

Dallas ISD School Leadership Executive Director Excellence Initiative Performance Rubric

<p>Domain 1: Executive Leadership</p> <p>The executive director establishes and implements a shared vision and culture of collective responsibility with high expectations for the vertical team.</p>	<p>Domain 2: Instructional Leadership</p> <p>The executive director ensures each campus has rigorous and coherent systems of curriculum, instruction and assessment that lead to increased student achievement.</p>	<p>Domain 3: Human Capital</p> <p>The executive director fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus leadership.</p>
<p>Indicator 1.1: Vision Indicator 1.2: Goal Achievement (2X) Indicator 1.3: Change Management (2X) Indicator 1.4: Decision-Making</p>	<p>Indicator 2.1: Coaching Routines (2X) Indicator 2.2: Quality of Instruction (3X) Indicator 2.3: Instructional Feedback Indicator 2.4: Data-Driven Instruction</p>	<p>Indicator 3.1: Recruitment and Retention (2X) Indicator 3.2: Evaluation of Staff Indicator 3.3: Staff Development (2X) Indicator 3.4: Leadership Development (2X)</p>
<p>Domain 4: Strategic Operations</p> <p>The executive director strategically directs operations and leverages resources to promote the academic success and well-being of all campuses.</p>		<p>Domain 5: Professional Responsibilities</p> <p>The executive director acts ethically and professionally, relentlessly pursuing continual improvement.</p>
<p>Indicator 4.1: Resource Management Indicator 4.2: Time Management (2X) Indicator 4.3: Culture</p>		<p>Indicator 5.1: Stakeholder Management (2X) Indicator 5.2: Professional Behavior and Communication Indicator 5.3: Professional Growth</p>

Domain 1: Executive Leadership

The executive director establishes and implements a shared vision and culture of collective responsibility with high expectations for the vertical team.

Indicator 1.1: Vision - Establishes and maintains a shared vision of success

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Inspires and gains the commitment of stakeholders towards the vision, mission, values and District’s goals</p> <p>Develops an “actionable picture of success” that facilitates a common understanding of goal attainment/attainment</p> <p>Decisions are aligned to and support the district vision</p>	<p>Engages principals in creating a shared vision of what the district is about and where it is going; proactively addresses incongruencies between principal action and values/beliefs</p> <p>Without exception, maintains and proactively inspires a culture of equity, inclusivity and high expectations for all</p> <p>Collaboratively develops practices that demonstrate an ethical responsibility for student opportunity, access and improved outcomes</p> <p>Ensures all decisions are aligned to and support the district vision</p>	<p>Has a vision of what the district is about and where it is going; addresses incongruencies between principal action and values.</p> <p>Maintains a culture of equity, inclusivity, and high expectations for all</p> <p>Practices produce continual improvement in student achievement</p> <p>Makes decisions aligned to and in support of the district vision</p>	<p>Has a vision, but that vision is not translated into student achievement; some incongruence between principal values/beliefs and actions</p> <p>Provides some opportunities that support a culture of equity, inclusivity, and high expectations</p> <p>Practices lack purpose for some staff members</p> <p>May consider the district vision when making decisions</p>	<p>Cannot articulate a vision for the direction of the district</p> <p>Rarely attempts to establish a culture of equity, inclusivity and high expectations</p> <p>Practices lack purpose and do not lead to school improvement; principals lack direction</p> <p>Makes decisions without considering alignment with the district vision</p>

Evidence to Consider: Campus Needs Assessment, Timely submission of Cluster Campus Improvement Plans, Campus and/or Cluster Playbooks

Domain 1: Executive Leadership

The executive director establishes and implements a shared vision and culture of collective responsibility with high expectations for the vertical team.

