ARLINGTON PUBLIC SCHOOLS
EDUCATE · PREPARE · INSPIRE

District Office Leadership Framework for OPERATIONS Leaders
(HR, Business, Technology, Facilities & Nutrition Services)

ALIGNING LEADERSHIP & INSTRUCTIONAL GROWTH NOW

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

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

DISTRICT OFFICE LEADERSHIP FRAMEWORK
FOR *OPERATIONS*

TABLE OF CONTENTS

I. INTRODUCTION

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

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

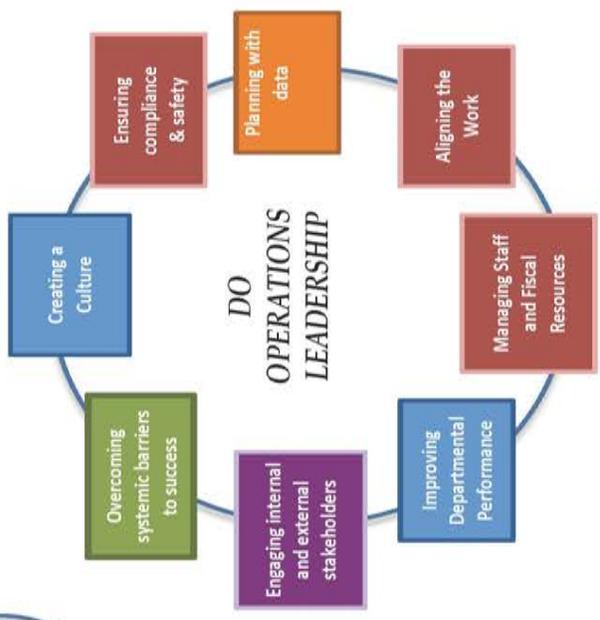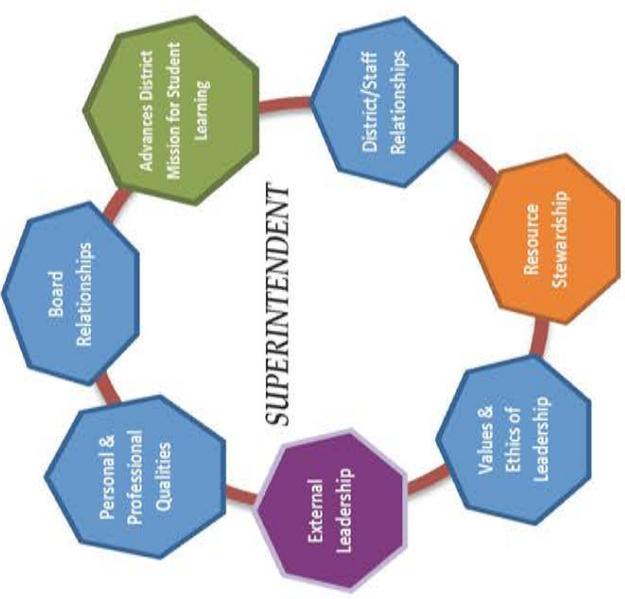**Acknowledgement & Citations**
Using both the WASA framework and the documents developed in Puyallup, this revised ALIGN framework was customized for implementation with Cabinet members in the Arlington School District beginning the fall of 2016, with plans to expand to other district office leaders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

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

II. PURPOSE

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

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

SUPERINTENDENT

- Advances District Mission for Student Learning
- District/Staff Relationships
- Board Relationships
- Resource Stewardship
- Personal & Professional Qualities
- External Leadership
- Values & Ethics of Leadership

DO OPERATIONS LEADERSHIP

- Ensuring compliance & safety
- Planning with data
- Aligning the Work
- Creating a Culture
- Managing Staff and Fiscal Resources
- Overcoming systemic barriers to success
- Engaging internal and external stakeholders
- Improving Departmental Performance

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

THEMES:
Instruction Data
Culture Community
Accountability

TEACHER

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

PRINCIPAL

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

2017

III.   EIGHT *OPERATIONS* DISTRICT OFFICE LEADERSHIP CRITERIA

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

1. **CREATING A CULTURE**
    1.1 Develops and Sustains a Departmental Focus on a Shared Mission which Aligns with the District's Strategic Plan
    1.2 Engages in Essential Conversations and Facilitates Collaborative Processes Leading Ongoing Improvement
    1.3 Creates Opportunities for Shared Leadership

2. **ENSURING COMPLIANCE AND SAFETY**
    2.1 Provides for Physical, Social, Emotional, and Intellectual Safety
    2.2 Establishes Ongoing Program Compliance, Maintenance, Professional Development, and Monitoring

3. **PLANNING WITH DATA**
    3.1 Analyzes and Interprets Multiple Data Sources to Influence Departmental Improvement Efforts

4. **ALIGNING THE WORK**
    4.1 Aligns Departmental Work Plan with District Strategic Directions, Regulatory Requirements, Best Professional Practices and Department Goals
    4.2 Collaborates the Development and Implementation of Work Plans Aligned with the District Strategic Plan

5. **IMPROVING DEPARTMENTAL PERFORMANCE**
    5.1 Monitors Departmental Practices
    5.2 Assists Staff in Determining, Implementing and Improving Effective Departmental Practices
    5.3 Reliably and Validly Evaluates Staff in Effective Departmental Practices

6. **MANAGING STAFF AND FISCAL RESOURCES**
    6.1 Manages Human Resources: Assignment, Productivity, Professional Development and Retention
    6.2 Manages Fiscal Resources

7. **ENGAGING INTERNAL AND EXTERNAL STAKEHOLDERS**
    7.1 Communicates with Relevant External Stakeholders to Promote Understanding of District Needs in Support of Learning
    7.2 Partners with the District Stakeholders

8. **OVERCOMING SYSTEMIC BARRIERS TO SUCCESS**
    8.1 Identifies Barriers to Departmental Success and Knows How to Overcome Them
    8.2 Provides Evidence of Overcoming Systemic Barriers to Department Success

