**Central Leadership Team Member:**

**Position:**

**Evaluator:**

**Position:**

Central Leadership Team Framework

*2016-17 Summary Evaluation*

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**Criterion 1 Rubric | Fostering District Culture**

**Demonstrating understanding of and commitment to district mission, vision, values, and goals.**

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| **Elements** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** |
| **1.1**  **Developing and nurturing a culture that supports the district mission, vision, values, and goals** | * Does not communicate the district mission, vision, values and goals. * Demonstrates or tolerates behaviors and activities in opposition of district mission, vision, values and goals. | * Understands how the work of the department or division is aligned to the district mission, vision, values and goals. * Ensures staff understands how the work of the department or division is aligned to the district mission, vision, values and goals. | * Communicates how the work or division is aligned to the district mission, vision, values and goals. * Holds staff accountable to ensure behaviors and activities are aligned to the district mission, vision, values and goals. | * Assumes responsibility to ensure the work of the department or division is aligned to the district mission, vision, values and goals. * Fosters staff and community commitment to the district mission, vision, values and goals. |
| **Elements** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** |
| **1.2 Demonstrating commitment to Central Leadership Team operating principles** | * Ignores or violates agreed to operating principles. | * When reminded or directed, adheres to operating principles. | * Follows operating principles. * Raises organizational culture issues as appropriate. | * Assumes responsibility for and ownership of operating principles. * Fosters shared commitment to operating principles. |
| **Criterion 1 Evidence:** | | | | |
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**Criterion 2 Rubric | Communicating, Facilitating, and Presenting**

**Engaging in effective and efficient two-way communication.**

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| **Elements** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **2.1**  **Writing for a variety of audiences and purposes** | * Written communication is sparse and opportunities to communicate are missed. | * When directed or reminded, develops written communication that conveys accurate information. | * Creates clear, concise, accurate, and appropriate written materials. * Aligns format, style, and purpose are with intended outcome and audience. * Vets written communication with others as appropriate; seeks and uses constructive feedback. | * Assumes responsibility to proactively seek out opportunities for written communication to enhance organizational understanding. * Creates clear, concise, accurate, and appropriate written materials suitable for designated audience; understands and demonstrates sensitivity to context. | |
| **Elements** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **2.2 Facilitating and presenting to a variety of audiences and for a variety of purposes** | * Does not prepare adequately or appropriately. * Does not monitor audience and is unable to adjust facilitation and/or presentation accordingly. | * Prepares adequately. * When reminded or directed, aligns format, style, and purpose with intended outcome. * Facilitates adequately. | * Prepares and presents information in an organized, clear, effective manner. * Aligns format, style, and purpose with intended outcome. * Monitors the audience and adjusts facilitation and/or presentation accordingly. * Ensures materials support presentation outcome. * Facilitates effectively toward intended outcome. | * Assumes responsibility for facilitation and presentation success. * Proactively involves others in development of facilitation and presentation strategies. * Seeks and accepts participant feedback; makes adjustments accordingly. * Materials and strategies show evidence of thoughtful and intentional planning. * Is fluent in interest-based facilitation processes. | |
| **Elements** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **2.3**  **Communicating for understanding** | * Avoids opportunities for active listening. * Dismisses divergent opinions and diverse perspectives. * Lacks timely communication. | * Listens to feedback. * Provides feedback. * Communicates in a timely manner. | * Actively listens and seeks to understand; respectfully considers divergent opinions. * Communicates effectively and; responds to and provides feedback appropriately. | * Anticipates feedback and divergent opinions; proactively communicates. * Proactively seeks and considers various stakeholder perspectives. | |
| **Criterion 2 Evidence:** | | | | | |
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**Criterion 3 Rubric | Managing Resources**

**Ensuring that staff and fiscal resources support achievement of strategic goals and fulfillment of legal/policy responsibilities.**