Indicator 1.2 Goal Achievement: *Outlines and tracks clear goals, targets and strategies aligned to the district vision that continually improves campuses' effectiveness and student outcomes*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Develops a collaborative culture that facilitates the implementation of district initiatives and goals</p> <p>Establishes processes to assess and modify plans to ensure achievement of goals</p> <p>Supervises development and implementation of protocols, processes, and compliance metrics that ensure achievement of campus and district goals</p>	<p>Collects and analyzes relevant campus and district data, actively collaborating with principal group to plan and execute strategies that are aligned with the district initiatives for improving student achievement</p> <p>Leverages high-level, concrete goals in order to sustain a high performing culture that creates demand for innovation and improvement</p> <p>Systematically monitors, evaluates and refines goals, targets and strategies through data analysis</p> <p>Proactively and clearly communicates the progress toward achieving goals to all stakeholders using multiple mediums and timelines</p>	<p>Collects and analyzes data and collaborates with principal group to plan and execute, and modify strategies that are aligned to district initiatives for improving student achievement</p> <p>Implements measurable goals that will improve the student outcomes</p> <p>Monitors, evaluates and refines goals and targets through ongoing data analysis</p> <p>Clearly communicates, using multiple mediums and timelines, the progress toward achieving goals to most stakeholders</p>	<p>Collects and analyzes data and minimally collaborates with principal group to plan and execute, and modify strategies</p> <p>Implements goals that are focused on school improvement, but may not be measurable</p> <p>Monitors, evaluates, and refines goals and targets through sporadic data analysis</p> <p>Communicates progress toward achieving goals to some members stakeholder</p>	<p>Collects but fails to analyze data appropriated and collaboration with principal groups to plan and execute, and modify strategies</p> <p>Implements goals that are vague or developed as a paperwork drill</p> <p>Monitors and evaluates goals and targets but fails to adjust/refine using data analysis</p> <p>Engages in limited communicate on progress toward achieving goals to few stakeholders</p>

Evidence to Consider: Campus Needs Assessment, Campus Improvement Plan, Master Schedules, Campus Coaching Tracker, Student Assessment Data, Data Meeting Artifacts, Campus Climate Surveys,

Domain 1: Executive Leadership

The executive director establishes and implements a shared vision and culture of collective responsibility with high expectations for the vertical team.

Indicator 1.3 Change Management: *Establishes a culture of continuous improvement*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
Continually embraces a growth mind-set to accomplish goals and improve the organization	Builds the capacity of principals to accept and support changes that will improve the schools and district	Manages changes that will improve campuses by guiding others and by addressing resistance	Looks for ways to improve vertical team and campuses and is receptive to new ideas	Resists change; satisfied with the status quo
Develops and implements conflict-management and consensus-building skills to inform and manage change	Builds the vertical team principal groups' collective capacity to engage in courageous conversations about goals, priorities and beliefs	Provides opportunities for principal group to engage in courageous conversations about goals, priorities and beliefs	Tries to build acceptance to change, but fails to communicate clear rationale or garner support	Does not help principals understand change or new initiatives and may blame higher authority for the change
Communicates rationale for decisions, clear expectations and steps to accomplish goals with all stakeholders	Explains the rationale for change, makes sense of changes and garners support from all stakeholders to advance the goals of the district	Explains the rationale for change and makes sense of changes	Change is often implemented without a clear idea of how it will support district and campus goals	Provides little direction to principals as change occurs; principals are resistant and do not move past initial stages of the change process
			Struggles to prepare principal group to accept new ideas resulting in inconsistent acceptance for positive change	Does not prepare principal group to accept new ideas, nor builds acceptance for positive change

Evidence to Consider: Campus Needs Assessment, Campus Improvement Plan, Advanced Course Offerings, Campus Coaching Tracker, Coaching Cycle, Master Scheduling (with racial equity in mind), Student Assessment Data, Data Meeting Artifacts, Principal meeting agendas, Climate Survey

Domain 1: Executive Leadership

The executive director establishes and implements a shared vision and culture of collective responsibility with high expectations for the vertical team.

Indicator 1.4 Decision-Making: *Makes effective decisions that support district goals*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
Models and promotes decision-making that reflects the district vision, goals, priorities and beliefs.	Without exception, decisions are made in the best interest of students and effectively advance district goals and priorities	Decisions are made in the best interests of students and effectively advance vertical team and District goals and priorities	Decisions are made in the best interests of students. However, they are not effective or do not advance the goals and priorities of the vertical team campuses	Some decisions are not made in the best interests of students. The principal makes excuses or does not accept responsibility for the decisions
Uses feedback and input from appropriate stakeholders to develops structures and protocols	Willingly makes, accepts responsibility for and follows through on decisions that support district goals, priorities and beliefs	Makes timely decisions using data that supports campus goals, priorities and beliefs	Makes decisions using data that inconsistently supports district goals, priorities and beliefs	Delegates key decisions that should be made by the executive director, or is unwilling to make the tough decisions
Utilizes multiple forms of communication to support on-going transparency and sense making	Involves all relevant personnel in decisions; delegates when appropriate to build principals' leadership capacity Shares rationale for decisions, particularly when consensus cannot be reached	Involves correct personnel in decisions; delegates as appropriate Communicates decision-making rationale to stakeholders	Delegates key decisions that should be made by the executive director Inconsistently communicates decision-making rationale to stakeholders	Decisions do not support district goals, priorities and belief Does not communicate decision-making rationale to stakeholders

Evidence to Consider: Campus Needs Assessment, Campus Improvement Plan, Master Schedules, Campus Coaching Tracker, Student Assessment Data, Data Meeting Artifacts, Organizational charts

Domain 2: Instructional Leadership

The executive director ensures each campus has rigorous and coherent systems of curriculum, instruction and assessment that lead to increased student achievement.