IV. Eight Criteria Chart - *Operations* District Office Leaders

	CRITERION 1 CREATING A CULTURE	CRITERION 2 ENSURING COMPLIANCE AND SAFETY	CRITERION 3 PLANNING WITH DATA	CRITERION 4 ALIGNING THE WORK
Indicators	**1.1** Develops and sustains a departmental focus on a shared mission which aligns with the district's Strategic Plan **1.2** Engages in essential conversations and facilitates collaborative processes leading ongoing improvement **1.3** Creates opportunities for shared leadership	**2.1** Provides for physical, social, emotional, and intellectual safety **2.2** Establishes ongoing program compliance, maintenance, professional development, and monitoring	**3.1** Analyzes and interprets multiple data sources to influence departmental improvement efforts	**4.1** Aligns departmental work plan with the District Strategic Plan, regulatory requirements, best professional practices and department goals **4.2** Collaborates the development and implementation of work plans aligned with the District Strategic Plan

	CRITERION 5 IMPROVING DEPARTMENTAL PERFORMANCE	CRITERION 6 MANAGING STAFF AND FISCAL RESOURCES	CRITERION 7 ENGAGING INTERNAL AND EXTERNAL STAKEHOLDERS	CRITERION 8 OVERCOMING SYSTEMIC BARRIERS TO SUCCESS
Indicators	**5.1** Monitors departmental practices **5.2** Assists staff in determining, implementing and improving effective departmental practices **5.3** Reliably and validly evaluates staff in effective departmental practices	**6.1** Manages human resources: assignment, productivity, professional development and retention **6.2** Manages fiscal resources	**7.1** Communicates with relevant external stakeholders to promote understanding of district needs in support of learning **7.2** Partners with the district stakeholders	**8.1** Identifies barriers to departmental success and knows how to overcome them **8.2** Provides evidence of overcoming systemic barriers to department success

CRITERION 1

CREATING A CULTURE

District Office Operations leaders create and foster a culture throughout the district that promotes the ongoing improvement of instruction and learning for students and staff.

1.1 Develops and Sustains a Departmental Focus on a Shared Mission Which Aligns with the District's Strategic Plan
1.2 Engages in Essential Conversations and Facilitates Collaborative Processes Leading Ongoing Improvement
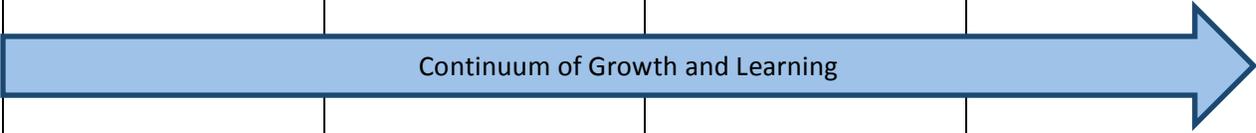1.3 Creates Opportunities for Shared Leadership

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Artifacts
Communicates and models a shared vision and mission for ongoing improvement and lifelong learning	Provides resources for staff professional development	Meeting agendas, minutes, norms, and outcomes
Develops and establishes an environment of professional responsibility, trust, and collaboration	Is aware and provides support for school improvement efforts	Administrator portfolio of other evidence or work in progress
Employs effective group processing skills and interactions	Supports use of resources to increase student learning for all students	Examples of shared leadership
Develops and implements team sponsored norms	Align district professional development to support capacity building climate surveys	Sponsor, attend and actively participate in department professional development
Uses data to assess culture and progress toward improvement		Staff surveys, interviews and/or focus groups
Demonstrates understanding and use of the process of change		

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CRITERION 1
CREATING A CULTURE

RUBRIC

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1.1 Develops and Sustains a Departmental Focus on a Shared Mission Which Aligns with the District's Strategic Plan

District Office Operations leaders develop and sustain focus on a shared vision and clear mission for support to schools and the District Strategic Plan.

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<tr>
<td align="center">**Unsatisfactory**</td>
<td align="center">**Basic**</td>
<td align="center">**Proficient**</td>
<td align="center">**Distinguished**</td>
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Does not communicate mission, vision and core values

Tolerates behaviors and employee actions in opposition to a culture of ongoing improvement

Staff aligns work priorities to meet personal or department convenience regardless of priorities aligned with the district's shared mission

No initiatives in place to support the mission and/or vision

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Work is generally aligned with shared vision

Staff demonstrates difficulty in adjusting to shifting priorities

Some initiatives in place to support the mission and/or vision

Occasionally seeks to align work practices and priorities

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Checks alignment of work practices to the mission and vision of the district and realigns where needed

Communicates in terms that indicate alignment

Adjusts work priorities to meet the highest needs of the District and department in support of student achievement

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Is proficient and communicates in terms that demonstrate the connection between tasks and the mission of the district

Keeps the mission and vision in the forefront of the planning, implementation, and assessment of their work

Ensures that all staff understand how their roles support the mission and vision of the district

Fully integrates the department's work in alignment with the district's shared mission and vision

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CRITERION 1
CREATING A CULTURE

RUBRIC

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<tr><td colspan="4">

1.2 Engages in Essential Conversations and Facilitates Collaborative Processes Leading Ongoing Improvement
Effective District Office Operations leaders actively engage in essential conversations in support of schools and the District Strategic Plan.