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| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **3.1**  **Managing human resources (hiring, on-boarding, assigning, succession planning)** | * Does not adequately address issues in hiring and assigning staff. * Does not make an effort to ensure quality personnel in each position. | * With direction and assistance, effectively hires, assigns, and on-boards permanent, temporary and contracted resources. | * Effectively hires, assigns, and on-boards permanent, temporary and contracted resources. * Sets clear expectations and establishes effective and efficient structures and procedures for department/division. | * Assumes responsibility for the effective organization of division or department to accomplish strategic work. * Proactively and strategically succession plans for key roles within the department or division. * Appropriately assigns and advocates for human resources as needed. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **3.2**  **Managing fiscal resources** | * Does not make fiscal decisions that maximize resources in support of strategic work. * Overspends allocated resources. | * Demonstrates some understanding of budget allocations and timelines. * With direction and assistance, manages spending to stay within budget. | * Fully understands the department budget allocations and timelines. * Manages spending to stay within budget. * Ensures budgets are spent in compliance with state education funding and expense regulations. | * Maximizes dollars spent and stewards project budgets to ensure costs are contained. * Seeks opportunities to reduce costs. * Proactively seeks refunds or additional funding sources where appropriate. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **3.3**  **Fulfilling legal/policy responsibilities** | * Does not demonstrate adequate knowledge of legal and/or policy responsibilities. * Exhibits or tolerates behaviors that conflict with law and/or policy. | * Demonstrates some understanding of legal and/or policy responsibilities. * When directed or reminded, exhibits behavior that align with law and/or policy. | * Demonstrates deep knowledge and applies knowledge in day-to-day work. * Consistently holds self and staff to legal and/or policy standards. * Drafts policy updates as requested. * Completes assignments and reports in a timely manner. | * Proactively addresses legal and or policy issues to ensure organization alignment and coherence. * Applies laws, policies, and procedures fairly and ethically. | |
| **Criterion 3 Evidence:** | | | | | |
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**Criterion 4 Rubric | Leading Initiatives and Continuous Improvement Efforts**

**Developing, implementing and evaluating data-informed plans for strategic work and division or department improvement.**

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| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **4.1**  **Seeking, analyzing, and interpreting multiple data sources to inform needs and direction** | * Does not accept responsibility for strategic work. * Does not seek out or consider data to inform direction. * Functions independently with “silo” mentality. | * Relies on incomplete data to inform direction. * Does not seek continuous improvement; accepts status quo. * Follows project management processes. | * Identifies and engages stakeholders who will be impacted by and who will contribute to major projects and keeps them apprised of project status. * Analyzes and interprets available data to make informed decisions about strengths and areas of need. * Researches best practice to inform direction and plan. | * Sets and maintains high expectations for goal/performance target attainment. * Systematically collects and reflects on qualitative and quantitative data. * Internalizes project management processes; work collaboratively and interdependently with other departments and divisions. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **4.2**  **Seeking, analyzing, and interpreting multiple data sources to inform planning and learning** | * Does not accept responsibility for strategic work. * Does not appropriately consider stakeholder readiness. * Functions independently with “silo” mentality. | * Assumes readiness and inadequately anticipates change impacts. | * Accurately assesses project scope, risks and stakeholder impact of major projects. * Seeks data to understand readiness to implement; uses data appropriately to inform planning and learning processes. | * Strategically builds readiness for implementation. * Garners organizational support for change. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **4.3**  **Planning for and executing implementation** | * Does not adequately plan for implementation; does not fully follow through with established implementation plans. | * Follows implementation plan. * Inadequately plans for contingencies. | * Develops data-informed implementation plans; ensures systems for support for implementation. * Designs realistic timelines to complete major projects within the context of the work of the department and the district. * Intentionally and systematically monitors implementation and adjusts plans accordingly. | * Proactively plans for problems and implementation dips; has contingency plans and support strategies ready. * Celebrates implementation successes and recognizes efforts of others. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **4.4**  **Evaluating effectiveness and assuming responsibility for results of the department or division** | * Does not evaluate effectiveness of initiatives or improvement efforts. | * When directed, initiates processes. * Follows established organizational processes. | * Develops data-informed evaluation plans; ensures systems for support for evaluation. * Documents department processes clearly for others to understand and follow. Tests clarity and adjusts before publishing. | * Ensures staff follows organization and department processes. * Regularly evaluates processes to ensure they are effective. * Uses evaluation results to identify and maximize program effectiveness. * Creates new processes to respond to the needs of the organization. | |
| **Criterion 4 Evidence:** | | | | | |
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**Criterion 5 Rubric | Problem Solving and Decision Making   
Demonstrating initiative, sound judgment, integrity, and creativity in approaching problems and decisions.**