Indicator 2.1 Coaching Routines: *Provides one-on-one, effective coaching to principals*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Cultivates a coaching relationship with principals that improves instruction</p> <p>Creates, implements, and monitors tiered principal supports that reflect differentiated coaching strategies</p>	<p>Without exception, establish a clear, cyclical job-embedded feedback system through coaching visits and coaching routines</p> <p>Coaches in a way that fosters development; follows through with implementation and ensures instructional behavior changes and the quality of instruction improves</p> <p>Explicitly develops a differentiated coaching plan in terms of the amount and type of coaching provided based upon needs of each principal. As a result of coaching, principals change practice and adopt new high-leverage leadership routines and habits</p>	<p>Maintains a clear, cyclical feedback system through job-embedded coaching visits and coaching routines.</p> <p>Coaches in a way that fosters development or improvement; feedback generates conversation around instruction</p> <p>Able to identify strengths and weaknesses of instruction and leadership and articulates highest leverage next steps. As a result of coaching, principals change practice and adopt new high-leverage leadership routines and habits</p>	<p>Maintains a cycle of coaching visits; however, there are no established routines for coaching</p> <p>Feedback provided in a way that does not foster improvement or does not follow up on feedback that is provided or does not have conversations with the principal about the feedback</p> <p>Able to identify strengths and weaknesses of classroom instruction or leadership and suggest strategies or resources; however, there is little follow-through. While coaching takes place, there is no meaningful change of principal practice</p>	<p>Feedback system is sporadic or does not adequately support the needs of the campus or principal</p> <p>Feedback provided to the principal is infrequent or vague; feedback conversations and follow-up are absent</p> <p>Able to identify strengths and weaknesses of classroom instruction or leadership; however, the ED is unable to suggest strategies or resources; coaching practices are intermittent or ineffective</p>

Evidence to Consider: Coaching Cycle, Calendars, Weekly Check-In Documents, Campus Coaching Tracker, Tiered Campus Plan,

Domain 2: Instructional Leadership

The executive director ensures each campus has rigorous and coherent systems of curriculum, instruction and assessment that lead to increased student achievement.

Indicator 2.2 Quality of Instruction: *Ensures the implementation of high-quality, effective instructional practices that improve performance of all student groups*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
Supports principals in developing high-quality instructional systems and structures based upon best practices	Without exception, ensures aligned instruction and instructional practices at all campuses are age-appropriate, based upon effective pedagogy and the needs of each student	Ensures aligned instruction and instructional practices at all campuses are age-appropriate, based upon effective pedagogy and the needs of each student	Ensures aligned instruction and instructional practices at most campuses are age-appropriate, based upon effective pedagogy and the needs of each student	Ensures aligned instruction and instructional practices at most campuses are age-appropriate and based upon effective pedagogy
Ensures instructional opportunities maximizes growth of individual students and student groups, support equity and eliminate achievement gaps	<p>Oversees the implementation of a rigorous system for monitoring the effective use of research-based instructional strategies in every classroom, including seamless integration of high quality instructional materials.</p> <p>Without exception, supports the principal to ensure classroom instruction reflects differentiated instruction that addresses the various needs of students, including those with special needs</p>	<p>Oversees the implementation of a system for monitoring the effective use of research-based instructional strategies in most classrooms, including seamless integration of high quality instructional materials.</p> <p>Supports the principal to ensure that the curriculum provides every student sufficient opportunity to meet or exceed established academic standards</p>	<p>Oversees the implementation of a system for monitoring the usage of instructional strategies in some classrooms; some campuses miss opportunities to leverage HQIM to accelerate student growth.</p> <p>Differentiation of instruction meets legal requirements, but in a perfunctory way</p>	<p>Oversees the implementation of a vague system for monitoring the use of instructional strategies in very few classrooms</p> <p>Legal requirements are met perfunctorily; students with special needs are not provided sufficient opportunity to demonstrate progress</p>

Evidence to Consider: Master Schedules, Campus-Coaching Tracker, Student Assessment Data, Data Meeting Artifacts, Vertical team/Cluster PD Plan, SWAG, PD Agendas, Playbooks; Grade Placement Committees (5/8)

Domain 2: Instructional Leadership

The executive director ensures each campus has rigorous and coherent systems of curriculum, instruction and assessment that lead to increased student achievement.

