uses effective practices related to staff supervision, coaching, and evaluation</p> <p>Utilizes skills and knowledge to support staff through plans of improvement, probation and non-renewal if needed</p> <p>Allocates financial, human, and time resources in an efficient manner</p>	<p>Provides flexibility with accountability for the use of resources in meeting student needs</p> <p>Provides resources, time, training, and professional development to meet the needs of students</p> <p>Helps leaders develop plans and processes for measuring impact of decisions</p> <p>Supports supervision and evaluation of staff</p> <p>Provides time for supervision and improvement by coming along side staff</p> <p>Clear delineation of non-negotiable items and support of APS Strategic Plan</p> <p>Effectively addresses difficult issues and engages in difficult conversations to benefit improved instruction and leadership</p>	<p>Action plan/s that reflects the use of resources—people, time, and money—aligned with APS Strategic Plan</p> <p>Action plan with cycle of progress monitoring</p> <p>Conclusions drawn from data reports aligned with allocation of resources</p> <p>Tools, templates, and training plans, agendas, and calendars</p> <p>Data dashboard portfolios, reports, and presentations</p> <p>Legal, contractual, and budgetary documents</p> <p>Evidence of differentiated support based on student needs in schools</p> <p>Presentations to Board and at administrative meetings</p>

**CRITERION 6**  
**MANAGING RESOURCES**  
**RUBRIC**

**6.1 Strategic Allocation of Resources**

*District office leaders prioritize the learning needs of students to drive a coordinated, flexible, and aligned resource allocation model.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>Defers to the finance office to prepare and distribute budget allocations without input</p> <p>Does not share or does not have an allocation model for budget and/or staffing</p> <p>Does not align budget development with the district's Strategic Plan goals</p> <p>Does not coordinate various budget resources with relevant departments</p> <p>Does not make fiscal decisions to maximize resources</p>	<p>Begins to seek input from schools and other departments regarding resource needs</p> <p>Communicates a fixed allocation model for budget and staffing</p> <p>Lacks clear coordination and collaboration with others to seek and acquire additional resources</p> <p>Provides some support to schools, departments, and district regarding allocation of resources</p>	<p>Regularly works with other district office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in schools</p> <p>Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model</p> <p>Consistently considers and coordinates acquisition of additional resources for improvement efforts</p> <p>Develops and supports strategies to help struggling students have equity and access to necessary time, space, staff, tools, resources, and programs</p>	<p>Is proficient and provides a systematic process to coordinate all resources to improve student performance in schools</p> <p>Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching academic improvement goals</p> <p>Actively sustains an allocation process that continuously reviews and adjusts to assure every student receives the resources necessary to achieve at high levels of learning</p>
			

**CRITERION 6  
MANAGING RESOURCES  
RUBRIC**

**6.2 Manages Human Resources (Assignment, Retention, Productivity, and Professional Development)**

*District office leaders manage staff assignment, retention, productivity, and professional development to meet legal responsibilities and to support improved instruction and engagement in high levels of learning for each student.*

<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<p>Does not adequately align the hiring, retention, and placement of staff to support student achievement and legal responsibilities</p> <p>Does not put supporting student achievement and legal responsibilities at the forefront of human resource decisions</p> <p>Does not make an effort to ensure quality personnel is in each position</p> <p>Does not provide adequate opportunities for professional development to ensure staff can perform jobs effectively and in compliance with laws and district policies and regulations</p>	<p>Begins to align human resource decisions to meet legal responsibilities</p> <p>Begins to use skills and knowledge required to recruit and retain highly qualified individuals</p> <p>Minimally addresses performance and discipline issues</p> <p>Completes staff evaluations</p> <p>Develops limited professional development plans with partial alignment to the APS Strategic Plan</p> <p>Provides limited professional development that leads to minor improvements in staff practice based on exit tickets or other data</p>	<p>Holds high expectations for staff and supports their professional growth</p> <p>Engages staff in the evaluation process cycle and completes evaluations on time</p> <p>Follows through with appropriate plans for improvement, probation, and termination when necessary</p> <p>Develops short and long-term professional development plans based on specific learning needs and aligned with the APS Strategic Plan</p> <p>Provides professional development offerings that lead to improved instructional and leadership practices</p> <p>Evaluates effectiveness of professional development using tools such as exit tickets, blogs or other feedback protocols</p>	<p>Is proficient and serves as a resource in the district and/or outside of the district for increasing staff productivity and providing authentic and meaningful professional development</p> <p>Establishes systems to attract and retain outstanding and diverse talent</p> <p>Develops methods and strategies for systemic evaluation of the effectiveness of professional development to impact student growth and achievement</p>
			