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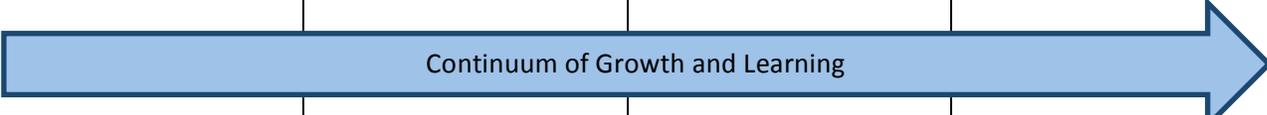| Unsatisfactory	Basic	Proficient	Distinguished
Avoids conversations or fails to make them a priority Is not available to staff or other stakeholders Does not communicate high expectations and high standards for staff and students regarding ongoing improvement Does not support or facilitate collaboration among staff Tolerates behaviors that impede collaboration among staff Allows unhealthy interactions among staff	Communicates critical information as needed to meet immediate objectives Occasionally addresses staff needs for improvement Demonstrates some understanding of the value of collaboration and what it takes to support it (i.e., building trust) Occasionally facilitates collaboration among staff Beginning to develop consensus-building and negotiation skills	Initiates and maintains ongoing conversations in other parts of the district (i.e., schools, other departments) aligning priorities and services to instruction and learning needs Actively addresses staff needs for improvement Actively models, supports, and facilitates collaborative processes staff utilizing group diversity of skills, perspectives and knowledge Assumes responsibility for monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions Creates opportunities to initiate collaborative processes across disciplines that support ongoing improvement of teaching and learning	Is proficient and systematically communicates with staff, other district leaders and stakeholders regarding immediate and longer term strategies for improvement Provides specific guidance for all staff on an ongoing basis to improve performance Successfully creates systems and processes that build the capacity of staff and stakeholders to collaborate across disciplines Is recognized by district community for leadership that results in a high degree of meaningful collaboration

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Revised July 2017

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CRITERION 1
CREATING A CULTURE

RUBRIC

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1.3 Creates Opportunities for Shared Leadership
An effective District Office Operational leader creates opportunities for shared leadership.

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Unsatisfactory	Basic	Proficient	Distinguished
Offers no model or opportunity for shared leadership Makes decisions unilaterally	Offers limited opportunities for staff to be in leadership roles Provides some processes for shared decision-making Uses some strategies to develop the capacity for shared leadership	Provides continual opportunity and invitation for staff to develop leadership qualities Provides and consistently engages in processes that support high participation in decision-making Assesses, analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities	Is proficient and proactively cultivates leadership qualities in others Builds a sense of empowerment among staff that results in increased capacity Actively involves staff in leadership roles that foster career development Expands opportunities for community stakeholders to engage in shared leadership

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CRITERION 2

ENSURING COMPLIANCE AND SAFETY

District Office Operational leaders ensure safe and caring school and workplace environments.

2.1 Provides for Physical, Social, Emotional, and Intellectual Safety
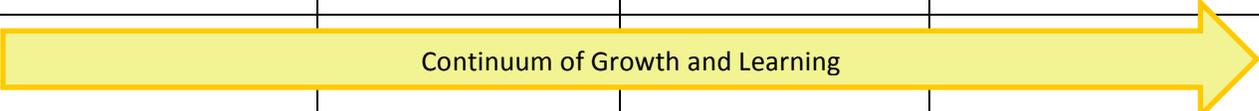2.2 Establishes an Ongoing Program of Compliance, Maintenance, Professional Development, and Monitoring

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Artifacts
Apply legal and district policy requirements regarding safety Develop open communication systems that allow for proactive identification and intervention of potential safety issues and/or incidents Establish and implement emergency action plans Support district and school emergency and crisis plans Communicate so that students, parents, staff, and community members are confident the schools, department, and district working spaces are safe Know and apply special accommodation regulation and laws when required Identify and use community resources to support safety	Provide training in best practices for prevention and intervention of violence, including issues/ideas that are community-specific Support decisions that follow district policy and best practices to ensure a safe working and learning environment Provide advice, assistance and resources for specific student and staff safety needs Develop policies and regulations aligned with expected practice Provide assistance with data collection and analysis for a comprehensive picture of the safety and order of the school and work environments	Safety committee, minutes, and agendas Incident support notes Documents describing systems, structures, programs and procedures to assist students and staff Documents showing partnership with local agencies Communication with principals, staff and/or families regarding safety Staff feedback

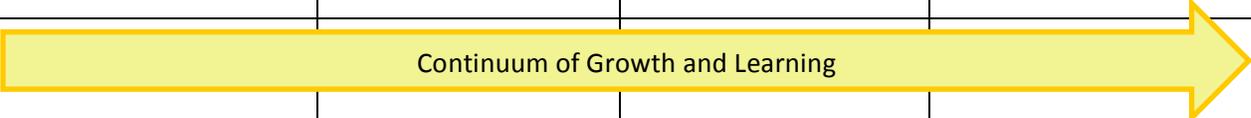| CRITERION 2 ENSURING COMPLIANCE AND SAFETY **RUBRIC**			
2.1 Provides for Physical, Social, Emotional, and Intellectual Safety *District Office Operational leaders support and promote understanding of what it means to be safe. Physical. social, emotional, and intellectual safety are critical and necessary in order for effective collaboration, work, and learning to take place.*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Neglects to consider the physical, social, emotional, and intellectual safety of students, staff, and 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	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 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	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 safety awareness and responsiveness 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 Models acceptance and appreciation for diversity of ideas and opinions	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 Ensures that community members are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safet Advocates for diversity of ideas, respecting perspectives that arise, promoting an open exchange of ideas within creative and flexible formats
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CRITERION 2
ENSURING COMPLIANCE AND SAFETY

RUBRIC

2.2 Establishes an Ongoing Program of Compliance, Maintenance, Professional Development, and Monitoring
District Office Operational leaders create a shared responsibility of compliance and a commitment to ongoing professional development among staff. Support is provided for upholding legal, policy, fiscal, and professional responsibilities.

Unsatisfactory	Basic	Proficient	Distinguished
Does not demonstrate adequate knowledge of legal, policy, and fiscal responsibilities

Neglects to support the interests of the District with regard to ongoing compliance, professional development and monitoring | Demonstrates basic knowledge and understanding of legal, policy, and fiscal responsibilities

Corrects behaviors and policies that conflict with the law, maintains effective policies related to compliance with laws and regulations

Strives to provide ongoing appropriate professional development for staff | Assumes responsibility for operating within the law and professional standards

Demonstrates deep and thorough knowledge and understanding of district policies, grant requirements, and collective bargaining agreements

Keeps the well-being of students, staff, and others at the forefront of legal and compliance responsibilities

Tolerates no behavior outside of the law and professional standards and approaches problems proactively | Is proficient and consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal, policy, fiscal, and professional responsibilities

Creates a culture of shared responsibility among staff for compliance, professional development and monitoring

Involves stakeholder in the creation of a District culture that thrives on and benefits from addressing legal, fiscal, and professional responsibilities |

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CRITERION 3

PLANNING WITH DATA

District Office Operational leaders foster development, implementation, and evaluation of data-driven plans for adapting work to support the District Strategic Plan.

