Framework for Instructional Central Office Leadership

ALIGNING LEADERSHIP & INSTRUCTIONAL GROWTH NOW

*for the purpose of
improving instruction and
increasing student growth and achievement*

This Framework builds on the template of the WASA Framework for Central Office Leadership and the AWSP Leadership Framework. It is a work in progress and will continue to be revised and updated.

Version 2-Revised June 2015

C. Sweeting

FRAMEWORK FOR *INSTRUCTIONAL*
CENTRAL OFFICE LEADERSHIP
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FRAMEWORK FOR *INSTRUCTIONAL* CENTRAL OFFICE LEADERSHIP

I.   INTRODUCTION

Document Development

This document was developed by a committee of Puyallup central office leaders building on the template of the WASA Framework for Central Office Leadership and the AWSP Leadership Framework. It is a work in progress and ongoing revisions will occur.

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

The committee also obtained ideas 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)

Purpose

The Puyallup Central Office Leadership Frameworks are designed to support a districtwide shared vision to ALIGN leadership and instructional growth now for the purpose of improving instruction and increasing student growth and achievement. The frameworks define the primary responsibilities of central office leaders as pivotal partners, in schools, to continually support improved student growth and achievement.

Every central office administrator, regardless of role, must be an instructional leader supporting high quality teaching and learning. We must shift from central office departments working in silos, to intentional collaborative interactions which develop assistance relationships with other central office leaders, principals, and schools. The frameworks supports reciprocal accountability, 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.

Puyallup School District

Systemic Alignment of Evaluation Criteria for Improvement of Instruction, Student Growth, and Achievement
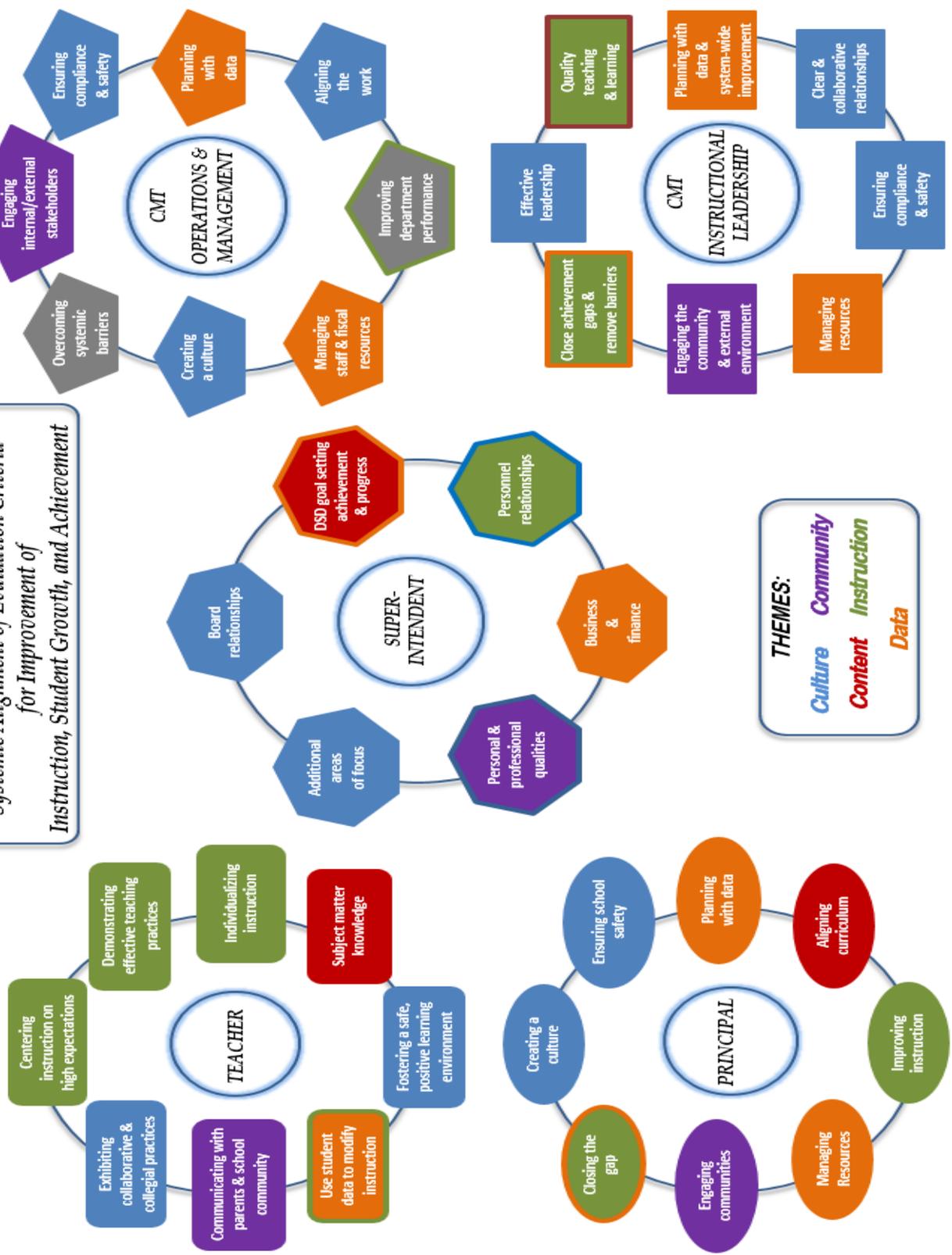
THEMES:
Culture
Community
Content
Instruction
Data

CMT OPERATIONS & MANAGEMENT
- Ensuring compliance & safety
- Planning with data
- Aligning the work
- Improving department performance
- Managing staff & fiscal resources
- Creating a culture
- Overcoming systemic barriers
- Engaging internal/external stakeholders

CMT INSTRUCTIONAL LEADERSHIP
- Quality teaching & learning
- Planning with data & system-wide improvement
- Clear & collaborative relationships
- Ensuring compliance & safety
- Managing resources
- Engaging the community & external environment
- Close achievement gaps & remove barriers
- Effective leadership

SUPERINTENDENT
- DSD goal setting achievement & progress
- Personnel relationships
- Business & finance
- Personal & professional qualities
- Additional areas of focus
- Board relationships

TEACHER
- Demonstrating effective teaching practices
- Individualizing instruction
- Subject matter knowledge
- Fostering a safe, positive learning environment
- Use student data to modify instruction
- Communicating with parents & school community
- Exhibiting collaborative & collegial practices
- Centering instruction on high expectations

PRINCIPAL
- Ensuring school safety
- Planning with data
- Aligning curriculum
- Improving instruction
- Managing Resources
- Engaging communities
- Closing the gap
- Creating a culture

Evaluation Themes tf

II. ACKNOWLEDGEMENTS

2014-2015 District Leadership Team (DLT) and Educational Leadership Team (ELT)

During the 2014-2015 school year, Central Management Team (CMT) leaders engaged in using the new central office frameworks for evaluation and goal setting purposes. CMT leaders completed self-assessments, set professional growth goals, shared evidence of leadership practice throughout the year, and identified tentative and final ratings for each criteria. Members of the 2014-2015 DLT and ELT Teams can be found in Appendix A.

2014-15 Committee of District Central Office Operations and Management

A committee of Puyallup central office leaders met during the spring of 2014-15 to review, evaluate and identify revisions for the Framework for Operations and Management leaders. Members of this committee can be found in Appendix B.