**CRITERION 7**  
**ENGAGING THE COMMUNITY**  
**AND EXTERNAL**  
**ENVIRONMENT**

*District office leaders foster community engagement that promotes and supports the improvement of instruction and increase student learning and achievement*

- 7.1 Communicates with external stakeholders to promote understanding of district needs in support of improved instruction and increased learning for each student
- 7.2 Partners with district and community stakeholders

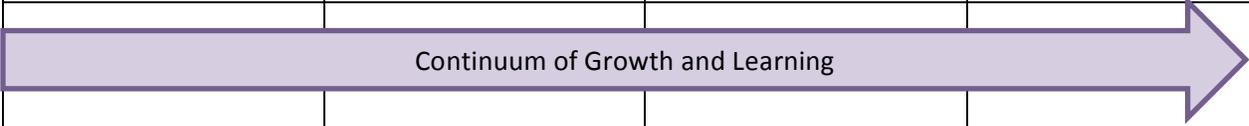
**FRAMEWORK CONSIDERATIONS**

<b>Examples of Knowledge/Skills</b>	<b>Examples of Support to Schools</b>	<b>Examples of Evidence and Artifacts</b>
<p>Communicates effectively to inform and build community support for schools and the district</p> <p>Identifies and engages key communicators—parents, students, civic, and business leaders</p> <p>Keeps abreast of the external factors (political, economic, and cultural) shaping the school community</p> <p>Communicates student growth and achievement goals and progress to the community using a variety of venues and strategies</p> <p>Develops systems to gather community and parent information regarding schools and district performance</p>	<p>Promotes access to high-functioning professional learning communities (PLCs) and/or inquiry-based practices using effective protocols and processes</p> <p>Provides training for leadership teams in strategies to build and promote strong school communities</p> <p>Helps school leaders to navigate through political, economic, and cultural factors affecting the school community</p> <p>Supports community and school/district partnerships</p>	<p>Interviews and focus groups evidence</p> <p>Calendar of active participation in community organizations</p> <p>List of contacts with key leaders of community</p> <p>Analysis of communication plans and artifacts</p> <p>Documents of student progress and performance results (i.e., annual reports of state and local assessments, school/district improvement plans, survey data) provided to parents</p> <p>Documents of information provided to political agencies regarding school issues</p>

**CRITERION 7**  
**ENGAGING THE COMMUNITY AND EXTERNAL ENVIRONMENT**  
**RUBRIC**

**7.1 Communicate with External Stakeholders to Promote Understanding of District Needs in Support of Improved Instruction and Increased Learning for Each Student**