Indicator 2.3 Instructional Feedback: *Provides actionable feedback to principals to improve the quality of instruction*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Collaborates with principals to develop shared understanding of effective instruction</p> <p>Develops structures that results in ongoing conversation around the quality of instruction</p> <p>Supports a culture of effective, actionable instructional feedback</p> <p>Conducts calibrated walkthroughs with cluster and vertical team principals throughout the school year that leads to teacher growth</p>	<p>Conducts calibrated walkthroughs with principals, including debriefs that support teachers' growth.</p> <p>Monitors the improvement and progress of effective teaching at the campus through district trackers; evidence exists that the majority of teachers are showing growth</p> <p>Feedback invites reflection and ownership of self-improvement</p> <p>Focuses on improving the quality of instruction for all students</p>	<p>Conducts calibrated walkthroughs with principals, including debriefs that support teachers' growth.</p> <p>Monitors the improvement and progress of effective teaching at the campus through district trackers; evidence exists that the majority of teachers are showing growth</p> <p>Follows up on implementation. Provides timely (w/in 24 hours), frequent, individualized and actionable feedback in multiple ways to all principals</p>	<p>Conducts calibrated walkthroughs with principals, including debriefs that support teachers' growth; however, the ED does not consistently monitor the whether this results teacher growth</p> <p>Able to identify strengths and weaknesses of instruction and leadership; able to suggest strategies or resources for principals; however, there is little follow-through</p>	<p>Campus walkthroughs are perfunctory or focused primarily on operations; inconsistent feedback provided to the principal</p> <p>Very limited evidence of teacher growth in at least half of the campuses</p>

Evidence to Consider: Campus Coaching Tracker, Calibration Walk Protocol, Spot Observation Tracker, Vertical team meeting agenda, PD Plan, Teacher Congruency

Domain 2: Instructional Leadership

The executive director ensures each campus has rigorous and coherent systems of curriculum, instruction and assessment that lead to increased student achievement.

Indicator 2.4 Data Driven Instruction: *Ensures the use of various data to drive continuous improvement*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
Establishes systems to monitor progress of all campuses, teachers and students ensuring every student has sufficient opportunity to meet and exceed standards	During campus visits, consistently utilizes multiple sources of progress monitoring data	During campus visits, often uses data to gauge progress of the campus	Sporadically uses data during campus visits	Rarely attempts to use data during campus visits
Leads effective data meetings	Systematically guides principals to develop systems that use data to inform and prioritize program and instructional improvement efforts that make measurable progress toward eliminating achievement gaps	Guides principals to develop systems that consistently use data to inform and prioritize program and instructional improvement efforts that make measurable progress towards eliminating achievement gaps	Inconsistently guides principals to use data to inform and prioritize program and instructional improvement efforts that make measurable progress towards eliminating achievement gaps	Principals use little to no data to inform and prioritize program and instructional improvement efforts that make measurable progress towards eliminating achievement gaps
Ensures all campuses develop and implement systems of intervention resulting in consistent student growth	Sets expectations for and monitors vertical team, cluster, and campus data tracking that includes collective, school-wide information down to individual, student skill	Vertical team and campus data tracking includes collective, school-wide information specific to individual student skill	Most campuses have data tracking that includes school-wide information and individual student skill data	Sporadic data tracking by campuses or only includes collective, school-wide information only

Evidence to Consider: Master Schedules, Campus Coaching Tracker, Student Assessment Data, Cluster Assessment participation rats (MAP, TX-KEA, Circle) Data Meeting Artifacts, P-Tech Participation (High Schools)

Domain 3: Human Capital

The executive director fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus leadership.

Indicator 3.1 Recruitment and Retention: *Recruits, hires, mentors and retains high-quality campus leaders*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
Works collaboratively to recruit and select high quality principals	Proactively leverages leadership pipeline to recruit and hire campus leaders in anticipation of turnover and succession	Recruits and hires principals in anticipation of staff turnover and succession	Hires principals to assume vacant positions	Continually caught off-guard by personnel action; hiring quality candidates receives low priority
Creates clear performance expectations aligned with district goals and priorities for leadership teams	Ensures the principal selection process is carried out with fidelity using clear, rigorous, objective measures that involve input from all stakeholders	Criteria for selection are clear, objective, and based on the needs of the campus	Criteria for selection process is clear and objective; however, the process lacks rigor or is carried out without fidelity	Principal selection is not based on objective criteria.
Develops a supportive environment that enhances the development of principal effectiveness and improves principal retention	Processes to ensure that selected principals reflect campus diversity are continually implemented with fidelity	Efforts to ensure that principals reflect campus diversity are regularly implemented	Efforts to ensure campus principals reflect campus diversity are superficially implemented	Effort to ensure that principals reflect campus diversity are nonexistent
	Consistently develops, trains, remediates or removes less than proficient principals while new hires progress and show potential	Consistently develops, trains, remediates or removes less than proficient principals and staff while new hires progress and show potential	Works to retain proficient principals, but does not do enough to remediate or remove ineffective leaders	Struggles to retain effective principals; does not do enough to remediate or remove ineffective leaders

Evidence to Consider: Campus retention rate tracker, campus student demographics reflect hiring practices, Climate survey, Campus coaching tracker, LEAD Participation

Domain 3: Human Capital

The executive director fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus leadership.