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| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **5.1**  **Identifying and solving problems** | * Ignores issues and problems. | * Identifies issues problems and raises them to supervisors. | * Take initiative to identify issues and problems; seeks data to inform options. * Develops potential solutions. * Vets potential solutions with supervisor as appropriate. * Demonstrates sound judgment, integrity, and creativity in identifying and solving problems. | * Assumes responsibility for issues and problems. * Values stakeholders and engages stakeholders as appropriate to develop potential solutions. * Understands potential political, legal and policy context of potential solutions and identifies strategies to mitigate potential impacts. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **5.2**  **Making decisions** | * Evades decision-making responsibility. * Is unable to make recommendations or decisions. * Makes decisions unilaterally without appropriate stakeholder involvement. | * With support and assistance, is able to think through and execute appropriate decision-making processes. | * Keeps the district mission, vision, values, and goals at the forefront of decision making. * Articulates decision making processes. * Engages affected stakeholders authentically and respectfully in decision-making processes. * Demonstrates sound judgment, integrity and creativity in decision-making. | * Appropriately adapts decision making processes to situational context. * Links decisions to improvement of student and/or organizational outcomes. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **5.3**  **Evaluating and monitoring results/impacts of decisions** | * Does not monitor results/impacts of decisions. | * When reminded or directed, seeks data to evaluate and monitor results/impacts of decisions. | * Takes initiative to proactively seek data to evaluate and monitor results/impacts of decisions. | * Assumes responsibility for decisions and re-visits decisions when appropriate as suggested by data and outcomes. | |
| **Criterion 5 Evidence:** | | | | | |
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**Criterion 6 Rubric | Engaging Communities   
Promoting the success of the organization by creating and sustaining a culture of collaboration and authentic community engagement.**

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| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **6.1**  **Collaborating with colleagues to promote student, professional, and organization learning** | * Does not productively collaborate with school and district colleagues. * Functions independently with “silo” mentality. | * When reminded or directed, collaborates with school and district colleagues. | * Productively leads and/or engages in cross-division and department project teams. * Values school and district colleagues and proactively seeks opportunities for collaboration. | * Assures a system of communication and collaboration that provides for the responsible exchange of information among school and district staff and other stakeholder groups. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **6.2**  **Engaging the community to promote student, professional, and organizational learning** | * Communication with the community is sparse or ineffective. | * Communication with the community is informational rather than two-way. | * Contributes toward development of effective public participation strategies between department or division, school, parents, and the community. * Effectively uses multiple communication and engagement strategies and channels to engage intended stakeholders. | * Proactively develops relationships with key community stakeholders. * Establishes a feedback loop that is invitational, transparent, trusted and effective. * Relies on multiple participation strategies (surveys, focus groups, advisories, forums). * Using marketing skills to mobilize support and resources as appropriate. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **6.3**  **Partners with the community to promote student, professional, and organizational learning** | * Demonstrates little to no effort to engage families or the community in district efforts. | * Encourages and supports involvement of the community in district efforts. * Demonstrates some effort toward family and community engagement. | * Builds partnerships with parent and community groups to inform department or division continuous improvement efforts. | * Serves in ambassador role for the district. * Uses the influence of the office to positively build community partnerships and build community connections and influence community support for the district. | |
| **Criterion 6 Evidence:** | | | | | |
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**Criterion 7 Rubric | Leading and Building the Leadership Capacity of Others**