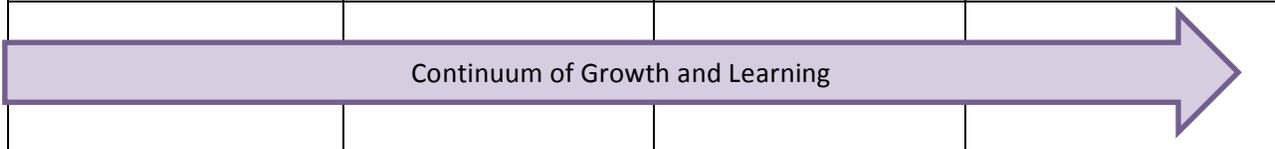
*District office leaders engage families and community partners in district efforts to improve instruction and to increase the learning of each student. District office leaders engage in efforts to coordinate with local, state, and, federal officials to protect the interests of students in the district. District office leaders manage and minimize external pressures that distract from the core work of instruction and learning.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>Makes little effort to know and communicate with the community and its citizens</p> <p>Does not engage with local, state, and federal officials to protect the interests of students</p> <p>Unaware of external factors and has no network of community contacts</p> <p>Does not recognize conflict when apparent and does not view his/her role and responsibility to assist in resolving it</p> <p>Does not recognize the need to engage key communicators or possess the skills to assist in engaging them</p>	<p>Begins to interact with some community members and attend some community activities</p> <p>Limited engagement with local, state, and/or federal officials</p> <p>Provides minimal assistance in conflict resolution within the school community</p> <p>Provides limited support to schools and families in addressing behaviors that contribute to student learning and achievement</p> <p>Begins to solicit external partners in efforts to support raising student achievement</p>	<p>Uses knowledge of federal and state policies and regulations to leverage support for improvement efforts.</p> <p>Implements positive conflict resolution techniques to diffuse situations</p> <p>Keeps internal and external distractions at a minimum</p> <p>Fosters partnerships with families and community to close achievement gaps and increase learning and achievement</p> <p>Engages in positive, mutually beneficial contacts with local, state, and federal agencies, and other civic and educational organizations to promote the mission of the district</p>	<p>Is proficient and actively advances and advocates the mission of the district to meet student growth and achievement needs to local organizations on a regular basis</p> <p>Proactively identifies and eliminates barriers to the improvement of learning and equity and access</p> <p>Successfully motivates external partners to contribute their support to the district’s mission and Strategic Plan</p> <p>Develops and engages in strategies to influence state and federal policy and decisions</p>
			

**CRITERION 7**  
**ENGAGING THE COMMUNITY AND EXTERNAL ENVIRONMENT**  
**RUBRIC**

**7.2 Partner with District and Community Stakeholders**

*District office leaders view families and community as essential partners and encourage them to engage in district efforts to improve instruction and increase student learning.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>Demonstrates little effort to engage the community in district activities</p> <p>Does not share district, department, and school goals with others and the community</p> <p>Does not identify, partner, or utilize district and community resources to advance the mission of the district</p>	<p>Begins to encourage and support involvement between the district and community in some areas</p> <p>Shares goals with limited outreach to schools, other departments and the community</p> <p>Identifies and utilizes some district and community talent and resources in support of advancing the mission of the district</p> <p>Minimal support for community involvement in decision making processes and engagement activities</p>	<p>Actively encourages and supports ongoing engagement of stakeholders in schools and district efforts</p> <p>Develops and implements effective plans for engaging stakeholders in decision making</p> <p>Identifies and utilizes community resources in support of advancing the mission of the district</p> <p>Actively monitors district and community involvement making adjustments to create new opportunities</p> <p>Engages with community organizations and/or agencies to support improved instruction and increased learning for students i.e. ESD 189, AWSP, WASA, OSPI</p>	<p>Is proficient and consistently demonstrates leadership in building capacity in the district and community for initiating new forms of community involvement</p> <p>Is recognized within and outside of the district for developing and implementing community engagement programs</p> <p>Programs are held as a model for others to adopt and follow</p>
			



**CRITERION 8**  
**CLOSING ACHIEVEMENT**  
**GAPS AND REMOVING**  
**BARRIERS**

*District office leaders actively engage in identifying and removing barriers to learning and close achievement gaps within the district. District office leaders foster and promote a vision focused on student learning and achievement.*