Indicator 3.2 Evaluation of Staff: *Conducts rigorous evaluations **prioritizing** continuous improvement and accountability for results*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Creates a system to monitors principal effectiveness through:</p> <ul style="list-style-type: none"> • Timely completion of PEI Check Points • Collaborative walk-throughs • Conferencing with instructional staff • Attending grade level and content PLCs <p>Evaluates principals using comprehensive data and evidence</p> <p>Monitors campus compliance with board-required evaluation processes</p>	<p>Without exception, principal evaluations are differentiated and accurately assess effectiveness of leaders; monitors effectiveness through artifacts captured over time to support the evaluation.</p> <p>Maintains a culture where employee performance evaluations align with student academic growth and campus improvement.</p> <p>Peer-to-peer observation and feedback is embedded seamlessly in practice</p>	<p>Principal evaluations are differentiated and accurately assess effectiveness of leaders; documentation is sufficient to provide an evidence-informed evaluation</p> <p>Maintains a culture where employee performance evaluations align with student academic growth and campus improvement</p> <p>Peer-to-peer observation and feedback is present in practice</p>	<p>Principal evaluations are not differentiated and do not accurately assess effectiveness of leaders; moderate evidence is available to provide evaluation</p> <p>Evaluations show weak congruence between employee performance, student academic growth, and campus improvement</p> <p>Peer-to-peer observation and feedback is a marginal component of practice</p>	<p>Principal evaluations are not differentiated and do not accurately assess effectiveness of leaders</p> <p>Evaluations show weak congruence between principal performance and student academic growth</p> <p>Peer-to-peer observation and feedback is detached from practice</p>

Evidence to Consider: Spot Observation Completion, Cluster Completion rates for all campus-based appraisals; ED Tracker and Feedback, PEI Check Point Completion

Domain 3: Human Capital

The executive director fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus leadership.

Indicator 3.3 Staff Development: *Trains, develops and supports high-performing principals*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Analyzes campus performance data and to determine areas of professional growth</p> <p>Works collaboratively to design and lead cluster and vertical team professional development aligned to district goals.</p> <p>Reflects upon adult learning research in the development and implementation of cluster and vertical team professional development sessions and PLCs</p>	<p>Utilizing data, collaborates with principals and other EDs to develop effective principal PD sessions that continually identify and address legitimate specific areas for improvement</p> <p>PD sessions include significant job-embedded coaching and follow-through of expected implementation</p> <p>Implementation of learning from PD sessions is monitored and tracked for all principals. PD sessions are engaging and allow for voice, choice and leadership opportunities resulting in increased capacity or student outcomes</p> <p>Utilizes innovative and reflective resources and practices in trainings</p>	<p>Regularly collaborates with principals to develop PD sessions and PLCs that identify and address legitimate common areas for improvement PD sessions include job-embedded coaching directly related to instructional growth and follow-through of expected implementation</p> <p>Implementation of learning from PD sessions is regularly tailored, monitored and tracked for most principals</p> <p>PD and PLCs are engaging and allow for voice, choice and leadership opportunities resulting in greater increases in capacity or student outcomes</p> <p>Utilizes innovative and reflective resources and practices in most trainings</p>	<p>Occasionally collaborates with principals to develop PD sessions and PLCs that identify and address generic areas for improvement PD sessions includes job-embedded coaching related to instructional growth</p> <p>Implementation of learning from PD sessions is occasionally monitored and tracked for some principals</p> <p>PD and PLCs are somewhat engaging and allow for voice, choice and leadership opportunities resulting in limited increases in capacity or student outcomes</p> <p>Utilizes innovative and reflective resources and practices in some trainings</p>	<p>Rarely collaborates with principals in the development of PD sessions and PLCs resulting in perfunctory development; PD sessions attempt to include job-embedded coaching related to instructional growth but are ineffective</p> <p>Implementation of learning from PD sessions is rarely monitored and tracked for few principals</p> <p>PD and PLCs are commonplace and discourage staff voice, choice and leadership opportunities resulting in few increases in capacity or student outcomes</p> <p>Utilizes innovative and reflective resources and practices in few trainings</p>

Evidence to Consider: PLC artifact; Vertical team Meeting/PD agendas and artifacts, PD Plan, PD evaluations

Domain 3: Human Capital

The executive director fosters and develops the highest level of professional capacity creating sustainable, collective effectiveness of all campus leadership.