3.1 Analyzes and Interprets Multiple Data Sources to Influence Departmental Improvement Efforts

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Artifacts
Analyzes and interprets multiple data sources to communicate, inform, and assist others in meeting achievement goals

Facilitates staff in reflective, data-driven conversations focused on improving departmental performance and support increasing student achievement

Develops procedures and processes that ensure alignment to the district mission, priorities, and support increased student achievement | Supports and models effective data protocols and analysis

Gathers input and feedback from a variety of stakeholders including district, building, department staff and community members

Helps leaders and staff develop plan using data and for measuring impact of decisions

Supports identification and implementation of research-based practices | Tools, templates, and training plans, agendas, and calendars

Data dashboard portfolios, reports, and presentations

Action plan with measurable goals

Conclusions drawn from data reports aligned with allocation of resources

Communication artifacts such as newsletters, systems reports, staff memos, and graphics |

CRITERION 3
PLANNING WITH DATA

RUBRIC

3.1 Analyzes and Interprets Multiple Data Sources to Influence Departmental Improvement Efforts

District Office Operational leaders use data to plan and support the District Strategic Plan. Programs and practices are coordinated, prioritized, and aligned with the district's Strategic Plan.

Unsatisfactory	Basic	Proficient	Distinguished
Does not utilize relevant data points in managing the work of the department Limited review and sharing of department-relevant data and only as required Interpretation of data may be incorrect or incomplete Uses data inappropriately	Uses some data analysis methods and makes modest efforts to broaden knowledge of data analysis and interpretation Occasionally bases planning on relevant data points	Establish data points to improve departmental performance Actively monitors data and performance Adjusts plans based on new or updated data	Is proficient and explores a wide variety of data sources to ensure that work within leader's area/s of leadership supports improvement in student achievement Assists staff to use data to guide, modify and improve departmental work Develops innovative methods of data analysis to identify improvements in department, district or statewide performance
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CRITERION 4
ALIGNING THE WORK

District Office Operational leaders assist staff with alignment of annual departmental goals and professional work practices with the District Strategic Plan, regulatory requirements, and research-based best professional practices.

4.1 Alignment of Departmental Work Plan with the District Strategic Plan, Regulatory Requirements, Best Professional Practices and Department Goals
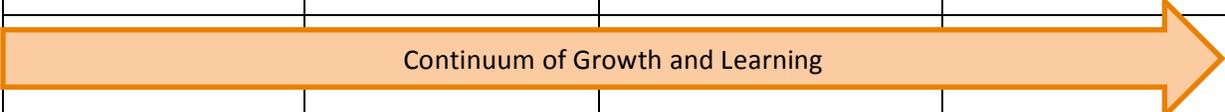4.2 Collaborative Development and Implementation of Work Plans Aligned with District Strategic Plan

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Artifacts
Align work plans in support of the District Strategic Plan Align work with regulatory requirements and best practices Department activities directly support department and district goals Use feedback loops to evaluate alignment and makes corrections when needed Possess knowledge and best professional practices to align department work and goals Aligned work plan with clear timelines and measurable outcomes	Creation of a sense of joint responsibility among staff to align department work to support the District Strategic Plan and the work in schools Staff collaboration to assist with aligning department work to support schools	Department work plans Communication or graphics describing feedback loop processes Communications used to share best practices Meeting agendas, minutes of staff planning and development of work plans Record of changes in work plans based on feedback/data Log of department activities

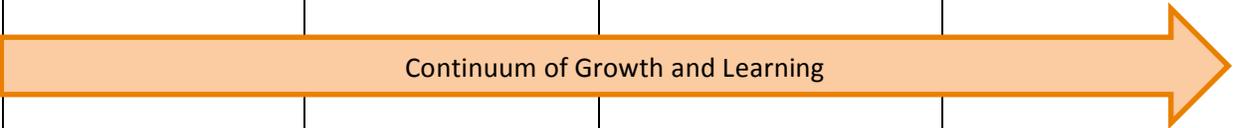| CRITERION 4 ALIGNING THE WORK **RUBRIC**			
4.1 Alignment of Departmental Work Plan with the District Strategic Plan, Regulatory Requirements, Research-Based Best Professional Practices, and Department Goals *District Office Operational leaders align departmental work plans with the District Strategic Plan, regulatory requirements and research-based best professional practices.*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Department work plans do not reflect alignment with the District Strategic Plan, regulatory requirements and best professional practices Is not aware of the District Strategic Plan and/or department work plans Has incomplete or insufficient knowledge of the District Strategic Plan, regulatory requirements, and best professional practices Does not effectively assist staff to align work plans accordingly	Department work plans reflect limited alignment with the District Strategic Plan, regulatory requirements and best professional practices Seldom demonstrates understanding of how work is aligned to the District Strategic Plan Has fundamental knowledge and understanding of the District Strategic Plan, regulatory requirements, and best professional practices Performs a limited review of work plan alignment Work plans are not adjusted effectively	Applies deep understanding of industry/professional practices to create effective departmental work plans in support of the District Strategic Plan All activities in the annual departmental objectives connect to the District's Strategic Plan; staff understands how their work is aligned There is a feedback loop to evaluate alignment and make course corrections with staff throughout the year Has deep knowledge of the District Strategic Plan, regulatory requirements, and best professional practices Reviews of progress compared to plan are being held at appropriate intervals to assesses progress, make course corrections, and provide resources	Is proficient and provides leadership such that employees have a clear direction and understanding with respect to the District's Strategic Plan Implementation plans are in place with clearly set timelines and accountability for milestones to be completed Provides leadership and support, leading to staff ownership of aligned processes Staff demonstrate and model ability to perform their own reviews and adjust work appropriately
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CRITERION 4 ALIGNING THE WORK **RUBRIC**			
4.2 Collaborative Development and Implementation of Work Plans Aligned with the District Strategic Plan *District office Operational leaders engage staff in developing aligned work plans which support the District Strategic Plan.*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Has incomplete or insufficient knowledge of best industry/professional practices across work activities Department activities are driven by day to day needs Work plans are not in place	Has sufficient knowledge and understanding of best practices for creating work plans Some work plans are in place	Has deep understanding of industry/professional practices required to create effective departmental work plans in support of strategic initiatives of the department Continually monitors and makes adjustments to work plan to ensure alignment Actively engages staff in developing cooperatively aligned work plans Reviews plans and provides constructive feedback Reads and shares research that fosters an ongoing, department wide discussion on best industry/professional practices related to work planning and implementation	Is proficient and provides leadership and support such that staff understand the need and create work plans to accomplish departmental strategic initiatives that are aligned with the District's Strategic Plan Takes ownership in and designs work plans that are coordinated throughout the department Ensure staff remain current on professional literature regarding the most current industry/professional practices
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Revised July 2017

