



## EVALUATE DAVIS

# THE STANDARDS

## *for Licensed District Employees*

*LEARNING FIRST! The Davis licensed district employee is intensely focused on learning for each student.*

**PLAN:** Effective licensed district employees work collaboratively to plan, develop, implement, and align the department's mission, vision, and goals with those of the

district. They plan, organize, and manage effectively to develop and implement programs, procedures, and resources that enhance student learning.

**LEAD, SUPPORT, & TRAIN:** Licensed district employees provide effective leadership, support, training, and resources according to the needs of stakeholders. They are excellent communicators, problem solvers, and meeting or training facilitators. The resources and products they create and disseminate are of professional quality.

**CHECK:** Effective licensed district employees seek feedback and use data to evaluate, create and/or revise programs, procedures, policies, trainings, and resources to meet stakeholder needs. They regularly follow up to ensure needs are met and problems are resolved. Effective licensed district employees connect regularly with their supervisors to ensure quality performance and project management.

**ENVIRONMENT:** A supportive and productive learning climate is created when the licensed district employee is visible, approachable, and accessible to stakeholders. Additionally, these employees promote an environment of positivity, respect, and understanding where procedures, organization, and management strategies create a productive working and learning environment.

**PROFESSIONALISM:** Effective licensed district employees engage in self-reflection and professional learning for continuous growth and expertise in leadership and pedagogy. These employees cultivate productive and collaborative relationships with stakeholders by contributing to and proactively engaging in problem-solving approaches to challenges and changes within the educational arena and with the larger school community.



EVALUATE  
**DAVIS**

# THE INDICATORS

*for Licensed District Employees*

## PLAN

- P.1 Works collaboratively to plan, develop, and implement district and department mission, vision, and goals
- P.2 Effectively uses the DSD Planning Process<sup>1</sup>
- P.3 Plans and organizes to manage work tasks efficiently
- P.4 Utilizes planning to ensure effective management of district resources<sup>2</sup>

## LEAD, SUPPORT, & TRAIN

- L.1 Provides effective and timely leadership, support, training, and/or resources in response to identified needs
- L.2 Communicates and disseminates information clearly and concisely
- L.3 Shows initiative in solving problems and undertaking new projects or assignments
- L.4 Demonstrates effective presentation skills<sup>3</sup> and meeting facilitation
- L.5 Completes work with accuracy and neatness; tasks, projects, and products are of professional quality

## CHECK

- C.1 Seeks feedback and uses data to guide adjustments for continuous improvement
- C.2 Consistently follows up to ensure stakeholder<sup>4</sup> needs are met and/or problems are resolved
- C.3 Communicates with supervisor regularly to evaluate performance and project management

## ENVIRONMENT

- E.1 Creates a supportive environment by being responsive and accessible
- E.2 Demonstrates understanding and tact when communicating with stakeholders
- E.3 Fosters a safe environment where employees are positive, respectful, and understanding of individual differences

## PROFESSIONALISM

- PRO.1 Engages in self-reflection<sup>5</sup> and professional learning for continuous growth and expertise
- PRO.2 Collaborates<sup>6</sup> and cultivates productive relationships with stakeholders to improve learning
- PRO.3 Approaches challenges and changes in a positive, problem-solving manner
- PRO.4 Makes professional contributions<sup>7</sup> to the district, state, and the larger arena of educational policy making

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



## DEFINITIONS

<sup>1</sup> Effective planning is critical when implementing new initiatives, programs, resources, or policies. Refer to the DSD Planning Process for specific information on effective planning.

<sup>2</sup> Resources include financial, material, and human resources such as money, equipment and supplies, time, etc.

<sup>3</sup> A leader who demonstrates effective presentation/meeting facilitation skills is prepared, organized, and professional. The presenter ensures participants are engaged, have opportunities to express opinions and ask questions, and participate in a respectful and constructive manner. Effective meetings begin and end on time. Refer to the Presentation/Meeting Observation for more specific indicators of effective presentations or meetings.

<sup>4</sup> The term stakeholders includes anyone who holds a stake in the educational process, program, or policy being implemented or revised, e.g., co-workers,

faculty, staff, parents, students, community members, business partners, etc.

<sup>5</sup> Self-reflection is the process of thinking about what one is doing or what one has just finished doing. Effective employees reflect on their practice, taking time to study their own behavior and efforts and how that affects their work and the work of others. 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 employee.

<sup>6</sup> A collaborative culture is developed when there is an atmosphere of shared responsibility for learning.

<sup>7</sup> Maintaining the well-being of students and the larger school community requires professional contributions such as serving on district/state committees, presenting at conferences, writing articles for publication, presenting to or meeting with legislators, etc.