2013-14 District Leadership Team (DLT) and Educational Leadership Team (ELT)

During the 13/14 school year, members of the District Leadership Team (DLT) and Educational Leadership Team (ELT) participated in using the new central office frameworks for evaluation and goal setting purposes. Implementation varied by department from phases and field tests to full transition and engagement. Feedback from staff who fully engaged in the new process revealed an increase in "learning-focused" conversations about professional leadership practices. A sampling of this feedback can be found in Appendix C. Members of the 2013-2015 DLT and ELT Teams can be found in Appendix A.

2012-13 Committee of District Central Office Operations and Management Review

During the 2013-2013 school year, a committee of Puyallup central office leaders met to develop an evaluation framework and process for Operations and Management service and support areas. Members of this committee can be found in Appendix B.

2012-13 Educational Leadership Team

Members of the district Educational Leadership Team (ELT) used the 2012 *WASA Framework for Central Office Leaders*, for goal development. Members of the 2012-2013 DLT and ELT Teams can be found in Appendix A.

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.

III. FEEDBACK COMMENTS & FEEDBACK PROCESS

At the conclusion of the 2013-2014 school year, central office leaders who engaged in full implementation of the new evaluation process and tools were asked to reflect and provide feedback. Leaders described their most significant learning or change in leadership practice as well as suggestions and ideas for revisions. A sampling of their feedback can be found in Appendix C.

IV. EIGHT *INSTRUCTIONAL* CENTRAL OFFICE LEADERSHIP CRITERIA

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

1. **EFFECTIVE LEADERSHIP**
   1.1 Dynamic and Distributive 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 SYSTEM-WIDE 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 Safety
   5.2 Provides for Social, Emotional, and Intellectual Safety
   5.3 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 and retention)
   6.3 Manages Human Resources (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 Identifies barriers to achievement and strategies to close resulting gaps
   8.3 Demonstrates commitment and responsibility to close achievement gaps and overcome systemic barriers

Eight Criteria - Framework for Instructional Central Office Leadership

	CRITERION 1 EFFECTIVE LEADERSHIP	CRITERION 2 QUALITY INSTRUCTION AND LEARNING	CRITERION 3 PLANNING WITH DATA AND SYSTEM-WIDE IMPROVEMENT	CRITERION 4 CREATING A CULTURE OF CLEAR AND COLLABORATIVE RELATIONSHIPS
Indicators	**1.1** Dynamic and Distributive Leadership **1.2** Sustained Improvement Efforts	**2.1** Quality Classroom Instruction **2.2** Coordinates and Aligned Curriculum and Assessment **2.3** Provides Aligned, Ongoing, and Job-Embedded Professional Development	**3.1** Effective Use of Data **3.2** Policy and Program Coherence	**4.1** Professional Culture and Collaborative Relationships **4.2** Clear Understanding of School and District Roles and Responsibilities

	CRITERION 5 ENSURING COMPLIANCE AND SAFETY	CRITERION 6 MANAGING RESOURCES	CRITERION 7 ENGAGING COMMUNITY AND EXTERNAL ENVIRONMENT	CRITERION 8 CLOSING ACHIEVEMENT GAPS FOR REMOVING BARRIERS
Indicators	**5.1** Provides for physical safety **5.2** Provides for social, emotional and intellectual safety **5.3** Establishes and maintain ongoing program compliance maintenance, professional development, and monitoring	**6.1** Strategic Allocation of Resources **6.2** Manages Human Resources (assignment and retention) **6.3** Manages Human Resources (productivity and professional development)	**7.1** Communicates with external stakeholders to promote understanding of district needs in support of improved instruction and increased learning **7.2** Partners with district and community stakeholders	**8.1** Focuses on Student Learning **8.2** Identifies barriers to achievement and strategies to close resulting gaps **8.3** Demonstrates commitment to close achievement gaps and overcome systemic barriers

CRITERION 1
EFFECTIVE LEADERSHIP

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

1.1   Dynamic Distributive Leadership
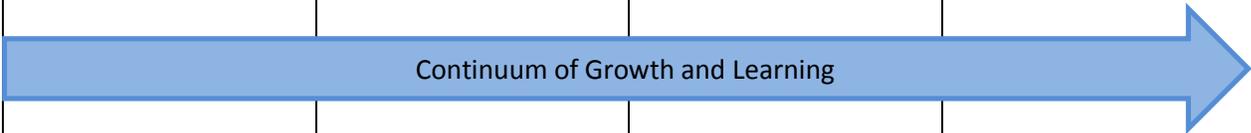1.2   Sustaining Improvement Efforts

FRAMEWORK CONSIDERATIONS

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

1.1 Dynamic and Distributed 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 goals of the district to ensure improved instruction and increased student growth and achievement.
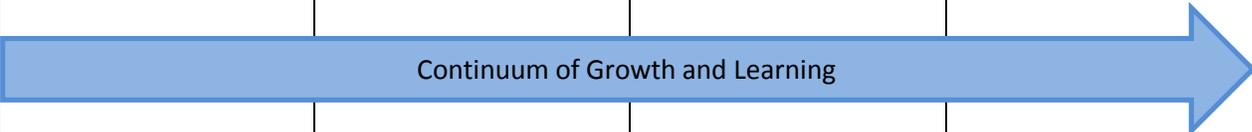
Unsatisfactory	Basic	Proficient	Distinguished
Infrequently visits schools and other departments Does not provide district direction for developing leaders' skills beyond a single event Provides traditional job descriptions, but does not clearly delineate individuals' responsibilities for district improvement efforts Tolerates behaviors that impede collaboration among staff Fails to engage and provide professional leadership development or build capacity of self and others to support the district strategic directions	Occasionally visits schools and other departments but does not use strategies or protocols which contribute to improved practice Minimally supports leaders in developing their individual and collective skills Assigns roles and responsibilities but does not deliberately align roles and responsibilities to directly support schools and improve instruction Provides limited professional leadership development to build capacity of self and others to support the district strategic directions	Regularly visits schools and other departments using protocols, strategies, and other observable systems that contribute to improved instructional and leadership practices Provides and engages in authentic and meaningful professional leadership development that is aligned with district strategic directions and builds the capacity of elf and others Identifies leaders, including teacher leaders, and provides opportunities for professional growth and leadership Defines and aligns responsibilities for development of effective practices to improve instructional and leadership practices	Is proficient and provides feedback from school and department visits that is used collaboratively by leaders and staff to improve instructional and leadership practices Cultivates, develops and implements systems that serve to expand district, building, and teacher leadership aligned to support the strategic directions Persistently and systemically monitors roles and responsibilities to maximize the effective implementation of systems that serve Uses a shared moral purpose to compel leaders at all levels to take concrete actions to ensure high-quality learning for each student

Continuum of Growth and Learning

CRITERION 1 EFFECTIVE LEADERSHIP RUBRIC

1.2 Sustained Improvement Efforts
Central office leaders monitor, assess, celebrate, and adjust for continuous improvement at the district, department, and school levels, keeping a relentless focus on district vision and goals.