CRITERION 5

IMPROVING DEPARTMENTAL PERFORMANCE

District Office Operational leaders monitor, assist, and evaluate effective practices to improve department performance to support District Strategic Plan.

5.1 Monitors Departmental Practices
5.2 Assists Staff in Determining, Implementing and Improving Effective Departmental Practices
5.3 Reliably and Validly Evaluates Staff in Effective Departmental Practices

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Artifacts
Develops and uses systems and routines for monitoring effectiveness of departmental practices Uses data to provide specific meaningful feedback for improving practices Has knowledge of best practices including appropriate technologies Collaborate with staff regularly to develop, review, and modify practices based on areas of need Assists staff with assessing strengths and shortcomings of department practices and address causes	Seeks feedback from district-wide staff to assist with assessing and modifying departmental practices to support schools Uses feedback from district-wide staff to assist with assessing and modifying departmental practices to support schools	District-wide staff feedback Evidence of using feedback to modify practices Tools and/or template describing systems or routines for monitoring effectiveness of practices Conclusions drawn from data/feedback result in improved practices Training plans and agendas Completed staff evaluations identifying appropriately staff performance in effective practices

CRITERION 5 IMPROVING DEPARTMENTAL PERFORMANCE RUBRIC			
5.1 Monitors Departmental Practices *District Office Operational leaders develop, use, and monitor practices for improvement and evaluation based on data and feedback.*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Does not adequately monitor department practices Untimely and inadequate staff evaluations Insufficient feedback regarding effective practices	Develops and uses observable systems and routines for monitoring departmental practices Provides some feedback to staff Feedback is somewhat linked to departmental goals and operations	Develops and uses observable systems and routines for monitoring departmental practices Uses data consistently to provide staff with meaningful, personal feedback that is effective to improve departmental practices Ensures that staff go beyond identifying shortcomings in departmental practices and delve into root causes	Is proficient and consistently demonstrates leadership in the practice of monitoring effective departmental practices Develops exemplary systems and routines for effective monitoring and evaluating of staff and departmental practices Shares systems and routines with colleagues, subordinates and stakeholders Regularly monitors, reflects on, and develops or adjusts systems as needed to improve departmental practices
Continuum of Growth and Learning			

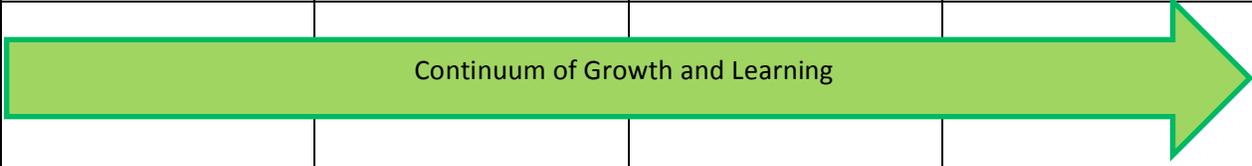| CRITERION 5 IMPROVING DEPARTMENTAL PERFORMANCE RUBRIC			
5.2 Assists Staff in Determining, Implementing and Improving Effective Departmental Practices *District Office Operational leaders assist staff to develop, review, assess, and improve practices and performance.*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Does not meet with staff to develop, review and modify practices	Meets with staff to develop, review and modify practices based on limited information/feedback	Meets with staff regularly to develop, review, and modify departmental practices based on identified areas of need	Is proficient and consistently demonstrates leadership in developing comprehensive departmental practices to improve performance
Departmental practices do not meet minimum requirements	Assists in the identification of performance indicators to monitor and benchmark departmental progress, practices, and performance with minimal results	Assists in the identification of performance indicators to monitor and benchmark progress	Regularly meets with staff to reflect on departmental practices and progress
Does not assist staff in identification of performance indicators or indicators are insufficient		Research-based planning and performance-linked goal setting strategies are used, allowing timely feedback for mid-course corrections and improved performance	Departmental practices and performance show consistent improvement
Departmental practices and performance do not improve	Limited support for staff in the implementation of some effective departmental practices		Is proficient and serves as a driving force to build capacity for staff to initiate and implement improved departmental practices
Does not fully support staff in their efforts to improve practices	Demonstrates some effort to improve practices	Departmental practices and performance show measurable and sustained improvement.	
Does not have knowledge or understanding of best practices	Emerging knowledge and understanding of best departmental practices	Facilitates and supports staff in the implementation of effective departmental practices	Encourages staff to develop improved practices
Does not make assisting staff in improved practices a priority		Has thorough and deep knowledge and understanding of best departmental practices	Supports and participates in the exchange of ideas and knowledge in support of improved departmental practices
		Assists staff to use effective and appropriate technologies and processes to support departmental practices	
Continuum of Growth and Learning			