- 8.1 Focuses on Student Learning
- 8.2 Demonstrates Commitment and Identifies Strategies/Solutions to Close Achievement Gaps and Overcome Systemic Barriers

**FRAMEWORK CONSIDERATIONS**

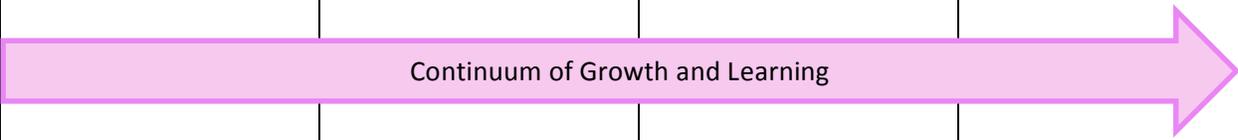
<b>Examples of Knowledge/Skills</b>	<b>Examples of Support to Schools</b>	<b>Examples of Evidence and Artifacts</b>
<p>Articulates the district’s mission with a clear focus on student learning</p> <p>Understands that the primary responsibility of district office is to support schools to increase student achievement</p> <p>Promotes and models an atmosphere of inclusiveness, equity, and respect supporting a welcoming learning environment</p> <p>Identifies and addresses gaps in the achievement of various groups</p> <p>Monitors the progress of underperforming students and ensures all students are engaged in rigorous instruction</p> <p>Considers student subpopulations when building program or district improvement plans</p> <p>Hires staff committed to closing gaps</p> <p>Applies knowledge of and is responsive to diversity issues</p>	<p>Visits schools and departments with a focus on improving practice</p> <p>Removes barriers to assist building principals to focus on improved instructional practice</p> <p>Applies knowledge of low-performing students and schools and knowledge of diversity issues within school improvement efforts</p> <p>Provides support in honoring and sharing the value of our diverse community</p> <p>Provides accessibility of data to stakeholders and explanation of how to interpret data</p> <p>Creates and supports partnerships with families and community members that bring guest speakers, tutors, mentors, and volunteers into the district and schools</p> <p>Provides accessibility of information to non-English speaking families</p>	<p>Improvement plans, meeting agendas, meeting minutes, and feedback</p> <p>Reviews or summaries of improvement and professional development plans</p> <p>Interviews with principals, staff teachers and other leaders.</p> <p>Evidence of removal of ineffective programs and practices or implementation of improvements</p> <p>District and/or department plan to close gaps with specific strategies</p> <p>District and/or department resource allocation practices that demonstrate commitment to closing the achievement gap</p> <p>Professional development on effective instructional and leadership practices to support specific subpopulations of students</p> <p>Availability of translation services</p>

**CRITERION 8**  
**CLOSING ACHIEVEMENT GAPS AND REMOVING BARRIERS**

**RUBRIC**

**8.1 Focuses on Student Learning**

*District office leaders develop and sustain a commitment to the district's Strategic Plan. District office leaders provide leadership and support to eliminate achievement gaps and barriers resulting in high levels of achievement for each student.*

