

Domain 1: Human Capital Manager

1.1 The district leader effectively recruits, hires, assigns, and retains other school leaders and individual for positions with direct and indirect impact on the core mission

When performing personnel functions of recruitment, selection or evaluation, the district leader consistently considers a leadership or other employee's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the individual and monitors the effectiveness of the personnel process utilized throughout the school corporation (1.1.HE.1)

When performing personnel functions of recruitment, selection or evaluation, the district leader consistently considers a leadership or other employee's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader (1.1.E.1)

When performing personnel functions of recruitment, selection or evaluation, the district leader occasionally considers an employee's effectiveness as the primary factor when recruiting, hiring, assigning, or retaining the leader (1.1.IN.1)

When performing personnel functions of recruitment, selection or evaluation, the district leader rarely considers an individual's effectiveness when recruiting, hiring, assigning, or retaining the leader (1.1.I.1)

The district leader consistently considers school or corporation goals when making personnel decisions and upholds the personnel process through participation in others' searches where appropriate (1.1.HE.2)

The district leader consistently considers school or corporation goals when making personnel decisions (1.1.E.2)

The district leader considers school or corporation goals when making personnel decisions but does not uphold the district's hiring or evaluative protocols (1.1.IN.2)

The district leader does not consider school or corporation goals when making personnel decisions and does not uphold the district's hiring or evaluative protocols (1.1.I.2)

1.2 The district leader identifies and mentors emerging leaders to assume key leadership responsibilities

The district leader identifies and mentors administrators or other personnel who have or are able to assume (and are being cultivated to) positions of additional leadership and responsibility (1.2.HE)

The district leader has identified and mentored at least one emerging leader to assume more leadership responsibility in a support, instructional or leadership role (1.2.E)

The district leader has expressed encouragement to a school leader or other employee who has the potential to independently assume a greater role (1.2.IN)

There is no evidence of effort to develop any leadership skills in others (1.2.I)

1.3 The district leader provides formal and informal feedback to the administrative team, the superintendent, and others with the exclusive purpose of improving individual and organizational performance

The district leader uses a variety of creative ways to provide positive and constructively critical feedback to the administrative team, superintendent, and others within the leader's purview (1.3.HE.1)

The district leader provides positive and constructively critical feedback to the administrative team, superintendent, and others to reinforce effective/highly effective performance and highlight the strengths of the administrative team (1.3.E.1)

The district leader adheres to the corporation's personnel policies in providing feedback to some members of the administrative team, although the feedback is just beginning to provide details that improve corporation performance (1.3.IN.1)

Formal feedback to the administrative team is nonspecific (1.3.I.1)



The district leader is proactive in helping the superintendent balance individual recognition with team and corporation-wide recognition, and the district leader can show evidence of focus on accurate, timely, and specific recognition (1.3.HE.2)

The district leader helps the superintendent maintain a corporate wide balance of individual and team recognition and fosters timely and specific employee recognition without direction from above (1.3.E.2)

The district leader provides recognition on a sporadic basis without specific support of the district's organizational principles and employees' continuous improvement in mind (1.3.IN.2)

Recognition is not applied in a strategic way to assist with organizational health and improvement (1.3.I.2)

Domain 2: Instructional Leadership

2.1 The district leader recognizes the key importance of, and assists the superintendent and leadership team's attention to achievement data when making leadership decisions

The district leader can specifically document examples of decisions and/or facilitation of decisions in instructional support, teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis (2.1.HE)

The district leader uses multiple data sources, including state, corporation, school, and classroom assessments, and has at least three years of data (2.1.E)

The district leader is aware of state, corporation, and school results and has discussed those results with staff, but has not linked specific decisions to the data (2.1.IN)

The district leader is unaware of or indifferent to the data (2.1.I)

2.2 The district leader actively assists the superintendent in soliciting feedback and help from all key stakeholders in order to drive student achievement

The district leader can show evidence of support for the superintendent's responsibility to engage all stakeholders in the school corporation regarding matters related to the improvement in student achievement (2.2.HE)

The district leader frequently seeks input from various stakeholders in matters related to the improvement in student achievement (2.2.E)

The district leader rarely seeks and solicits feedback or otherwise assists the superintendent in gaining feedback related to matters of improvement in student achievement (2.2.IN)

The district leader is of no assistance in extinguishing any stakeholder notion perceived by stakeholders as being top-down oriented in all decisions related to the improvement in student achievement (2.2.I)

Domain 3: Personal Behavior

3.1 The district leader models professional, ethical, and respectful behavior at all times and expects the same behavior from others

The district leader is an exemplary model of appropriate professional behavior to all and encourages a positive and professional response from all members of the school community (3.1.HE)

On a regular basis the district leader displays appropriate and professional responses to members of the school community (3.1.E)

Occasionally the district leader has not responded to school community members with acceptable levels of professionalism (3.1.IN)

The district leader does not display and use common courtesy regularly and respectful professional responses when dealing with members of the school community (3.1.I)