**Promoting the success of the organization by creating a culture focused on continuous professional growth.**

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| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **7.1**  **Providing for social, emotional, and intellectual safety of others** | * Neglects to consider the social, emotional, or intellectual safety of staff. * Does not model an appreciation for diversity of ideas and opinions. | * Strives to provide appropriate emotional support to staff. * Ensures that division or department team norms clearly define acceptable behavior. * Demonstrates acceptance for diversity of ideas and opinions. | * Assumes responsibility for creating practices that maximize the social, emotional, and intellectual safety of staff. * Models and reinforces team norms. * Reinforces protective factors that reduce risk for staff. * Protects the rights and confidentiality of students and staff. * Demonstrates appreciation for and sensitivity to the diversity in the school community. * Celebrates individual and team successes. | * Makes emotional and intellectual safety a top priority for staff. * Assures a division or department culture in which students and staff are acknowledged and connected. * Empowers, trains, and expects staff to improve and sustain a culture of emotional safety. * Cultivates intellectual safety, promotes open exchange of ideas and engages staff in active intellectual inquiry. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **7.2**  **Building the capacity of others** | * Does not communicate high expectations and high standards for staff. * Does not ensure staff receives adequate opportunities for professional learning and development. * Provides ineffective professional learning and development. | * Ensures some professional learning and development for staff that somewhat aligns to district strategic work. | * Ensures adequate professional learning and development to meet staff needs. * Ensures that professional learning and development is job-embedded, ongoing, and aligns to district strategic work. * Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. * Ensures team deliverables are met. | * Values colleagues and team members. * Delegates authority and responsibility for accomplishing projects or assignments. * Makes adjustments as needed and ensures accountability. * Leads, empowers, assigns, delegates, and coordinates people and efforts to achieve targeted results. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | ***Distinguished*** | |
| **7.3**  **Creating opportunities for shared leadership** | * Offers no model or opportunity for shared leadership. | * Offers opportunities for staff to be in leadership roles. * Uses strategies for shared leadership. | * Provides continual opportunity and invitation for staff to develop leadership qualities. * Implements structures to distribute leadership. * Analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities. | * Cultivates leadership qualities in others. * Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes. * Involves staff in leadership roles that foster career development. | |
| **Criterion 7 Evidence:** | | | | | |
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**Criterion 8 Rubric | Growing Professionally**

**Promoting the success of the organization by focusing on personal professional growth.**

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| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | | ***Distinguished*** | |
| **8.1**  **Reflecting on professional practice** | * Does not reflect on professional practice. * Is not able to accurately assess strengths and areas for continued growth. * Does not accept feedback in a productive manner. | * When reminded or directed, attempts to reflect on professional practice. * Is able to somewhat accurately assess strengths and areas for continued growth. | * Regularly reflects on professional practice and accurately assesses strengths and areas for growth. * Welcomes feedback from supervisors and colleagues to inform assessment of strengths and areas for growth. | | * Routinely reflects on professional practice and connects professional practice with evidence-based outcomes. * Seeks feedback from supervisors and colleagues. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | | ***Distinguished*** | |
| **8.2**  **Setting goals for professional growth** | * Does not set goals for professional growth. | * When reminded or directed, sets basic goals for professional growth. | * Uses data and feedback to set specific, measureable, action-oriented, reasonable, time-based goals for professional growth. | | * Routinely assesses progress toward goal attainment. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | | ***Distinguished*** | |
| **8.3**  **Participating in a professional community and engaging in professional learning** | * Does not participate in professional community or engage in professional learning activities. * Functions independently with “silo” mentality. | * When reminded or directed, participates in professional community and professional learning. | * Actively engages in professional community and ongoing professional learning. | | * Values team members, connects to their work, and professionally challenges others. * Supports the growth of colleagues. | |
| **Element** | ***Unsatisfactory*** | ***Basic*** | ***Proficient*** | | ***Distinguished*** | |
| **8.3**  **Showing Professionalism** | * Does not actively or productively engage with team. * Violates norms. | * When reminded or directed, engages appropriately with team and follows norms. | * Actively and productively engages with team. * Follows norms. | | * Accepts responsibility, acknowledges failures, and celebrates accomplishments. * Helps team to follow norms. | |
| **Criterion 8 Evidence:** | | | | | | |
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| **Additional Comments:** | | | | | | |
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| **Employee Signature** | | | | | **Evaluator Signature** | |
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