Unsatisfactory	Basic	Proficient	Distinguished
Does not connect efforts to support schools, other departments or to a systemic improvement process	Selects various improvement strategies year to year with little planning for the future	Develops a long-range focus on implementation, monitoring, and maintenance of strategies for district/department improvement to support schools	Is proficient and sustains focus and commitment for continuous improvement over time developing and monitoring written plans and aligning actions into the future (30, 60, 90…1yr…3yr).
Does not expect and fails to support development of school, department, or district improvement plans	Annually reviews improvement plans		
	Supports development of improvement plans with minimal feedback	Aligns district/department, improvement plans to support school needs	Persistently and effectively uses an inquiry cycle approach to monitor and evaluate progress and needs
Fails to align department, school, and district planning efforts	Minimally aligns school, department, and district planning efforts to district strategic directions	Conducts regular improvement plan reviews and develops processes to collect and provide feedback, follow-up, and makes adjustments	
Fails to promote high expectations for student growth and achievement in school, department, and district communications	Inconsistently promotes the district's commitment to high levels of achievement for each student	Monitors the fidelity of implementation prior to evaluating the impact of improvement efforts	Ensures that communication at all levels continually reinforces the district's commitment to high levels of achievement for each student
		Recognizes the efforts of schools and individuals in improving student learning	

Continuum of Growth and Learning

CRITERION 2
QUALITY INSTRUCTION AND LEARNING

Central office leaders promote and foster sustained implementation of the district instructional and leadership frameworks, RTI, CCSS, and core skills focusing on each student achieving high standards and ready to 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
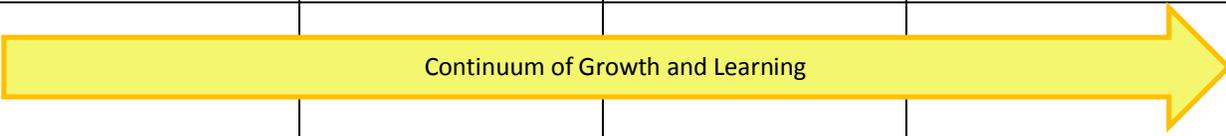
FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
Utilizes and understands the instructional framework and its role to improve instructional practice and increase student growth and achievement	Participates in and supports regular classroom walkthroughs and reflective practice	Artifacts communicating and using the instructional and leadership framework practices
Models effective instructional practices such as RTI, core skills, and differentiated instruction	Provides training for leaders, teachers, and support staff to ensure consistent application of the instructional and leadership frameworks	Classroom walkthrough processes, data, video tapes, and classroom observations notes
Understands, aligns, and applies CCSS and other state learning standards to curriculum and instruction	Reviews curriculum/assessment practices and board policies/regulations making appropriate revisions	Schedules, lesson plans, meeting notes, updates, agendas, and minutes
Ensures implementation of curriculum, instruction, assessment practices, and policies that are aligned to CCSS and other state learning standards	Coordinates and engages in horizontal and vertical teams	Examples of implementation of curriculum, assessment, RTI, core skills, or other improvements
Coordinates and maintains curriculum and assessment practices to meet diverse student needs	Systematically and clearly communicates instructional and learning updates and expectations	Products created within curriculum, instructional, RTI & PLC teams
Provides authentic, job-embedded and ongoing professional development with greatest potential for improving instructional and leadership practice	Supports planning and implementation of professional development plans to increase capacity	Data artifacts showing use of Performance Plus, and other data sources
Supports innovation and responds to school needs	Supports development and implementation of improvement plans aligned with district strategic directions	Professional development exit ticket data, survey data, staff and community feedback
		Budget documents and annual plan for embedding professional development
		Teachscape Proficiency Certificate

CRITERION 2
QUALITY INSTRUCTION AND LEARNING

RUBRIC

2.1 Quality Classroom Instruction
Central 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) and core skills to meet the instructional needs of each student
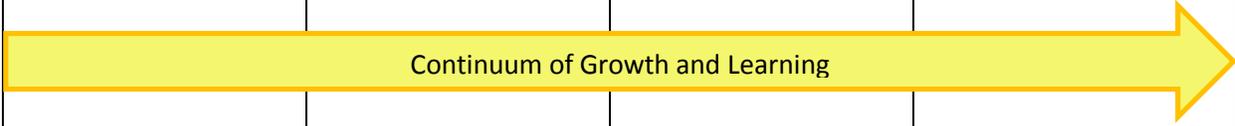
Unsatisfactory	Basic	Proficient	Distinguished
Fails to communicate the district's vision for high quality instruction for each student Fails to collaborate or support decisions on instructional practice in schools or at the district level Fails to provide a system for tiered interventions (RTI) so that principals and teachers are left in isolation to identify instruction to meet the needs of each student Fails to provide principals with tools and support to develop and implement intervention systems (RTI) Fails to support the integration of the core skills	Minimally communicates the district's vision for high quality instruction for each student Minimally provides principals and teachers with guidance and oversight for improving instructional and leadership practices Minimally provides training, systems, and routines for staff to begin initial steps to collaborate in RTI practices to meet the needs of each student Minimally supports the integration of the core skills	Communicates and supports individual and collective understanding of the district's vision of high quality instruction for each student Implements multiple ways to guide, support, and monitor effective instructional and leadership practices including the integration of the core skills Reflects and analyzes instructional and leadership practices for areas of improvement Supports and fosters tiered intervention systems (RTI) which are staffed by qualified practitioners to meet the needs of all students	Is proficient and serves as a resource inside and outside the district for defining and implementing effective instructional practices Persistently provides leadership, guidance, and oversight for high quality instructional practices leading to continuous improvement of the district's vision Sustains a systemic comprehensive tiered intervention system (RTI), extension, and acceleration opportunities that meet the needs of each student

Continuum of Growth and Learning →

CRITERION 2
QUALITY INSTRUCTION AND LEARNING

RUBRIC

2.2 Coordinates and Aligns Curriculum and Assessment
Central office leaders coordinate and align district curriculum, instructional resources, and assessment practices with CCSS and/or other identified standards, to ensure each student is engaged in rigorous instruction leading to readiness to pursue future goals of career, college, and life as they exit the system.
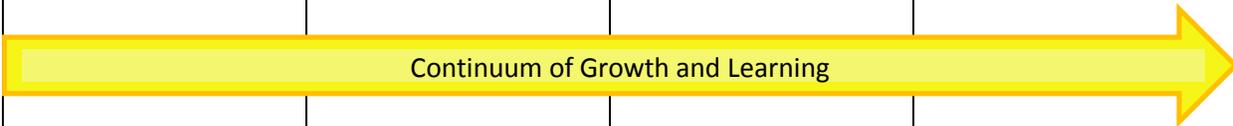
Unsatisfactory	Basic	Proficient	Distinguished
Lacks documentation that articulates high expectations for students and instructional, and leadership practices

Fails to support practices that provide vertical or horizontal alignment of both content and rigor as well as aligned with CCSS

Fails to monitor for equity of access to rigorous curriculum for each student

Fails to ensure that choices of instructional resources and strategies are research-based and coordinated across the system

Fails to provide an aligned assessment system with both formative and summative assessments reaching beyond required state assessments | Provides some processes which document and articulate learning targets and expectations aligned with CCSS

Provides partial or inconsistent leadership and support to advance vertical and horizontal alignment of content and rigor

Begins to acknowledge and recognize gaps in access to rigorous coursework for each student and seek solutions

Begins to manage processes and coordinate allocation and selection of instructional resources and strategies

Minimally supports efforts to align formative and summative assessments districtwide | Supports and creates district documentation of content and rigor within instructional and assessment practices with equity of access

Develops and monitors systems for horizontal and vertical alignment of instructional resources and assessment practices

Supports the allocation, selection, and use of research-based instructional resources, and curriculum aligned to CCSS with core skills integration

Develops and/or supports implementation of formative and summative assessment measures aligned to CCSS or other identified state standards | Is proficient and serves as a resource inside and outside the district establishing and maintaining a system of collaboration (PLCs) contributing to effective use of formative and summative assessments with RTI, CCSS alignment

Establishes an ongoing cycle of reviews, and progress monitoring consistently updating PreK-12 documents in all instructional areas

Ensures ongoing evaluation of implemented instructional resources and strategies in closing achievement gaps in schools and districtwide |
| | | | |

Continuum of Growth and Learning

CRITERION 2 QUALITY INSTRUCTION AND LEARNING RUBRIC

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

Central office leaders ensure that the learning needs of students drive professional development. Continuous improvement of practice is expected, supported, and monitored through aligned, ongoing, job-embedded professional development.