CRITERION 5 IMPROVING DEPARTMENTAL PERFORMANCE RUBRIC			
5.3 Reliably and Validly Evaluates Staff in Effective Departmental Practices *District Office Operational leaders evaluate staff reliably and validly to improve practices and performance.*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
All staff evaluations are incomplete Evaluations lack strong evidence yielding potentially unreliable staff evaluations Makes claims about staff performance that are not valid or supported by evidence Does not establish systems or routines that support improved departmental practices Little to no understanding of leadership qualities (including the value of diversity) in improving staff performance	Some staff evaluations are incomplete Recommendations lead staff to some improvement in practice and performance Developing understanding of leadership qualities (including the value of diversity) in improving staff performance	Evaluates staff reliably and validly Regularly and systematically evaluates all staff Provides triangulated data and evidence to support points Recommendations are effective and lead to consistently improved departmental practices and performance Demonstrates understanding of leadership qualities (including the value of diversity) in improving staff performance	Is proficient and consistently demonstrates leadership in the practice of thoroughly, reliably and validly evaluating staff so that continuous improvement in departmental practices becomes the professional standard Provides detailed, formative assessment with exemplary feedback that leads to improvement Builds capacity in staff to accurately and validly assess themselves and others Promotes a culture of continual improvement due to ongoing evaluation of effective departmental practices
Continuum of Growth and Learning			

CRITERION 6
MANAGING STAFF AND FISCAL RESOURCES

District Office Operational leaders support student learning and the District Strategic Plan by providing undisrupted services in a safe, compliant, and effective manner.

6.1 Manages Human Resources: Assignment, Productivity, Professional Development and Retention
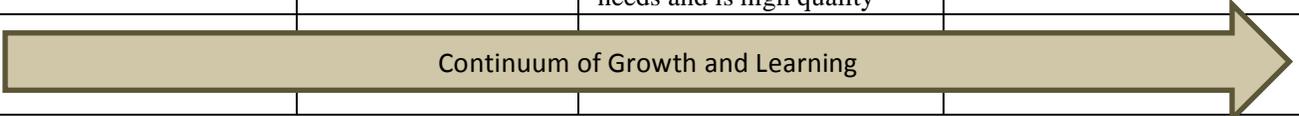6.2 Manages Fiscal Resources

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Artifacts
Provides timely support to all buildings and departments regarding budget, facilities, and personnel issues	Provides schools flexibility with accountability for the use of resources in meeting needs of students	Department plan that reflects the use of resources—people, time, and money—that aligns with the district strategic plan
Allocates and manages resources—time, personnel, materials, and facilities to meet the needs of district mission and the strategic plan	Provides needed resources, time, and training.	Action plan with professional goals
Gather, analyze and use data to create, evaluate and manage budgets	Helps leaders develop plan for measuring impact of decisions	Conclusions drawn from data reports aligned with allocation of resources
Possess knowledge of laws related to grants and special areas assigned (e.g. CTE, Special Education)	Support of principal in all supervision and evaluation of staff	Tools, templates, training plans, agendas, and calendars
Possess skills in recruiting and securing the best applicants for positions	Provides time for supervision and improvement of instruction by eliminating unnecessary time for principals to be away from schools	Data dashboard portfolios, reports, and presentations
Use effective practices as well as rules and regulations related to staff supervision, coaching and evaluation		Legal, contractual, and budgetary documents
Has skills and knowledge to take someone through probation and non-renewal	Clear delineation of non-negotiable	Evidence of differentiated support based on student and staff needs in individual schools and departments
Effectively addresses difficult issues and conduct difficult discussions		Presentations to Board and at administrative meetings regarding policy implementation and results
Focus financial, human and time resources in an efficient manner		

Revised July 2017

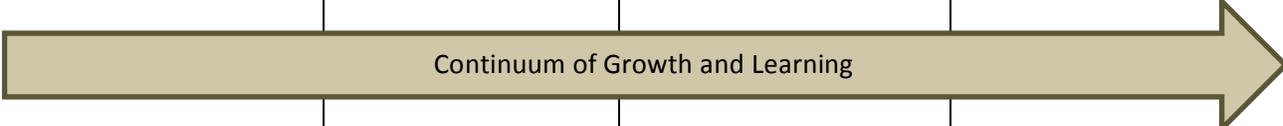| CRITERION 6 MANAGING STAFF AND FISCAL RESOURCES RUBRIC			
6.1 Manages Human Resources: Assignment, Productivity, Professional Development and Retention *District Office Operational leaders manage staff assignment, productivity, professional development and retention to support student learning and meet legal responsibilities.*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Does not adequately address issues in hiring, retention, and placement of staff for the benefit of supporting student achievement and work responsibilities

Student achievement and work responsibilities are not at the forefront of HR decisions

Does not make an effort to ensure quality personnel is in each position

Staff receive inadequate opportunities for PD to ensure they can perform their jobs effectively and within compliance with laws and district policies

Professional development offered is insufficient quality to be effective | Makes some effort, and with moderate effect, to align human resource decisions to support student achievement and work responsibilities

Possess some skills and knowledge required to recruit and retain highly qualified individuals

Professional development plan somewhat aligns to the District's Strategic Plan

Professional development is partly effective in leading to minor improvements in staff practice

Little or no documentation of effectiveness of past professional development | Maintains supporting student achievement and work responsibilities at the center of human resource decisions including hiring, retention, and placement of staff

Holds high performance expectations for staff and assists them in developing realistic goals for self-improvement

Supports staff professional growth using appropriate plans and evaluation process

Addresses performance and discipline issues when required

Professional development plan has three or four areas of emphasis, is job embedded, ongoing and linked to the District's Strategic Plan

Systemic evaluation of past professional development offerings and outcomes

Creates and supports informal professional development that meets staff needs and is high quality | Is proficient and optimizes human resources and assets of staff to maximize learning opportunities

Is sought out by other leaders in recognition of their expertise in management of human resources

Efforts produce a positive work environment that attracts outstanding talent

Follows through with appropriate plans for improvement, documentation and discipline

Has adopted research based strategies for evaluating the effectiveness of professional development, documenting growth in staff effectiveness, and support of the District's Strategic Plan

Can identify specific professional development offerings of prior years that were systematically reviewed and eliminated or modified to better support the District Strategic Plan |
| Continuum of Growth and Learning | | | |

CRITERION 6
MANAGING STAFF AND FISCAL RESOURCES
RUBRIC

6.2 Managing Fiscal Resources
District Office Operational leaders prioritize support to schools to drive coordinated, flexible, and aligned resource allocation model.