Indicator 3.4 Leadership Development: *Develops professional capacity of campus leadership*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Creates opportunities for campus leaders to engage in a variety of leadership roles</p> <p>Delegates responsibilities to build capacity and support needs of district and campus</p> <p>Identifies talent and supports the recruitment and development of assistant principals and other campus employees to become aspiring principals.</p>	<p>Purposefully creates an environment in which principals oversee complex projects and lead principal/assistant principal teams</p> <p>Explicitly builds systems that encourage and incorporate principals into leadership and decision-making roles</p> <p>Encourages principals to take initiative and works with individuals to establish leadership goals and maximize their potential</p> <p>Proactively identifies potential talent; maintains informed perspective on vertical team APs and future potential as campus leaders</p>	<p>Creates an environment in which principals oversee complex projects and lead principal/assistant principal teams</p> <p>Builds systems that encourage and incorporate principals to assume leadership and decision-making roles.</p> <p>Supports principals in taking initiatives and collaborates with individuals to establish leadership goals</p> <p>Identifies potential talent; maintains informed perspective on vertical team APs and future potential as campus leaders</p>	<p>Creates an environment in which principals oversee low-level projects and lead principal/assistant principal teams</p> <p>Adheres to systems that allow principals to assume leadership and decision-making roles</p> <p>Provides some principals leadership opportunities</p> <p>Has familiarity with vertical team APs and aspiring leaders but does not have sufficient information to assess potential.</p>	<p>Purposefully creates an environment in which principals have no influence in projects or leading other principal/assistant principal teams</p> <p>Systems are not supportive of principals assuming leadership and decision-making roles</p> <p>Relies on outside entities to develop leadership capacity of principals</p> <p>Rarely discusses recruitment and development of aspiring leaders</p>

Evidence to Consider: PLC artifact; Vertical team Meeting/PD agendas and artifacts, AP training agendas, LEAD participation, Power Pathways

Domain 4: Strategic Operations The executive director strategically directs operations and leverages resources to promote the academic success and well-being of all campuses				
Indicator 4.1 Resource Management: <i>Manages resources (people, financial, equipment) effectively to support organizational goals</i>				
Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
Implements management techniques to ensure alignment and accomplishment of district goals Ensures all fund allocations follow state and federal guidelines, while maximizing the goals of cluster and vertical team campuses Ensures campus facilities, equipment and support systems operate safely, efficiently and effectively	Effectively supports principals to broker resources to support the academic and operational needs of the cluster and vertical team campuses Tightly monitors school budgets to ensure alignment to school and district goals and equitable outcomes for students Strategically and efficiently leverages district resources to ensure campus effectiveness and increased student outcomes Innovatively uses technology in daily management of resources	Supports principals to broker resources to support the academic and operational needs of the schools Monitors school budgets to ensure alignment to school and district goals and equitable outcomes for students Efficiently leverages district resources to ensure campus effectiveness and increased student outcomes Incorporates the use of technology in the daily management of systems to accomplish goals	Inconsistently supports principals to broker resources to support the academic and operational needs of the schools Monitors school budgets to ensure alignment to school and district goals and equitable outcomes for students Leverages some district resources to ensure campus effectiveness and increased student outcomes. Periodically uses technology in the daily management of systems to accomplish goals	Principals receive limited or ineffective support in brokering resources to support the academic and operational needs of the schools Loosely monitors school budgets to ensure alignment to school and district goals and equitable outcomes for students District resources are not effectively leveraged to ensure campus effectiveness and increased student outcomes Technology is ineffectively used in daily management of systems to accomplish goals

Evidence to Consider: Campus Improvement Plan

Domain 4: Strategic Operations

The executive director strategically directs operations and leverages resources to promote the academic success and well-being of all campuses