Unsatisfactory	Basic	Proficient	Distinguished
Fails to plan content and delivery of professional development based on data

Fails to provide or support a clear plan for the induction and mentoring of new staff

Fails to follow through with implementation or review of professional development

Fails to provide coaching or job-embedded support to improve professional practice | Develops professional development plans using limited or disconnected student data results or district/department or school data

Provides limited assistance or mentoring support to new staff

States expectations for changes in practice but does not monitor closely

Provides for intermittent follow up to professional development activities

Begins to connect professional growth planning using the CMT-PD Suite as a tool to increase own professional capacity | Develops, supports, and implements short and long-term, data-driven professional development plans based on school and district needs and goals

Fosters structures to enable professional collaboration (PLCs), inquiry, and learning

Provides meaningful professional development and monitors impact on practice and student learning

Provides ongoing assistance to new staff through job-embedded professional development and mentoring support

Engages in professional growth planning using the CMT-PD Suite as a tool to increase own professional capacity | Is proficient and provides systemic connections that shows a clear relationship between professional adult learning and improved student learning

Ensures structures and resources are in place to continually implement and refine professional collaboration (PLCs), inquiry, coaching, and mentoring

Consistently provides for formal and informal coaching/mentoring so that all staff are engaged in learning conversations to improve practice

Serves as a resource for others in and outside the district in developing and implementing authentic and meaningful professional development plans |
| | | | |

Continuum of Growth and Learning

CRITERION 3
PLANNING WITH DATA FOR SYSTEM-WIDE IMPROVEMENT

Central 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 achievement for each student.

3.1 Effective Use of Data
3.2 Policy and Program Coherence
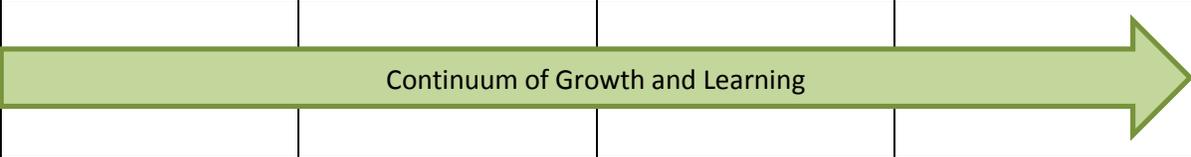
FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Measures
Develops systematic coherence between policies, programs, and practices	Provides timely and meaningful professional development to meet the learning needs of principals, coaches, teachers, leaders, and other staff	Tools, templates, training plans, agendas, and calendars
Analyzes building and district assessment data to communicate, inform, and assist others to identify "*problems of learning, problems of instructional practice, and problems of leadership practice*" and implements appropriate actions and progress monitoring	Supports and models the use of effective data protocols and resources within schools, department and/or the district	Data dashboard portfolios, reports, and presentations

Specific action plans addressing identified needs from data (30…60…90…1yr…2yr…3yr)

Documents identifying conclusions drawn from data reports |
| Facilitates reflective, data-driven conversations focused on increasing student growth and achievement | Gathers input and feedback from district/school staff and community members | Communication artifacts such as newsletters, staff memos, and graphics |
| Collaborates using data as a tool and resource | Understands and explains legal and contractual parameters | Legal, contractual, and budgetary documents |
| Develops, interprets, and implements policies and procedures with focus on high levels of learning | Helps leaders develop processes and methods for measuring impact of actions and decisions

Advocates for policies and programs that promote equitable learning opportunities for each student | Evidence of differentiated support based on needs in individual schools and/or departments |
| Develops procedures and processes to ensure efficiency and alignment to the district strategic directions | Supports identification and implementation of research-based practices | Presentations to the Board and/or at administrative meetings sharing data analysis/conclusions, action implementation, and results |

CRITERION 3
PLANNING WITH DATA AND SYSTEM-WIDE IMPROVEMENT

RUBRIC

3.1 Effective Use of Data
Central 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.
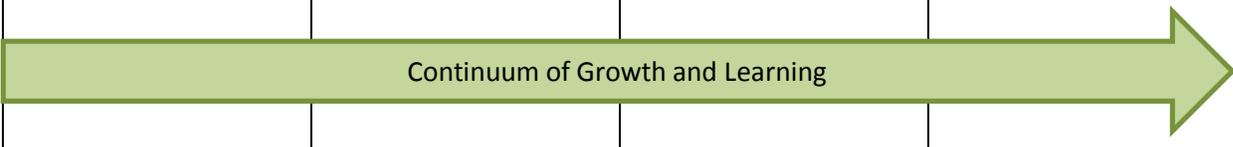
Unsatisfactory	Basic	Proficient	Distinguished
Fails to use data to identify needs and make program decisions Fails to engage in the use of data and data discussions Does not review data to determine areas of concern and needs	Inconsistently analyzes and shares student, school, state, and/or district assessment results Includes little student, school, state or district assessment data in developing or supporting the development of improvement plans Sporadically reviews data to determine areas of concern or need Inconsistently uses data to allocate resources and support to schools, departments, and the district	Provides time and training for data analysis and supports program adjustments Provides access to relevant data from state and local assessment results in manageable and usable formats Disaggregates state and local assessment results, along with demographic, perception, and program data to support development of improvement plans with ongoing adjustments Provides multiple data points to assure equity of access and benefit for students regardless of race, gender, and socioeconomic level	Is proficient and supports others in analyzes building and district assessment data to identify "*problems of learning, problems of instructional practice, and problems of leadership practice*" and implement appropriate actions with progress monitoring Provides resources or services to customize/personalize data reports Ensures systems for the ongoing examination of summative and formative assessment measures, along with demographic, perception, and program data, to inform continuous improvement planning

Continuum of Growth and Learning

CRITERION 3
PLANNING WITH DATA AND SYSTEM-WIDE IMPROVEMENT

RUBRIC

3.2 Policy and Program Coherence
Central office leaders develop and follow policies and procedures providing support, services, programs and practices aligned and coordinated for the purpose of improving instruction and increasing student growth and achievement.

