



## EVALUATE DAVIS

# THE STANDARDS *for Assistant Principals and Interns*

*LEARNING FIRST! The Davis educator is intensely focused on learning for each student.*

engage stakeholders in the development and implementation of programs, procedures, and policies that enhance student learning.

**LEAD & TRAIN:** Instructional leaders ensure student learning by protecting instructional time and holding high expectations for staff and students. Leaders facilitate professional learning, as identified through needs assessments, to ensure a high quality staff. Effective school leaders are able to facilitate productive, thoughtful, and timely meetings and presentations for all stakeholder groups.

**CHECK:** Effective school leaders use data to evaluate and then make adjustments according to the programs, procedures, policies, practices, and needs of staff, students, parents, and the school community. The school leader regularly assesses and follows up to make sure needs are met and any problems are resolved. Effective school leaders carefully assess and fairly allocate available resources.

**ENVIRONMENT:** A supportive and productive school climate is created when the school leader is visible, approachable, and accessible to staff, parents, students, and community. Additionally, effective school leaders promote an environment of positivity, respect, and understanding where procedures, organization, and management strategies create a productive learning environment.

**PROFESSIONALISM:** Effective school leaders engage in self-reflection and professional learning for continuous growth and expertise in leadership and pedagogy. These leaders cultivate productive and collaborative relationships with staff, students, parents, and community by contributing to and proactively engaging in problem-solving approaches to challenges and changes within the educational arena and with the larger school community. The effective school leader understands and utilizes the district's evaluation tools to provide support to employees through coaching, mentoring, or other methods. To further the district mission of ensuring student learning, the skilled school leader addresses employee issues in a professional and timely manner according to district policies and procedures.



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DAVIS

# THE INDICATORS

*for Assistant Principals and Interns*

## PLAN

- P.1 Promotes *Learning First!* by implementing the district mission and vision through focused, prioritized, and aligned goals for continuous improvement
- P.2 Engages stakeholders<sup>1</sup> in the use of the DSD Planning Process<sup>2</sup> to implement programs, procedures, and policies that facilitate effective teaching and learning

## LEAD & TRAIN

- L.1 Ensures *Learning First!* by protecting instructional time and requiring quality, DESK-based instruction
- L.2 Articulates high and clear expectations to which staff and students are consistently held accountable
- L.3 Utilizes a variety of effective communication strategies<sup>3</sup> to ensure the timely flow of information to stakeholders
- L.4 Facilitates meaningful professional development for all staff focused on identified needs and aligned with vision and goals
- L.5 Provides specific, ongoing feedback and coaching to all employees to ensure a high quality staff
- L.6 Demonstrates effective meeting facilitation<sup>4</sup> and presentation<sup>5</sup> skills

## CHECK

- C.1 Uses data regularly to evaluate programs, procedures, policies, and practices and makes adjustments when needed
- C.2 Follows up to ensure needs are met and problems are resolved
- C.3 Checks to assure school, district, and state policies and procedures are followed
- C.4 Assesses resource allocations and ensures equitable<sup>6</sup> distribution

## ENVIRONMENT

- E.1 Creates a supportive environment by being visible, approachable, and accessible
- E.2 Fosters an environment where administrators, staff, and students are positive, respectful, and understanding of individual differences
- E.3 Ensures facilities are clean, inviting, and safe<sup>7</sup>
- E.4 Establishes an efficient, productive learning environment<sup>8</sup> through effective procedures, organization, and management strategies

## PROFESSIONALISM

- PRO.1 Engages in self-reflection<sup>9</sup> and professional learning for continuous growth and expertise in leadership and pedagogy<sup>10</sup>
- PRO.2 Collaborates<sup>11</sup> and cultivates productive relationships with staff, students, parents, administrators, and community to improve learning
- PRO.3 Approaches challenges and changes positively in a problem-solving manner
- PRO.4 Makes professional contributions<sup>12</sup> to school, district, school community, and the larger arena of educational policy making
- PRO.5 Uses the Evaluate Davis system effectively

*\*\*All employees must consistently adhere to school, district, and state policies and procedures*



## DEFINITIONS

<sup>1</sup> The term stakeholders includes anyone who holds a stake in the educational process, program, or policy being implemented or revised, e.g., faculty, staff, parents, students. Depending on the issue, community members and/or business partners may also be stakeholders.

<sup>2</sup> See DSD Planning Process chart.

<sup>3</sup> An effective leader utilizes a variety of communication strategies such as email, newsletter, phone calls, and face-to-face individual or group discussions to ensure that stakeholders have the information they need when they need it.

<sup>4</sup> A leader who demonstrates effective meeting facilitation skills is prepared, organized, and conducts matters in a professional manner. Participants are engaged, and have opportunities to express opinions and ask questions in a respectful and constructive manner. Effective meetings begin and end on time.

<sup>5</sup> An effective leader utilizes excellent presentation skills that both engages and informs the audience through a variety of instructional strategies, effective pacing, and differentiation to meet individual needs.

<sup>6</sup> Equitable distribution of resources refers to fairness; resources may not always be distributed equally, but they should be distributed in a way that meets the needs of staff and students.

<sup>7</sup> An inviting and safe learning environment is attractive, tidy, and eliminates, rather than adds to,

distractions. It is a physically and emotionally safe place where students can focus on learning.

<sup>8</sup> An efficient, productive learning environment is one in which *Learning First!* is the focus; all procedures focus on ensuring that effective learning can take place.

<sup>9</sup> Self-reflection is the process of thinking about what one is doing or what one has just finished doing. Effective teachers reflect on their practice, taking time to study their own behavior and efforts and how that affects student learning. The term self-reflection does not mean reflecting on one's feelings, instead it is a critical self-assessment of one's effectiveness as an educator.

<sup>10</sup> Pedagogy is the study of education and educational practice. Content or curriculum is *what* teachers teach, whereas pedagogy is *how* teachers teach.

<sup>11</sup> A collaborative culture is developed when there is an atmosphere of shared responsibility for student learning among teachers and administrators.

<sup>12</sup> Maintaining the well-being of students and the school community require professional contributions, such as serving on school/district/state committees, supervising students involved in before or after school programs, supervising students during extracurricular activities, facilitating collaborative peer groups, or other services needed to foster an inclusive environment of caring and learning.