Indicator 4.2 Time Management: *Effectively organizes and manages school and own time to accomplish District goals*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
Tracks progress toward task completion and adjusts course as necessary	Systematically and proactively plans own schedule to prioritize principal/school needs; all deadlines and tasks are accomplished on time	Plans own schedule to prioritize principal/school needs; all deadlines and tasks are accomplished on time	Sets own daily schedule to address instructional leadership but is inconsistent on how time is spent; some deadlines may be missed	Rarely plans in advance and neglects to prioritize time for instructional leadership or principal/campus supports; frequently misses deadlines/
Uses effective planning, time management, and organization of work to meet deadlines and maximize attainment of District goals	Regularly analyzes school and classroom data ensuring campus practices and procedures maximize the use of instructional time	Analyzes school and classroom data ensuring campus practices and procedures maximize the use of instructional time	Analyzes school and classroom data ensuring campus practices and procedures maximize the use of instructional time	Infrequently analyzes school and classroom data ensuring campus practices and procedures maximize the use of instructional time
Establishes structures and schedules to prioritize the learning and development of campus leaders	Delegates tasks and authority when appropriate to concentrate on leadership development priorities	Delegates tasks and authority when appropriate to concentrate on leadership development priorities	Sometimes distracted by activities that could be delegated to others	Frequently distracted by activities that could be delegated to others or that are low priorities

Evidence to Consider: Coaching & Feedback Calendar, Campus Coaching Tracker, Coaching Cycle

Domain 4: Strategic Operations

The executive director strategically directs operations and leverages resources to promote the academic success and well-being of all campuses

Indicator 4.3 Culture: *Establishes an environment that ensures the social, emotional and physical well-being of staff and students*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Supports principals in building and maintaining positive school cultures</p> <p>Actively seeks to learn and understand specific needs of the community in which one serves</p>	<p>Comprehensively supports principals in creating the conditions for optimal learning, and in establishing discipline policies to minimize distraction.</p> <p>Monitors the establishment and reinforcement of clear expectations for all adult, staff and student conduct, including varied social and emotional supports</p> <p>Without exception, appropriately handles staff and stakeholder misconduct</p> <p>Anticipates social and cultural needs and/or changes in the community and possible implications for the district and campuses</p>	<p>Supports principals in creating the conditions for optimal learning, and in establishing discipline policies to minimize distraction.</p> <p>Monitors the establishment and reinforcement of clear expectations for some adult, staff and student conduct, including varied social and emotional supports</p> <p>Consistently, appropriately handles staff and stakeholder misconduct</p> <p>Recognizes and responds to the social and cultural context needs and/or changes in the community and possible implications for the district and campuses</p>	<p>Selectively supports principals in establishing discipline policies to maintain safety and order.</p> <p>Attempts to monitor the establishment and reinforcement of clear expectations for some adult, staff and student conduct, including varied social and emotional supports with limited success</p> <p>Generally, appropriately addresses staff and stakeholder misconduct</p> <p>Sometimes misses opportunities to respond to the social and cultural context needs and/or changes in the community and possible implications for the district and campuses</p>	<p>Does not address discipline and school climate data with principals</p> <p>Ineffectively attempts to monitor the establishment and reinforcement of clear expectations for some adult, staff and student conduct, including varied social and emotional supports</p> <p>Lacks ability to appropriately address staff and stakeholder misconduct</p> <p>Consistently misses opportunities to respond to the social and cultural context needs and/or changes in the community and possible implications for the district and campuses</p>

Evidence to Consider: Climate surveys, Campus Improvement Plan

Domain 5: Professional Responsibilities

The executive director acts ethically and professionally, relentlessly pursuing continual improvement.

Indicator 5.1 Stakeholder Management: *Develops and maintains positive relationships with all stakeholders*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Implements effective strategies to systematically gather input from all stakeholders</p> <p>Collaborates with district personnel and community to achieve district priorities</p> <p>Demonstrates outstanding customer service through the Core4 principles:</p> <ul style="list-style-type: none"> • Fast • Friendly • Focused • Flexible <p>Monitors political landscape and its impact on assigned educational community</p>	<p>Initiates opportunities to work with and seeks out partnerships with a wide range of individuals and community organizations to support schools beyond the vertical team</p> <p>Continuously leverages the influence and synergy of district personnel, other EDs and community stakeholders to work together to support high levels of student achievement</p> <p>Anticipates and defuses potentially explosive situations and takes proper actions to collaboratively resolve all conflicts and handle complaints with the appropriate level of response</p>	<p>Seeks opportunities to work with a wide range of individuals and organizations to achieve common goals and better outcomes within the cluster and vertical team</p> <p>Regularly leverages the influence and synergy of district personnel, other EDs and community stakeholders to work together to support proficient levels student achievement</p> <p>Defuses potentially explosive situations and takes proper actions to resolve conflicts and handle complaints</p>	<p>Works with a wide range of individuals and organizations to achieve common goals and better outcomes within the cluster</p> <p>Sporadically leverages the influence and synergy of district personnel, other EDs and community stakeholders to work together to support minimal student achievement</p> <p>Addresses complaints from parents and concerned citizens when necessary</p>	<p>Provides information to individuals and organization about campus events, priorities and goals; however, stakeholder involvement is not actively sought</p> <p>Community stakeholders are not leveraged to influence student achievement at any significant levels</p> <p>The community has an overall negative impression of the vertical team and schools</p>

Evidence to Consider: Vertical team Newsletters, Email and Phone Response Rates, Parent surveys, Parent Concern Profile

Domain 5: Professional Responsibilities

The executive director acts ethically and professionally, relentlessly pursuing continual improvement.