Unsatisfactory	Basic	Proficient	Distinguished
Does not provide leadership, support or information to update policies and procedures to improve instruction and learning. Fails to provide leadership or support to align policies and procedures with state/district requirements Fails to hold self and others accountable to the district's vision, policies. procedures, and strategic directions Fails to attend to federal, state, and local requirements for department and program management	Accepts current policies and procedures but does not advance the improvement of instruction and learning Begins to monitor alignment between practice and policy in specific program areas with most federal, state, and local requirements Provides some effort of accountability for self and others to the district's vision, policies, procedures, and strategic directions Begins to coordinate and align practices in schools and the central office	Provides support and leadership to align policies, procedures and legal responses to the district's vision of high levels of growth and achievement for each student and the improvement of instruction Actively participates either as a lead or support to review and revise board policies Regularly monitors systemic alignment of programs and practices with the district's policies, vision, and federal/ state requirements Actively communicates clarity, commitment, and consistency in identifying instructional and leadership practices	Is proficient and serves as a resource to others in building systems to sustain a strong relationship between policy and program coherence and student success Implements structures to sustain alignment of practice with the district's vision, strategic directions, policies and procedures as well as federal, state, and local program requirements Implements processes to align, communicate, and use multiple data sources to make ongoing decisions and resource allocations to ensure accountability and compliance

Continuum of Growth and Learning

CRITERION 4

CREATING A CULTURE OF CLEAR AND COLLABORATIVE RELATIONSHIPS

Central office leaders create and foster a culture of positive relationships and collaboration for the ongoing improvement of instructional and leadership practices to increase student growth and achievement.

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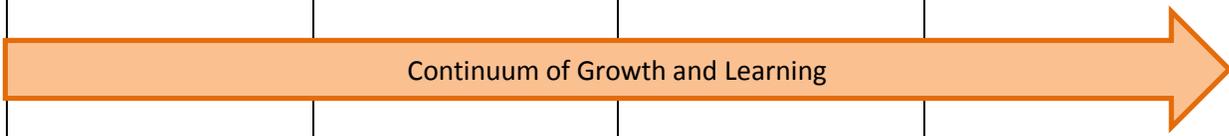
FRAMEWORK CONSIDERATIONS

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

CRITERION 4
CREATING A CULTURE OF CLEAR AND COLLABORATIVE RELATIONSHIPS

RUBRIC

4.1 Professional Culture and Collaborative Relationships
Central 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, CSIP, & RTI)
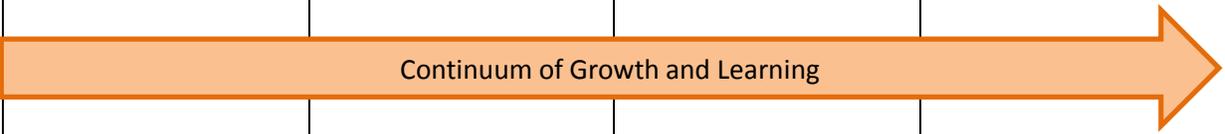
Unsatisfactory	Basic	Proficient	Distinguished
Fails to foster trust and acts of sabotage are evident	Interacts with staff members in a congenial manner	Engages in professional relationships marked by genuine collaboration around student learning (PLCs, CSIP, RTI teams)	Is proficient and exhibits risk-taking and courage in challenging conventional thinking to advance the work in schools, departments, programs, and the district
Disregards and ignores new ideas	Responds to expectations with compliance	Models transparency and reflective practice freely communicating about areas of need and growth	Establishes and sustains effective vertical and horizontal collaboration that results in aligned individual, school, and district actions to improve learning for each student
Neglects to foster a team concept	Establishes limited pockets of trust, respect, and collaboration	Fosters competence, reliability, integrity, and caring among staff using effective strategies	
Conversations focus on adult needs and clarifying minimum requirements	Engages in limited efforts to address divisiveness and sabotage	Develops and /or supports strategies to successfully problem-solve and share the work	
Fails to expand efforts beyond the status quo	Begins to develop and support norms, structures, and processes for fostering data-driven collaboration in some settings	Supports norms and processes to foster data-driven collaboration	
Fosters a climate of competition with unhealthy interactions among staff	Begins to develop opportunities for central office, school staff, and community to comment or contribute to one another's programs or schools in some settings	Supports and fosters joint accountability	
		Fosters and models attitude of assuming positive intent	

Continuum of Growth and Learning →

CRITERION 4
CREATING A CULTURE OF CLEAR AND COLLABORATIVE RELATIONSHIPS

RUBRIC

4.2 Clear Understanding of School and District Roles and Responsibilities
Central office leaders recognize and support the roles of central 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 growth and achievement.

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

Continuum of Growth and Learning

CRITERION 5

ENSURING COMPLIANCE AND SAFETY

Central 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 safety

5.2 Provides for social, emotional, and intellectual safety

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

FRAMEWORK CONSIDERATIONS

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

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ENSURING COMPLIANCE AND SAFETY
<u>RUBRIC</u></td></tr>
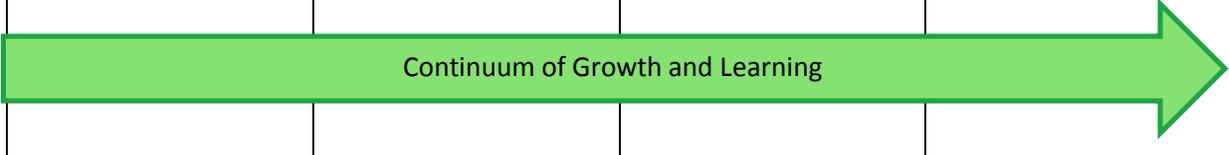<tr><td colspan="4"><u>5.1 Provides for Physical Safety</u>
<i>Central office leaders support and promote understanding of what it means to be safe. Physical safety is critical and necessary in order for effective collaboration and teaching and learning to take place.</i></td></tr>
<tr><td align="center">Unsatisfactory</td><td align="center">Basic</td><td align="center">Proficient</td><td align="center">Distinguished</td></tr>
<tr>
<td>Neglects to consider the physical safety of students, staff and others</td>
<td>Maintains and supports a site safety plan

Minor safety and sanitary concerns or problems are confronted and resolved in a timely manner

Demonstrates willingness to improve knowledge about security and issues relating to the physical environment</td>
<td>Provides, supports, and implements appropriate safety plan/s that are reviewed and monitored frequently

Develops and revises safety plan/s in response to new threats and changing circumstances

Proactively monitors and adjusts safety plans in consultation with staff, students, families, and outside experts/consultants

Engages self and others in safety procedures and practices to maintain a safety awareness and responsiveness</td>
<td>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

Develops and implements systemic plans and processes with specific actions to ensure and maintain a culture of safety awareness and responsiveness</td>
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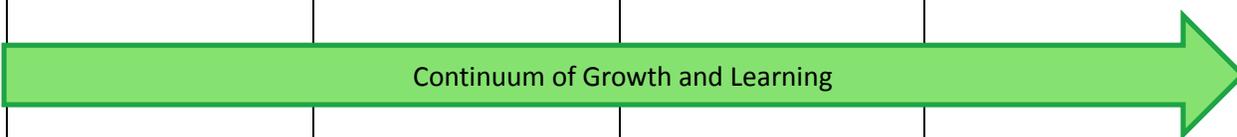| CRITERION 5 ENSURING COMPLIANCE AND SAFETY **RUBRIC**			
5.2 Provides for Social, Emotional, and Intellectual Safety *Central office leaders support and promote understanding of what it means to be safe. Emotional and intellectual safety is critical and necessary in order for effective collaboration and teaching and learning to take place.*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Neglects the social, emotional or intellectual safety of others

Does not support anti-bullying and anti-harassment policies or behavior plans that promote safety

Does not model an appreciation for diversity of ideas and opinions

Does not complete required SafeSchools trainings | Demonstrates some understanding of the joint responsibility to provide social, emotional, and intellectual support to staff and students

Provides limited social, emotional, and intellectual support to staff and students

Demonstrates awareness of approved policies for anti-bullying and anti-harassment and behavior plans that are in place to promote safety

Demonstrates acceptance for diversity of ideas and opinions | Demonstrates commitment and understanding of the joint responsibility to make emotional and intellectual safety a top priority for staff and students

Provides processes to support the social, emotional and intellectual safety staff and students

Completes SafeSchools required trainings and promotes approved policies for anti-bullying and anti-harassment

Supports curricula, programs and resources to support social, emotional, and intellectual safety

Models acceptance and appreciation for diversity of ideas and opinions | Is proficient and serves as an advocate and safety resource in the district and/or outside of the district

Ensures that community members are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safety

Advocates for diversity of ideas, respecting perspectives that arise, promoting an open exchange of ideas within creative and flexible formats |
Continuum of Growth and Learning			

CRITERION 5
ENSURING COMPLIANCE AND SAFETY
RUBRIC

5.3 Establishes and Maintains Ongoing Program Compliance, Maintenance, Professional Development, and Monitoring
Central office leaders create a shared/joint responsibility and provide support for upholding legal, policy, fiscal, and professional responsibilities.

