**Everett Public Schools Cabinet Leadership Framework**

**Assistant Superintendent for Teaching and Learning**

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| **Standard 1**—**Visionary Leadership:** The cabinet leader is an educational leader who improves learning and achievement for each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school and community stakeholders. | | | | |
| **Strand 1**—**Advancing a district-wide shared vision for learning.*****The cabinet leader…*** | | | | |
| **Themes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *A. Collaborates with superintendent and peers to evaluate progress toward the strategic plan and revise strategies as needed.* | does not collaborate with superintendent and peers to evaluate progress toward the strategic plan and revise strategies as needed | collaborates with superintendent and peers to assess progress toward the strategic plan and use it as an informal indicator of success | collaboratively uses data to assess progress toward the strategic plan and communicate results to the board, staff, and community | engages in collaborative and reflective evaluation of the strategic plan, candidly sharing information and perceptions of progress, barriers, or ambiguities, and offering constructive suggestions for improvement |
| *B. Builds district capacity to achieve the strategic plan.* | does not practice strategies that implement processes, structures, or professional development that improve district capacity to fulfill the strategic plan | practices activities as assigned that implement processes, structures, or professional development that improve district capacity to fulfill the strategic plan | initiates development of processes, structures, or professional development that improve district capacity to fulfill the strategic plan | collaborates across departmental lines to initiate development of processes, structures, or professional development that improve district capacity to fulfill the strategic plan |
| *C. Develops strategies to implement the strategic plan within his or her area of responsibility.* | does not have strategies for implementing the district’s strategic plan | develops strategies for implementing the district’s strategic plan | implements the district’s strategic plan as a key component of department activities, assuring that the plan is addressed, supported, and monitored, and building shared understanding and commitment to the district’s strategic plan | engages stakeholders in reviewing and modifying departmental strategies to ensure consistency with and progress toward the district’s strategic plan |
| *D. Aligns procedures and practices with the*  *strategic plan.* | does not develop procedures and practices to align department activities with the district’s strategic plan | develops procedures and practices to align some  department activities with the district’s strategic plan | develops procedures and practices to assure that major department activities and decisions are aligned with the district’s strategic plan | develops benchmarks to assure effectiveness of  departmental strategies in supporting the strategic plan and engages in systematic reflection on ways to improve |
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| **Standard 2—Instructional Leadership: The cabinet leader is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.** | | | | |
| **Strand 1—Putting student learning at the center***.* ***The cabinet leader…*** | | | | |
| **Themes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *A. Advocates for student learning as the district’s highest priority.* | does not communicate that student learning is central to the district’s strategic plan | communicates to all stakeholders that student learning is central to the district’s strategic plan | regularly engages stakeholders in collaborative discussion of ways their work can improve learning | motivates stakeholders to seek continuous improvement and innovation in their efforts to improve student learning |
| *B. Assures that policies, practices, and resources within the department support student learning.* | does not align department policies, practices, and resources to support student learning | assures that existing department policies, practices, and resources are aligned to support student learning | uses data to seek improvements in department policies, practices, and resources to better support student learning | builds staff leadership capacity to make improvement in department policies, practices, and resources to support student learning |
| *C. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.* | does not address the values, beliefs, behaviors, and organizational practices that create a school culture focused on student learning | communicates to staff the values, beliefs, behaviors, and organizational practices that create a school culture focused on student learning | recognizes and celebrates individual and collective efforts within area of responsibility that reinforce the culture to improve student learning | collaborates with staff to evaluate effectiveness of department structures and processes to support student learning and make changes where appropriate |
| *D. Builds leadership capacity to improve student learning.* | does not engage in practices that build staff leadership capacity to improve or support student learning | arranges professional development that enhances staff capacity to improve or support student learning | develops leadership capacity by distributing responsibilities to improve or support student learning | guides staff reflection, evaluation, and continued development of their leadership efforts |
| *E. Builds school leadership capacity for designing, implementing, and evaluating instructional programs that improve student learning.* | does not regularly provide assistance and support to school leaders in the design, implementation, and evaluation of instructional programs that improve student learning | provides school leaders with training, coaching, and problem-solving assistance in the design, implementation, and evaluation of instructional programs that improve student learning | systematically promotes and models key elements of professional learning that improves student learning | works collaboratively with school leaders to analyze, reflect on, and improve instructional programs that are aligned with the strategic plan |