Unsatisfactory	Basic	Proficient	Distinguished
Does not follow department expectation and goals for fiscal management Defers to the finance office to prepare and distribute budget allocations without input Does not share or does not have an allocation model for budget and staffing Does not 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	Begins to seek input from district office department and building administrators on budget 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 buildings	Regularly works with other district office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model Consistently considers and coordinates acquisition of additional resources with all district improvement efforts Encourages building- and department-based flexibility to allocate resources with accountability for the District and/or department mission	Is proficient and provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to support schools, staff and student achievement Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching goals Actively sustains an allocation process that continuously reviews and adjusts to ensure student and staff receive the resources necessary to achieve at high levels of learning and performance Measures results of innovative use of resources in terms of positive support towards schools and student achievement

Continuum of Growth and Learning

CRITERION 7

ENGAGING INTERNAL EXTERNAL STAKEHOLDERS

District Office Operational leaders foster community engagement promoting and supporting learning and achievement of each student.

7.1 Communicates with Relevant External Stakeholders to Promote Understanding of District Needs in Support of Learning

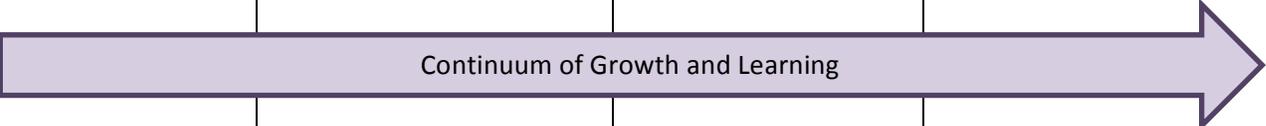7.2 Partners with the District Stakeholders

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Artifacts
Communicates effectively to inform and build community support for schools and the district Identifies and engages key communicators—parents, students, civic, union, and business leaders Keeps abreast of the external factors (political, economic, and cultural) shaping the district community	Promotes access to high-functioning professional learning communities and/or inquiry-based practices using effective protocols and processes Provides training for leadership teams in strategies to build and promote strong collaborative communities Helps staff to navigate through political, economic, and cultural factors affecting school, department, and district community	Interviews, committees, and focus groups evidence Calendar of active participation in key community and/or professional organizations List of contacts with key leaders of community and/or profession

<table>
<tr><td colspan="4" align="center">**CRITERION 7**
ENGAGING INTERNAL AND EXTERNAL STAKEHOLDERS
RUBRIC</td></tr>
<tr><td colspan="4">**7.1 Communicates with Relevant External Stakeholders to Promote Understanding of District Needs to Support Increased Student Learning**
District Office Operational leaders engage staff, community, and professional partners in district efforts to improve learning for all students. Coordination takes place with local, state, and, federal officials to protect the interests of students and staff in the district. External pressures that distract from fulfilling the District Strategic Plan are managed and minimized.</td></tr>
<tr><td>**Unsatisfactory**</td><td>**Basic**</td><td>**Proficient**</td><td>**Distinguished**</td></tr>
<tr><td>Communication is infrequent and opportunities for involvement are not fully realized or made available

Not active with relevant external stakeholders</td><td>Communication in community is regular, yet is mainly informational rather than two-way

Channels of communication are not accessible to all stake holders

Practices some discretion when dealing with confidential district issues</td><td>Builds effective communication systems between the department, the district, and stakeholders

Uses multiple communication channels appropriate for cultural and language differences that exist

Practices responsible discretion with district confidential information</td><td>Is proficient and moves beyond typical communication practices to proactively develop relationships through participation in (membership in) groups, innovative technology, events

Creates and promotes opportunities for staff and other leaders to share their departmental operations

Establishes a feedback loop that is invitational, transparent, effective, and trusted, including open forums, focus groups or surveys

Employs successful models of district, business, community, & government partnerships to promote input, understanding and support for district activities</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4" align="center">Continuum of Growth and Learning</td></tr>
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Revised July 2017

CRITERION 7 ENGAGING INTERNAL AND EXTERNAL STAKEHOLDERS RUBRIC

7.2 Partners with District Stakeholders

District Office Operational leaders view staff, vendors, union leaders, and community as essential partners and encourage engagement in district efforts to improve the learning for each student.

Unsatisfactory	Basic	Proficient	Distinguished
Demonstrates little effort to engage the community in district activities Does not share department goals beyond the department Does not identify and utilize district and community resources to advance the effectiveness of the department's work	Encourages and supports involvement of the District and community in some departmental work Shares department goals with some district departments and parts of the larger community Identifies and utilizes some district and community talent and resources in support of improving the department Limited district and community involvement in departmental decision making processes and engagement activities	Encourages and supports the consistent and ongoing district and community engagement for stakeholders in departmental work Consistently implements effective plans for engaging district and community outside of the department to participate in departmental decision making Community resources are identified and utilized in support of improved department performance Actively monitors district and community involvement and adjusts, creating new opportunities for district and community to be a part of the department work	Is proficient and consistently demonstrates leadership in the area of effectively engaging the district and community in department work Is recognized within and outside of the district for developing and implementing programs that partner with the district and the community Programs are held as a model for other departments to adopt and follow Builds capacity in the district and community for initiating new and beneficial forms of involvement in the department Services are integrated through partnerships involving district, civic, business, and others to meet needs of the department
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Revised July 2017

CRITERION 8
OVERCOMING SYSTEMIC BARRIERS TO SUCCESS

District Office Operational leaders foster and promote a vision focused on equity and access by implementing PLC's and high performing teams which supports increased student learning improvement efforts.