Unsatisfactory	Basic	Proficient	Distinguished
Fails to demonstrate adequate knowledge of legal, policy, and fiscal responsibilities Neglects to support district interests for ongoing compliance, safety professional development and monitoring	Demonstrates basic knowledge and understanding of legal, policy, regulation, grant, and fiscal responsibilities Corrects practices, that conflict with the law and other legal requirements Provides limited professional development for staff related to compliance with laws and regulations	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 Demonstrates thorough knowledge and understanding of district policies, regulations, and grant, and other compliance requirements Provides input and action to correct district policies, regulations, and practices when in conflict with the law or other legal requirements Provides ongoing and appropriate professional development for staff related to compliance with laws, policies, and regulations Approaches problems proactively and addresses behavior outside of the law and compliance	Is proficient and serves as a resource throughout the district and/or outside of the district for developing systems that communicate and support staff in upholding legal, policy, fiscal, and professional responsibilities Involves and engages stakeholders and other resources in the development of ongoing compliance efforts

Continuum of Growth and Learning

CRITERION 6
MANAGING RESOURCES

Central office leaders align and allocate resources for creating coherent, equitable, and systemic support for the improvement of instruction and increased learning and achievement of each student.

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

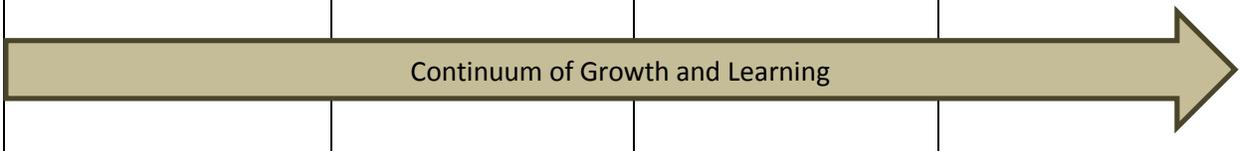## FRAMEWORK CONSIDERATIONS

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

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CRITERION 6
MANAGING RESOURCES
RUBRIC

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6.1 Strategic Allocation of Resources
Central office leaders prioritize the learning needs of students to drive a coordinated, flexible, and aligned resource allocation model.

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Defers to the finance office to prepare and distribute budget allocations without input

Fails to share or does not have an allocation model for budget and/or staffing

Fails to focus budget development on improving academic achievement over maintaining operational needs

Does not coordinate various budget resources with relevant departments

Does not make fiscal decisions to maximize resources

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Begins to seek input from schools and other departments regarding resource allocations

Communicates a fixed allocation model for budget and staffing

Lacks clear coordination with others while seeking to acquire additional resources

Provides categorical dollars per guidelines to target academic improvement in qualified schools but does not prioritize and demonstrates limited flexibility

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Regularly works with other central office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in schools

Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model

Consistently considers and coordinates acquisition of additional resources for improvement efforts

Develops and supports strategies to help struggling students have necessary time, space, staff, tools, resources, and programs

Fosters flexibility in allocating resources to improve student learning

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Is proficient and provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to improve student performance in schools

Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching academic improvement goals

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

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Continuum of Growth and Learning →

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CRITERION 6
MANAGING RESOURCES
RUBRIC

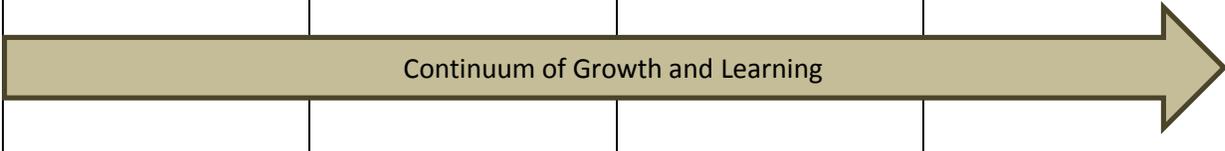### 6.2 Manages Human Resources (Assignment and Retention)
*Central office leaders manage **staff assignment** and **retention** to meet legal responsibilities and to support improved instruction and engagement in high levels of learning for each student.*

Unsatisfactory	Basic	Proficient	Distinguished
Does not adequately address issues in hiring, retention, and placement of staff for the benefit of supporting student achievement and legal responsibilities Does not put supporting student achievement and legal responsibilities at the forefront of human resource decisions Does not make an effort to ensure quality personnel is in each position	Makes some effort, and with moderate effect, to align human resource decisions to support student achievement and legal responsibilities Begins to use skills and knowledge required to recruit and retain highly qualified individuals Minimally addresses performance and discipline issues Completes staff evaluations	Maintains increasing student learning and meeting legal responsibilities at the center of human resource decisions Holds high expectations for staff and supports them in developing professional goals Engages staff in the evaluation process cycle and completes evaluations on time Follows through with appropriate plans for improvement, probation, and termination when necessary Engages in learning-focused conversations to promote professional growth Models engagement in the professional growth process for self and others	Is proficient and optimizes human resources and assets of staff to maximize learning opportunities for students and adults Is distinguished in management of human resources and is called upon to share those successful processes with others Efforts produce a positive work environment that attracts outstanding talent

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CRITERION 6 MANAGING RESOURCES **RUBRIC**			

6.3 Manages Human Resources (Productivity and Professional Development)
*Central office leaders manage staff **productivity** and **professional development** to meet legal responsibilities and to support improved instruction and engagement in high levels of learning for each student.*

Unsatisfactory	Basic	Proficient	Distinguished
Fails to provide adequate opportunities for professional development to ensure staff can perform jobs effectively and in compliance with laws and district policies and regulations Fails to consider and/or develop professional development plans to support staff Fails to monitor Effectiveness of professional development provided	Develops a limited professional development plan with partial alignment to the district strategic directions Provides limited professional development that leads to minor improvements in staff practice based on exit tickets or other data Provides limited documentation of the effectiveness of provided professional development	Develops short and long-term professional development plan/s (30, 60, 90, 1yr…2yr… 3yr) based on specific learning needs and aligned with the district strategic directions Provides professional development offerings that lead to improved instructional and leadership practices Evaluates effectiveness of professional development using tools such as exit tickets, blogs or other feedback protocols Provides targeted and informal professional development which is ongoing and job-embedded to meet learning needs individually and collectively	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 Develops methods and strategies for systemic evaluation of the effectiveness of professional development to impact student growth and achievement Systemically reviews, modifies, and/or eliminates professional development plans and/or offerings to better support learning needs and the district strategic directions
Continuum of Growth and Learning			