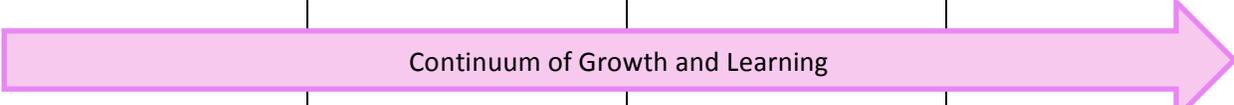
Unsatisfactory	Basic	Proficient	Distinguished
<p>Limited communication of the district's Strategic Plan</p> <p>Is not aware of student achievement data</p> <p>Focuses only on operations and management items during meetings</p> <p>Does not connect work and professional/department goals with student learning and achievement</p>	<p>Begins to articulate understanding of the district's Strategic Plan so that staff and the community are familiar</p> <p>Begins to assist district and school staffs with examining disaggregated achievement data to identify gaps</p> <p>Begins to highlight student learning as the focus in meetings and presentations</p> <p>Begins to connects professional/departmental goals, professional development, and agenda items to student learning and achievement</p>	<p>Provides intentional communication to staff and community to build a shared understanding and commitment to the district's mission and Strategic Plan</p> <p>Supports the engagement of staff and community in ongoing opportunities to understand data, identify achievement gaps and aligns efforts to improve</p> <p>Fosters commitment for high levels of learning for each student</p> <p>Maintains focus of professional development on student learning and achievement</p> <p>Demonstrates leadership moves which engage staff in conversations about achievements gaps leading to viable solutions</p>	<p>Is proficient and promotes the district's mission and Strategic Plan across the system so the stakeholders' actions and words reflect them</p> <p>Supports each level of the system in establishing goals aligned to the non-negotiable performance targets</p> <p>Integrates effective strategies and practices in meetings to serve as a model of quality instruction for adult learners</p> <p>Takes action that results in measurable improved practices, student learning, and closing the achievement gap stemming from a commitment to high levels of learning</p>
			

**CRITERION 8**  
**CLOSING ACHIEVEMENT GAPS AND REMOVING BARRIERS**

**RUBRIC**

**8.2 Demonstrates Commitment and Identifies Strategies/Solutions to Close Achievement Gaps and Overcome Systemic Barriers**

*District office leaders develop and sustain commitment to high levels of achievement for each student. They identify strategies/solutions to address learning/opportunity gaps as well as build the capacity of staff to be culturally competent. They engage in socially just practices.*

Unsatisfactory	Basic	Proficient	Distinguished
<p>Does not acknowledge the responsibility to address barriers to learning</p> <p>Unaware of achievement gaps and systemic barriers that exist in schools/district</p> <p>Unaware of how traditional practices have played a role in perpetuating failures to improve</p> <p>Lacks consideration of subpopulations when developing programs, plans, or strategies</p> <p>Does not have a plan to address or support schools in closing gaps</p> <p>Does not model or build capacity of self and others to be culturally competent and engage in socially just practices</p>	<p>Demonstrates emerging awareness of achievement gaps and specific barriers</p> <p>Demonstrates limited responsibility and historical perspective of ineffective practices perpetuating failures</p> <p>Makes limited attempts to overcome systemic barriers to success</p> <p>Begins to use research-based methodologies and support schools to overcome systemic barriers</p> <p>Begins to demonstrate support for implementation of culturally competent and socially just practices</p>	<p>Provides accessibility to multiple data sources to schools, department staff, other district staff and relevant stakeholders</p> <p>Identifies and demonstrates knowledge and understanding of specific achievement gaps and systemic barriers to in schools, department, and the district</p> <p>Identifies, implements, and monitors programs, and strategies/solutions to close achievement gaps and overcome barriers</p> <p>Engages in continuous progress monitoring to address systemic barriers</p> <p>Models and supports the implementation of culturally competent and socially just practices in throughout the district</p>	<p>Is proficient and is valued as a resource inside and outside the district for identifying strategies and supports for overcoming systemic barriers and closing achievement gaps</p> <p>Demonstrates extensive knowledge and understanding of the nature of the gaps that exist and systemic barriers facing the schools and districts</p> <p>Actively advances the capacity of staff to be culturally competent and socially just</p> <p>Uses innovation and leadership to stimulate effective responses to systemic barriers</p> <p>Systematically challenges the status quo by leading change, based on data resulting in improved student achievement</p>
 <p style="text-align: center;">Continuum of Growth and Learning</p>			

## **Citations**

Kipp, G., Quinn, P., Gordon, J., & Sharatt, G. (2012).

*The AWSP Leadership Framework to Support Principal Development*. Olympia, WA.

Washington Association of School Administrators (WASA). (2013).

*Framework for Central Office Leadership: Supporting the Professional Growth of Central Office Leaders*. Olympia, WA