8.1 Identifies Barriers to Departmental Success and Knows How to Overcome Them
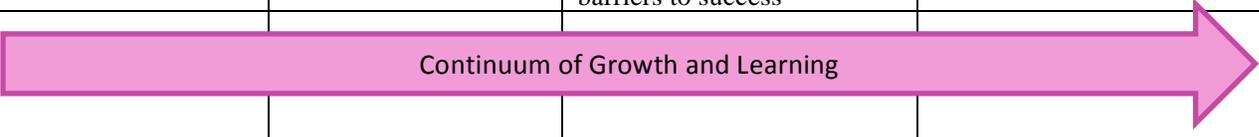8.2 Provides Evidence of Overcoming Systemic Barriers to Department Success

FRAMEWORK CONSIDERATIONS

Examples of Knowledge/Skills	Examples of Support to Schools	Examples of Evidence and Artifacts
Articulates the district's shared vision/beliefs/values with a clear focus on student learning	Visits schools and departments with a focus on improving practice	Improvement plans, meeting agendas/minutes, and feedback
Understands the primary responsibility of district office is to promote increased student achievement	Removes barriers to assist building principals to focus improved instructional practice	Reviews or summaries of improvement and professional development plans
Promotes and models an atmosphere of inclusiveness, equity, and respect among students, staff, and community	Knowledge of diversity issues	Interviews with principals, staff teachers and other leaders.
Identifies gaps of various groups	Knowledge of low-performing students and schools	Evidence of removal of ineffective programs and practices or implementation of improvements
Monitors regularly the progress of underperforming students	Décor that reflects the diversity of the district	District and/or department plan to close gaps with specific strategies
Considers student subpopulations when building a program or district improvement plan	Accessibility of data to stakeholders and explanation of how to interpret data	District and/or department resource allocation practices that demonstrate commitment to closing the achievement gap
Hire staff committed to closing gaps between student subpopulations	Partnerships with families and community members that bring guest speakers, tutors, mentors, and volunteers into the district and schools	Professional development on effective instructional and leadership practices to support specific subpopulations of students
Have knowledge of and be responsive to diversity issues in the community	Accessibility of information to non-English speaking families	Availability of translation services
Ensure a welcoming experience for parents, school/district visitors, and other stakeholders		

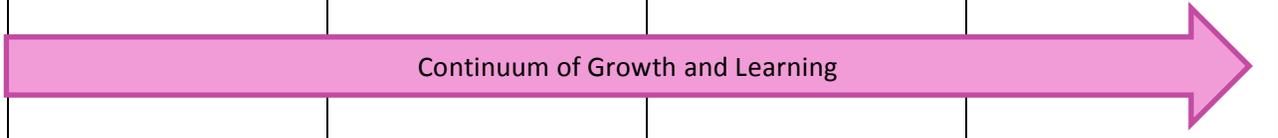|			
CRITERION 8 **OVERCOMING SYSTEMIC BARRIERS TO SUCCESS** **RUBRIC**			
8.1 Identifies Barriers to Departmental Success and Knows How to Overcome Them *Using data, District Office Operational leaders identify service gaps and strategies to impact and address barriers to success.*			
Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Is unaware of systemic barriers to success in the department and how traditional practices have played a role in perpetuating failures Does not acknowledge the responsibility of the department to address barriers to success Attributes failures to improve to external factors beyond the department's control Does not devote resources to areas of needed improvement Does not consider underlying inefficiencies or poor practices if overall goals are met Does not have a plan to overcome systemic barriers to success.	Demonstrates emerging awareness of specific barriers to success within the department Recognizes responsibility and has some confidence in the department's ability to overcome barriers Identifies and implements efforts to overcome barriers Uses research-based methodologies to overcome systemic barriers Demonstrates emerging progress in overcoming systemic barriers to departmental success Performance data is accessible and shared with the department or other district leaders	Identifies and demonstrates complete knowledge and understanding of systemic barriers to success in the department Accepts responsibility for making progress in overcoming barriers Creates innovation and uses leadership to stimulate effective responses to systemic barriers Performance data is accessible to the department staff, other district leaders, and relevant stakeholders Constructs a plan with specific strategies to overcome systemic barriers Communicates, monitors and adjusts efforts to make effective progress toward reducing systemic barriers Models and builds the capacity of department staff to address systemic barriers to departmental success Demonstrates improvement in overcoming systemic barriers to success	Is proficient and focuses attention of department staff, colleagues, and superiors on the goal of overcoming systemic barriers to improved departmental performance Systematically challenges the status quo by leading change, based on data and resulting in improved departmental performance Builds capacity in the department and district to support the elimination of systemic barriers to improved performance Keeps the work of overcoming systemic barriers to departmental success at the forefront of the department's work Assumes responsibility for overcoming systemic barriers Builds capacity in staff and others to overcome systemic barriers Has a deep knowledge and understanding of the nature of the systemic barriers facing the department
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CRITERION 8
OVERCOMING SYSTEMIC BARRIERS TO SUCCESS

RUBRIC

8.2 Provides Evidence of Overcoming Systemic Barriers to Department Success
District Office Operational leaders provide evidence from multiple sources to demonstrate improvement and growth.

Unsatisfactory	Basic	Proficient	Distinguished
Performance data from multiple sources or data points show no evidence of overcoming systemic barriers to departmental success Departmental performance declines	Performance data from multiple sources or data points shows minimum evidence of overcoming systemic barriers to departmental success	Performance data from multiple sources or data points shows evidence of improving departmental performance Overall departmental performance has improved as well as areas focused on overcoming systemic barriers to success	Is proficient and has a consistent record of improved performance on multiple indicators, across all departmental goals Performance data from multiple sources or data points shows evidence of consistent growth in departmental performance
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Citations

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