CRITERION 7
ENGAGING THE COMMUNITY AND EXTERNAL ENVIRONMENT

Central office leaders foster community engagement that promotes and supports the improvement of instruction and increases student growth 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
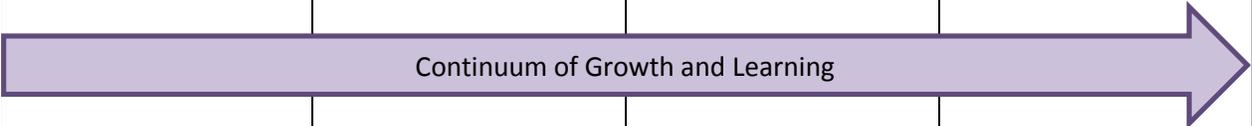
7.2 Partners with district and community stakeholders

FRAMEWORK CONSIDERATIONS

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

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

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

Continuum of Growth and Learning

CRITERION 7
ENGAGING THE COMMUNITY AND EXTERNAL ENVIRONMENT
RUBRIC

7.2 Partner with District and Community Stakeholders
Central office leaders view families and community as essential partners and encourages them to engage in district efforts to improve instruction and increase student growth and achievement for each student.

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

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CRITERION 8
CLOSING ACHIEVEMENT GAPS AND REMOVING BARRIERS

Central office leaders actively engage in identifying and removing barriers to learning and in closing achievement gaps within the district. Central office leaders foster and promote a vision focused on student growth and achievement for each student.

8.1   Focuses on Student Leaning

8.2   Identifies Barriers to Achievement and Strategies to Close Resulting Gaps

8.3   Demonstrates Commitment to Close Achievement Gaps and Overcome Systemic Barriers
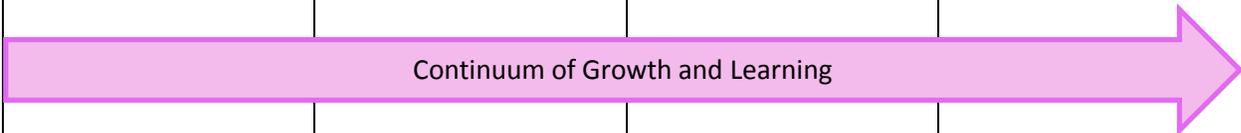
FRAMEWORK CONSIDERATIONS

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

CRITERION 8
CLOSING ACHIEVEMENT GAPS AND REMOVING BARRIERS

RUBRIC

8.1 Focuses on Student Learning
Central office leaders develop and sustain a commitment to the district's strategic directions, mission, values, and vision. Central office leaders provide leadership and support where achievement gaps are eliminated, barriers are removed and high levels of achievement for each student is the focus.
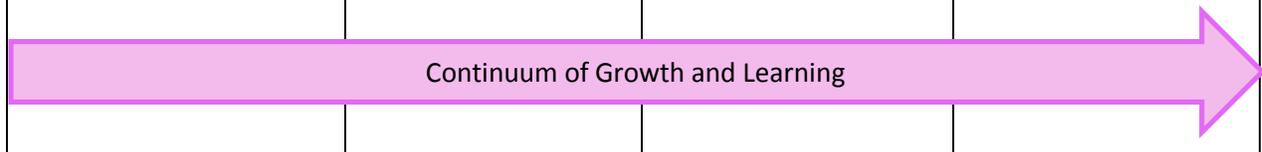
Unsatisfactory	Basic	Proficient	Distinguished
Does not communicate the vision, mission, beliefs, strategic directions, and goals Is not aware of student achievement data Focuses only on operations and management items during meetings Fails to connect work and professional/department goals with student growth and achievement	Begins to makes vision, mission, beliefs, strategic directions, and goals public, so that staff and the community are familiar with them Begins to assist district and school staffs with examining disaggregated achievement data to identify gaps Begins to highlight student achievement as the focus in meetings and presentations Begins to connects professional/departmental goals, professional development, and agenda items to student growth and achievement	Provides intentional communication to staff and community to build a shared understanding and commitment to the district vision, mission, beliefs, strategic directions, and values Supports the engagement of staff and community in ongoing opportunities to understand data, identify achievement gaps and aligns efforts to improve Fosters commitment for high levels of learning for each student Maintains focus of professional development on student learning and achievement Demonstrates leadership moves which engage staff in conversations about achievements gaps leading to viable solutions	Is proficient and embeds the vision, mission, beliefs, strategic directions, and goals across the system so the stakeholders' actions and words reflect them Supports each level of the system in establishing goals aligned to the non-negotiable performance targets Intentional integrates effective student achievement practices (core skills) in meetings and serves as a model of quality instruction for adult learners Takes action that results in measurable increases in improved practices, student learning, and closing the achievement gap stemming from a commitment to high levels of learning

Continuum of Growth and Learning

CRITERION 8
CLOSING ACHIEVEMENT GAPS AND REMOVING BARRIERS

RUBRIC

8.2 Identifies Barriers to Achievement and Strategies to Close Resulting Gaps
Central office leaders identify learning gaps using data and engage in conversations to identify strategies and solutions to address barriers and close achievement gaps.
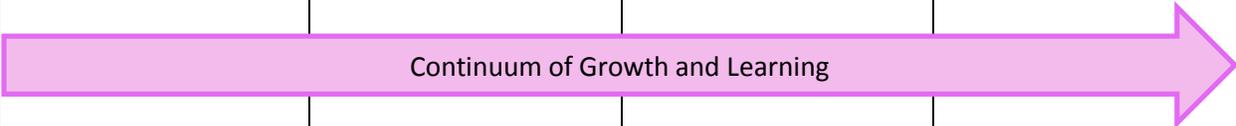
Unsatisfactory	Basic	Proficient	Distinguished
Is unaware of achievement gaps and systemic barriers that exist in schools and the district Is unaware of how traditional practices have played a role in perpetuating failures to improve Attributes failures to improve to external factors beyond the district/department's control Does not devote resources to areas of needed improvement	Demonstrates emerging awareness of achievement gaps and specific barriers to success Recognizes responsibility and has some confidence in the district/department's ability to close achievement gaps and overcome barriers Begins to identify and implement some practices and strategies to close achievement gaps	Identifies and demonstrates knowledge and understanding of specific achievement gaps and systemic barriers to success in schools, department, and the district Accepts responsibility for making progress in closing achievement gaps and overcoming barriers Identifies, implements, and monitors programs, strategies, and efforts to close achievement gaps and overcome the barriers to learning Builds capacity in the department and district to support the elimination of systemic barriers to close achievement gaps	Is proficient and focuses attention of district/department staff, and colleagues on the goal of closing achievement gaps and overcoming systemic barriers Uses innovation and leadership to stimulate effective responses to systemic barriers Systematically challenges the status quo by leading change, based on data and resulting in improved professional performance and beneficial outcomes

Continuum of Growth and Learning →

CRITERION 8
CLOSING ACHIEVEMENT GAPS AND REMOVING BARRIERS

RUBRIC

8.3 Demonstrates Commitment and Responsibility to Close Achievement Gaps and Overcome Systemic Barriers
Central office leaders own the responsibility to develop and sustain commitment for high achievement for each student as well as model and build the capacity of staff to be culturally competent and engage in socially just practices.