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| **Standard 2—Instructional Leadership: The cabinet leader is an educational leader who improves learning and achievement for each student by advocating, nurturing, and sustaining a district culture conducive to student learning and staff professional growth.** | | | | |
| **Strand 2**—**Evaluation and professional development*. The cabinet leader…*** | | | | |
| **Themes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *A. Implements effective procedures for staff evaluation.* | does not assure that staff evaluations are fair, meaningful, and consistent with state and district expectations | assures that staff evaluations are fair, meaningful, and consistent with state and district expectations | develops and supports processes for effective individual improvement efforts resulting from staff evaluations | evaluates staff evaluation processes systematically and collaboratively to assure effectiveness |
| *B. Develops systematic strategies for using professional development to achieve the district vision.* | does not design coherent professional development strategies linked to the strategic plan | establishes strategies for aligning professional development efforts with the strategic plan | assures that professional development activities are extensive, accessible, and focused on identified needs in achieving the strategic plan | evaluates professional development activities systematically and collaboratively to assure effectiveness in achieving the strategic plan |
| *C. Personally models effective professional development.* | does not have a written professional growth plan | models professional development by creating and implementing a written professional growth plan | engages in candid self-assessment of personal assumptions, values, beliefs, and practices that guide improvement of student learning | models professional growth planning as a continuous cycle of assessment, reflection, and changes in practice in order to improve student learning |
| *D. Creates professional learning communities in area of responsibility.* | does not attempt to stimulate, mentor, or coach staff professional development | takes steps to stimulate, mentor, or coach staff professional development | engages staff in collaborative identification, analysis, and resolution of issues | develops leadership capacity of staff to collectively monitor, assess, and develop professional development in pursuit of identified goals |

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| **Standard 3—Effective Management: The cabinet leader is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.** | | | | |
| **Strand 1—Effectively and efficiently manages district operations.*****The cabinet leader…*** | | | | |
| **Themes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving department operations and programs.* | does not systematically plan, implement, and monitor department operations | assures that operational decisions are guided by a long-term plan that is periodically reviewed and updated | assures that operations are systematically and consistently managed through planning, data analysis, review of progress, and necessary changes in practice | analyzes and modifies the long-term plan to assure that results support district priorities |
| *B. Effectively manages fiscal resources to support instructional improvement and other district goals.* | does not effectively plan and implement department budget in accordance with district priorities | develops and implements department budget in accordance with district priorities and manages expenditures in financially responsible manner | communicates budget priorities to staff and regularly monitors spending patterns to assure efficient and effective use of funds | develops and implements a systematic approach that evaluates effectiveness of spending and identifies efficiencies |
| *C. Strategically manages personnel to support instructional improvement and other district goals.* | does not efficiently or strategically manage human resources | assures that the department has systematic policies and procedures guiding recruitment, hiring, induction, and long-term career growth | works collaboratively with superintendent, peers, and staff to determine effective deployment of personnel to accomplish district goals | uses a continuous improvement process to assure effectiveness of policies and practices for recruiting, hiring, induction, and career growth and makes changes as needed |
| *D. Effectively manages department operations and programs.* | does not effectively manage key elements of department operations | assures that key elements of department operations are governed by defined policies and practices | monitors department operations in accordance with established policies and practices | uses a continuous improvement process to review effectiveness of department operations and makes changes as needed |
| *E. Communicates and collaborates with supervisors, peers, and staff to assure that district, department, and school improvement efforts are closely aligned.* | does not communicate or collaborate with supervisors, peers, and staff to assure that district, department, and school improvement efforts are closely aligned | communicates and cooperates with peers and other departments when asked to do so | takes initiative to establish communication and cooperation with other departments | uses systematic approach to assure that evaluation of departmental effectiveness includes success of its collaboration with others to assure alignment with district improvement efforts |