Indicator 5.2 Professional Behavior & Communication: *Communicates and interacts appropriately with stakeholders (students, teachers, staff, parents, community, and District)*

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Engages in effectively communicates with varied diverse audiences</p> <p>Models and promotes the highest standard of conduct, ethical principles and integrity</p> <p>Understands the hierarchy of the organization and follows proper chain of command</p>	<p>Establishes effective two-way communication systems that promotes accountability with all stakeholders, ensuring consistent diverse input and feedback from all</p> <p>Written and verbal communication is clear and concise; uses correct grammar and tone that is appropriate to the message and audience. Communication is strategically focused on District goals and priorities</p> <p>Sets the example for others to emulate with regard to integrity, ethical conduct and dress</p> <p>Without exception, maintains confidentiality and handles information with appropriate sensitivity</p>	<p>Establishes effective two-way communication systems that addresses accountability with most stakeholders, allowing regular input and feedback from most</p> <p>Writes and speaks clearly, concisely and persuasively; uses correct grammar, vocabulary and a tone that is appropriate to the message and audience</p> <p>Manner and dress reflect competence and is appropriate for the venue</p> <p>Maintains confidentiality and mostly handles information with appropriate sensitivity</p>	<p>Establishes one-way communication systems to address accountability with some stakeholders, allowing intermittent input and feedback from some</p> <p>Writes and speaks clearly, using correct grammar and vocabulary</p> <p>Most of the time, dress and manner reflect competence and is appropriate for the venue</p> <p>Maintains confidentiality when asked, but sometimes cannot determine the appropriate level of confidentiality required</p>	<p>Attempts to establish communication systems to promote accountability with all stakeholders, allow for input and feedback but implementation is incomplete and/or ineffective</p> <p>Spoken and written communication may not be clear or grammatically correct</p> <p>Dress and manner are sometimes inappropriate for the venue or situation</p> <p>Violates confidentiality or sometimes cannot determine the appropriate level of confidentiality required</p>

Evidence to Consider: Cluster Newsletters, Emails to Stakeholders, Vertical team/Cluster Memos

Domain 5: Professional Responsibilities

The executive director acts ethically and professionally, relentlessly pursuing continual improvement.

Indicator 5.3 Professional Growth: Maintains personal and professional growth.

Core Actions	Exemplary	Proficient	Progressing	Unsatisfactory
<p>Demonstrates a continually commitment to improve, learn and grow by engaging in on-going and meaningful professional growth activities</p> <p>Demonstrates self-awareness through:</p> <ul style="list-style-type: none"> • Self-reflection • Seeking and acting on feedback 	<p>Proactively seeks feedback from supervisors, peers and subordinates; continuously self-reflects, and adapts leadership practice; takes advantage of multiple learning opportunities aligned with district needs</p> <p>Continually seeks out collaboration with colleagues to improve or influence educational practices or policies</p> <p>Develops materials or resources that expands capacity by serving as a mentor, leading teams, and district initiatives, or committees</p> <p>Remains current in the field, staying abreast of legislation, policy changes, and current research</p>	<p>Seeks feedback, self-reflects, and adapts own learning practice; engages in learning opportunities aligned with district needs</p> <p>Shares work and ideas with colleagues in intentional effort to advance the goals of the district</p> <p>Shares materials and resources that help others build capacity by presenting at the district or state level.</p> <p>Remains current in the field, staying abreast of education research</p>	<p>Accepts feedback with a non-defensive attitude; makes minor adjustments to own leadership practice; seeks some learning opportunities aligned with district needs</p> <p>Shares work and ideas through collaboration; however, the contributions have minimal impact</p> <p>Shares materials and resources with colleagues or through committees but does not seek actively to expand capacity</p> <p>Seeks to remain abreast of educational research but essential knowledge gaps persist</p>	<p>Ignores or rejects critical assessment of performance; unwilling to accept feedback and adjust leadership practice; resistant to participating in learning opportunities</p> <p>Meets with colleagues but does not share ideas or resources beyond the campus</p> <p>Does not contribute to the success of others by sharing materials or resources</p> <p>Demonstrates superficial efforts to gain knowledge of educational research large gaps in knowledge exist</p>

Evidence to Consider: Professional Learning Artifacts, Feedback Artifacts, Mentorship Artifacts, Collaboration Artifacts