Unsatisfactory	Basic	Proficient	Distinguished
Does not acknowledge the responsibility to address barriers to learning

Does not consider subpopulations when developing programs, plans, or strategies

Does not have a plan to address or support schools in closing achievement gaps

Fails to model or build capacity of self and others to be culturally and engage in socially just practices | Makes data accessible and shares with schools, department or other district leaders

Limited attempts are made to overcome systemic barriers to success

Begin to use research-based methodologies and support schools to overcome systemic barriers

Begins to provide support and implementation of culturally competent and socially just practices | Provides accessibility to multiple data sources to schools, department staff, other district leaders as well as relevant stakeholders

Communicates, monitors and adjusts efforts to make effective progress toward reducing systemic barriers

Models and supports the implementation of culturally competent and to socially just practices in schools, departments, and the district

Supports improvement in overcoming systemic barriers by identifying and implementing specific gap closing strategies and practices in schools and the district | Is proficient and is valued as a resource inside and outside the district for identifying strategies and supports for overcoming systemic barriers

Demonstrates extensive knowledge and understanding of the nature of the gaps that exist and the systemic barriers facing the district/department and schools

Systemically develops and implements structures and processes to advance the capacity of staff to be culturally competent and to socially just |
| | | | |

Continuum of Growth and Learning →

APPENDIXES

APPENDIX A

District Leadership Team (DLT) and
Educational Leadership Team (ELT) Members

2014-2015 DLT and ELT Members

Randy Averill	Brain Fox	Karen Mool	Deka Smith
Ailene Baxter	Rudy Fyles	Brian Lowney	Roger Smith
Amie Brandmire	Lori Hadley	John Parker	Chrys Sweeting
Casey Cox	Mark Knight	Vince Pecchia	Mark Vetter
Kelly Carrick	Dana Harris	Corine Pennington	Rick Wells
Gerald Denman	Glenn Malone	Tracy Pitzer	Tim Yeomans
Kathy Ehman	Christine Moloney	Barb Pope	

2013-2014 DLT and ELT Members

Randy Averill	Rudy Fyles	Brain Lowney	Roger Smith
Ailene Baxter	Mary Jo Harvey	John Parker	Chrys Sweeting
Amie Brandmire	Mark Knight	Vince Pecchia	Mark Vetter
Casey Cox	Lisa Nolan	Corine Pennington	Rick Wells
Gerald Denman	Glenn Malone	Tracy Pitzer	Tim Yeomans
Kathy Ehman	Christine Moloney	Barb Pope	Suzan Zakhary
Brian Fox	Karen Mool	Deka Smith	

2012-2013 Educational Leadership Team

Casey Cox	Margie Jensen	John Parker	Chrys Sweeting
Gerald Denman	Mike Joyner	Vince Pecchia	Rick Wells
Kathy Ehman	Mark Knight	Tracy Pitzer	Suzan Zakhary
Amy Eveskcige	Glenn Malone	Barb Pope	
Brian Fox	Karen Mool	Deka Smith	
Sandra Jacobson	Christine Moloney	Roger Smith	

APPENDIX B

District Operations and Management Committee

2014-2015 Committee of District Central Office Operations and Management Review

Randy Averill
Amie Brandmire
Rudy Fyles
Corine Pennington

2012-13 Committee of District Central Office Operations and Management

Randy Averill
Amie Brandmire
Rudy Fyles
Corine Pennington
Chrys Sweeting
Lorraine Wilson

APPENDIX C

2013-2014 FEEDBACK COMMENTS & FEEDBACK
"What has been your most significant learning or change in practice related to the new evaluation process?"

- More conscientious regarding the elements germane to all the performance areas & categories relevant to good and effective leadership
- Conversation(s) during the process much more beneficial than in the past…formal and informal
- Quality of conversation that I've been able to have with my supervisor…kept me on track & focused
- Now have common language & rubrics to talk about instruction
- Conversations were deeper, more focused about teaching.
- How to truly support staff through the process – pre and post observation conferences got better – more conversations over student learning that were richer and more meaningful with teachers
- Learning to not offer solutions when encountering an area of growth need with a teacher but waiting and/or guiding the teacher to discover their own way/style to increase their growth.
- Moved my chair from the other side of the table to a shared space at the desk with the teachers I evaluated. My role as an evaluator has been transformed into the coach
- "Partnerships" with staff, students, families, etc. Why not have an evaluation protocol or process that is reflective of this? It makes perfect sense to work together on the work, collaborate on the work, and set goals for our work…together
- Capturing good practices to benefit more w/staff as a whole – finding new strengths in individuals
- I'm more intentional about using data to drive school decisions and use the data continuously – the information than can create an environment for students to achieve and teachers to use information presented to them to create valuable lessons. Lessons that meet the needs of all students from intervention to enrichment.
- The amount of conversation centered around the different criteria - more conversation than I have had before – I also know I have a lot more to learn
- The change/learning was in the talk or conferencing about instruction/teaching
- Continuous dialogue and transparency involving the evaluation process reduces fears and breaks down barriers to those that resist change
- New evaluation has open my eyes to my staff on how they are developing, learning and giving the opportunity for professional growth. As the principals are evaluated by teacher performance, mine is evaluated on the performance of my staff.
- Aligned my speech and adjusted my approach to problem solving with fellow administrators
- Conversations! Being able to share on a regular basis with my evaluator the work that supports learning. Modeling! Being a learner alongside teachers to study, understand, and apply the components to the Natural Harvest of artifacts & evidence.

- Being in classrooms (informally) & providing teachers w/feedback/having conversations for me it has been a very similar process of collecting evidence to have conversations w/my evaluator
- Forces reflection & goal setting – Encourages one to monitor your goals throughout the year – Helps one focus on the mission
- Common language and rubric around best practice – focused collaboration about practice & leadership – understanding of expectations – able to communicate clear vision and directing to staff around TPEP and student growth
- Our evaluations now relate more directly to student learning – this changes the focus and prioritization of our work to align with student learning.
- Connecting my building goals with teachers – classroom & grade level goals. Focus on RTI – what we control and what we don't control. Feeling a collaborative relationship with teachers and my CAO. Foundation of teaching & learning –guides all that we do.
- To gain a significant understanding of the Leadership Framework and apply it to my current role. The understanding is on-going but learning to grow as a leader along the way. It has impacted the way I lead and makes me aware every day of the growth ahead.
- The process of improvement through evidence sharing and deep conversations with my supervisors. It's not just about collecting evidence, rather it's about connecting my actions with the evidence and reflecting on whether or not the work I did made a difference to impact learning & achievement.
- Opened the door for extensive conversation around instruction like none before. In talking with teachers it has helped define the conversation and focus base on various learning targets, criteria, components and practices. – changes – better at developing growth goal
- Constant/consistent effort based on proven best practices…this year and our related focus, has had me talking with teachers more than ever about teaching and learning – I feel I have a professional guidebook ("playbook") to work from now.
- Reciprocal learning conversations around best practices. TPEP – rubric – indicators – in that conversation – takes the focus off of the person and on to teaching practices, which in turn improves student achievement.
- Goal setting – The importance of intentionality in conversation and practice around instructional leadership
- The framework has helped me see the criteria & measures of success. In a somewhat "nebulous" job it's beneficial to see what distinguished looks like. It's not someone's opinion of me – it's more concrete
- Deeper conversations about the work I am doing & concrete examples of that work. A clear awareness of areas that need more focus of effort. Force me to take a serious look of how I truly am functioning.
- Intentional self-reflection has encouraged me to maintain a specific focus

Feedback is welcome! Ongoing questions, feedback, comments, and suggestions may be submitted to Teresa Finley at finleytl@puyallup.k12.wa.us.