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| **Standard 3—Effective Management: The cabinet leader is an educational leader who improves learning and achievement for each student and employee by ensuring management of the organization, operations, and resources for a safe, effective, and humane learning environment.** | | | | |
| **Strand 2**—**Creates a safe and humane organizational environment***. The cabinet leader…* | | | | |
| **Themes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *A. Develops and implements* *departmental* *procedures and practices that ensure the safety, wellness, and well-being of students, staff, families, and community partners.* | does not develop and implement departmental procedures and practices that ensure the safety, wellness, and well-being of students, staff, families, and community partners | develops and implements departmental procedures and practices that ensure the safety, wellness, and well-being of students, staff, families, and community partners | involves stakeholders in developing departmental procedures and practices that ensure the safety, wellness, and well-being of students, staff, families, and community partners | conducts systematic data-based evaluations of the effectiveness of departmental procedures and practice that ensure the safety, wellness, and well-being of students, staff, families, and community partners |
| *B. Develops and implements* *procedures and practices that encourage inquiry, thoughtful risk-taking, and expression of diverse viewpoints.* | does not develop and implement procedures and practices that encourage inquiry, thoughtful risk-taking, and expression of diverse viewpoints | accepts diversity of ideas and opinions | actively seeks and promotes consideration of a diversity of ideas and viewpoints | creates a departmental culture that empowers staff to engage in continuous inquiry, thoughtful risk-taking, and expression of diverse viewpoints |
| *C. Collaborates in developing and implementing district policies and practices that result in a positive, welcoming climate that is responsive to the needs of individuals.* | does not collaborate in developing and implementing procedures and practices that result in a positive, welcoming climate that is responsive to the needs of individuals | collaborates across departmental lines to develop and implement procedures and practices that result in a positive, welcoming climate that is responsive to the needs of individuals | collaborates across departmental lines to involve stakeholders in developing procedures and practices that result in a positive, welcoming climate that is responsive to the needs of individuals | collaborates across departmental lines to ensure systematic data-based evaluations of organizational procedures and practices that result in a positive, welcoming climate that is responsive to the needs of individuals |
| *D. Demonstrates positive, constructive and respectful interactions with*  *others.* | does not interact with others in a positive, constructive, and respectful  manner | interacts with others in a positive, constructive, and respectful manner | consistently builds and maintains positive, constructive and respectful relationships | builds collective capacity of department to engage in positive, constructive and respectful interactions |
| *E. Works collaboratively with schools to assure the safety and security of students and staff.* | minimally works with schools to assure safety and security of students and staff | responds to school concerns about issues related to safety and security of students and staff | works collaboratively with schools to proactively identify and address safety and security concerns affecting students and staff | builds staff leadership capacity to identify, address, and/or prevent issues related to safety and security of students and staff |

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| **Standard 4—Inclusive Practice: The cabinet leader is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.** | | | | |
| **Strand 1**—**Collaborating with families and community members.*****The cabinet leader…*** | | | | |
| **Themes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *A. Practices two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.* | does not have communication strategies to inform families and community about district needs, goals and activities | develops strategies and communication vehicles to share information and answer questions about district needs, goals, and activities | develops data-informed strategies to solicit the views and concerns of families and other individuals, agencies, or groups in the community | empowers effective partnerships of families and other individuals, agencies, or groups in the communit*y* to maintain regular two-way communication about district needs, goals and activities |
| *B. Practices strategies to involve families and community members as partners in the educational process.* | does not involve families and community members in the educational process | practices strategies to involve families and community members through conferences, meetings, and volunteer activities | uses multiple strategies for involving families and community members in decisions about the educational process | sustains or expands partnerships of key family and community stakeholders who can serve as formal and informal advisors on key issues |
| *C. Practices strategies for constructive and collaborative resolution of issues and concerns raised by families and community members.* | does not develop or implement strategies for constructively resolving issues and concerns raised by families and community members | assures that there are defined procedures allowing families and community members to express issues and concerns | develops strategies that respond constructively and collaboratively to issues and concerns raised by families and community members | builds leadership capacity of staff to constructively and collaboratively resolve issues and concerns and build consensus |
| *D. Accesses community resources to support district goals.* | does not access potential community resources to support district goals | identifies and builds relationships with key community members, groups, and agencies | works collaboratively with key community members, groups and agencies to identify and utilize community resources in support of district goals | builds staff capacity to access community resources to support district goals |
| *E. Establishes positive school community relationships by engaging students, parents, and community members.* | does not work to establish positive school community relationships by engaging students, parents, and community members | develops strategies to build positive school relationships by engaging students, parents, and community members | systematically implements, monitors, and evaluates processes for building positive school community relationships through engagement of students, parents, and community members | provides training, coaching, and other professional development to build staff capacity to establish and maintain positive school community relationships |
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| **Standard 4—Inclusive Practice: The cabinet leader is an educational leader who improves learning and achievement for each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.** | | | | |
| **Strand 2**—**Collaborating with and responding to diverse communities.*****The cabinet leader…*** | | | | |
| **Themes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *A. Practices strategies that promote collaborative relationships with diverse communities within the district.* | does not practice strategies that promote collaborative relationships with diverse communities within the district | assures that stakeholder input on practices and policies includes representation of views of diverse communities within the district | fosters formal and informal partnerships with diverse groups to support mutual goals | builds staff capacity to promote collaborative relationships with diverse communities within the district |
| *B. Uses the diversity of students and community as a resource to improve learning and district operations.* | does not practice strategies that recognize and make use of the diversity within the district | practices strategies that recognize and make use of the diversity within the district | develops strategies to help staff capitalize on the assets that students, parents, and community members from diverse cultural, ethnic, racial, and economic backgrounds bring to the district | consistently engages stakeholders to develop a district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups |
| *C. Increases district capacity to develop positive intercultural relationships.* | does not practice strategies that promote positive intercultural relationships | practices strategies that promote positive intercultural relationships | creates or sustains a climate in which members of the school community can constructively discuss and examine their own beliefs and practices related to diversity | assures that staff have the necessary cultural competence to respond to the needs of all members of the school community |
| *D. Promotes district policies and practices that are equitable for all groups and individuals.* | does not examine district policies and/or practices to assure equity for all groups and individuals | periodically reviews district policies and/or practices to assure equity for all groups and individuals | builds staff capacity to develop and adhere to policies and/or practices that assure equity for all individuals and groups | collaborates with members of diverse groups to develop district policies and practices that assure equity for all groups and individuals |

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| **Standard 5—Ethical Leadership: The cabinet leader is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.** | | | | |
| **Strand 1**—**Upholding high ethical standards*. The cabinet leader…*** | | | | |
| **Themes** | **Does not meet standard** | | **Meets standard** | |
| *A. Models high standards of professional and ethical behavior as set out in the Washington Administrative Code, AASA Code of Ethics, school board policies, and core values of Everett Public Schools.* | does not comply with established standards of ethical and professional behavior | | demonstrates in words and action commitment to high standards of ethical and professional behavior | |
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| **Standard 5—Ethical Leadership: The cabinet leader is an educational leader who improves learning and achievement for each student by acting with integrity, fairness, and in an ethical manner.** | | | | |
| **Strand 2**—**Acting with integrity, fairness, and courage*. The cabinet leader…*** | | | | |
| **Themes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *A. Articulates high expectations for ethical and professional behavior of district employees.* | does not articulate expectations or monitor compliance for ethical and professional behavior in the district | articulates expectations for ethical and professional behavior by staff | provides appropriate intervention when staff behavior does not meet ethical and professional expectations | identifies and addresses district and/or departmental factors that hinder staff adherence to ethical and professional expectations |
| *B. Displays courage in confronting and resolving difficult and/or politically sensitive issues.* | avoids confronting important issues or ignores violations of core principles in order to avoid conflict, criticism, or personal risk | identifies important issues and/or potential violations of core principles and brings them to the attention of peers, supervisors, and/or staff | accepts personal responsibility for resolving important issues and upholding core principles even when doing so may result in conflict, criticism, or personal risk | builds staff capacity to confront important issues and uphold core values in the face of potential conflict, criticism, or personal risk |
| *C. Examines district procedures and practices to ensure fairness, social justice, and human dignity.* | does not examine district procedures and practices for adherence to principles of fairness, social justice, and human dignity | frequently examines district procedures and practices for adherence to principles of fairness, social justice, and human dignity | guides staff to examine district procedures and practices for adherence to principles of fairness, social justice, and human dignity | assures that procedures and practices are systematically reviewed and revised to reflect fairness, social justice, and respect for human dignity |

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| **Standard 6—Socio-Political Context: The cabinet leader is an educational leader who improves learning and achievement for each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.** | | | | |
| **Strand 1**—**Understanding and influencing the district’s environment.*****The cabinet leader…*** | | | | |
| **Themes** | **Unsatisfactory** | **Basic** | **Proficient** | **Distinguished** |
| *A. Gains understanding of the current environment by interacting with local community members, government officials, professional associations, business organizations, and other external groups, and develops district responses to emerging issues.* | minimally engages with local community members, government officials professional associations, business organizations, or other external groups | engages with local community members, government officials, professional associations, business organizations, or other external groups | communicates to superintendent, peers, and other staff knowledge of emerging issues that affect the district | uses understanding of emerging issues to anticipate district impact and work with superintendent, peers and other staff to develop appropriate responses that preserve and advance the district vision |
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