3.2 The district leader organizes time and projects for effective leadership

Personal organization allows the district leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels (3.2.HE.1)

Organizational tools of meetings, e-memoranda, conference calls, follow-up, and collaboration are consistently used to keep projects moving and effectively managed (3.2.E.1)

Projects are managed using lists of milestones and deadlines, but are infrequently updated (3.2.IN.1)

Project management is haphazard or absent (3.2.I.1)

Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources (3.2.HE.2)

The district leader applies project management to systems thinking throughout the organization (3.2.E.2)

The impact of changes is rarely documented (3.2.IN.2)

There is little or no evidence of lists of milestones and deadlines (3.2.I.2)

Domain 4: Building Relationships

4.1 The district leader demonstrates effective communication with parents and community

There is clear evidence of parent-centered and community-centered communication, including open forums, focus groups, surveys, personal visits, and effective use of technology, and the district leader, when appropriate, takes a leadership role in the stead of the superintendent to forward the cause of these communications modalities on behalf of the district (4.1.HE)

The district leader supports the superintendent's use of parent-centered and community-centered communications by fostering a like mindset in district work that touches the community (4.1.E)

The district leader occasionally communicates to stakeholders but does not take a leadership or consistently supportive role in fostering the overarching goals of effective communications (4.1.IN)

The district leader does not support the superintendent's goals and means of effective communications (4.1.I)

4.2 The district leader actively assists the superintendent in forging consensus for change and improvement throughout the school corporation

The district leader contributes specifically to the superintendent's uses effective strategies to achieve a consensus for change and improvement (4.2.HE.1)

The district leader supports the superintendent's uses of effective strategies for consensus on change and improvement (4.2.E.1)

The district leader occasionally helps by identifying areas where consensus is necessary (4.2.IN.1)

The district leader fails to assist the superintendent in forging consensus for change (4.2.I.1)

The district leader guides others through change and addresses resistance to that change (4.2.HE.2)

The district leader directs change and improvement processes by identifying and securing the systems and allies necessary to support the process (4.2.E.2)

Has identified areas in which consensus is needed but has yet to implement a process for change and/or improvement (4.2.IN.2)

Fails to identify areas in which agreement and/or consensus is necessary (4.2.I.2)

Systemically monitors, implements and sustains the success of strategies for change (4.2.HE.3)

Secures cooperation from key stakeholders in planning and implementing change and driving improvement (4.2.E.3)

Asks for feedback from stakeholders but is not yet successful in securing cooperation (4.2.IN.3)

Rarely or never directs or develops a process for change and/or improvement (4.2.I.3)

Rarely or never seeks feedback or secures cooperation and makes unilateral decisions (4.2.I.4)

4.3 The district leader actively assists the superintendent in keeping the school board informed on issues, needs, and the overall operations of the school corporation

The district leader assists the superintendent in communicating with all school board members routinely, using a variety of mechanisms, such as weekly notes, updates, and telephone calls (4.3.HE)

The district employee periodically leads over to the superintendent with school board communications suggestions and related information (4.3.E)

The district leader rarely offers helpful communications leads that help the superintendent engage the board (4.3.IN)

The district leader is not helpful to the superintendent's need to keep the board engaged through timely updates on important matters (4.3.I)

Domain 5: Culture of Achievement

5.1 The district leader actively assists the superintendent in empowering building leaders to set high and demanding academic and behavior expectations for every student and ensure that all students are consistently learning

The district leader can show evidence of value in assisting the superintendent and administrative team in a comprehensive annual analysis of school and corporation performance (5.1.HE)

The district leader assists and participates as the superintendent guides the administrative team in an annual analysis of school and corporation performance (5.1.E)

The district leader requests that the administrative team utilize data sources to analyze corporation and school strengths and weaknesses (5.1.IN)

The district leader does not assist the superintendent in working with the administrative team to gather and utilize data sources to analyze corporation and school strengths and weaknesses (5.1.I)

5.2 The district leader actively assists the superintendent in ensuring that all students have full and equitable access to educational programs, curricula, and available supports

The district leader is actively and specifically known to assist with the superintendent's clear expectations and provision of resources that enable administrators and teachers to identify each student's academic, social, emotional, and behavioral needs (5.2.HE)

The district leader is supportive of the superintendent's clear expectations and provision of resources that enable administrators and teachers to identify a majority of students' academic, social, emotional, and behavioral needs (5.2.E)

The district leader does not foster the establishment of more than general expectations, and resources are limited to students who are struggling academically or behaviorally (5.2.IN)

The district leader does not assist the superintendent in setting expectations and resources based on identified needs of students (5.2.I)

Domain 6: Organizational, Operational and Resource Management

6.1 The district leader supports and assists the superintendent in overseeing the use of practices for the safe, efficient, and effective operation of the school corporation's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)

The district leader shows specific evidence of assistance to the superintendent in ensuring that procedures are in place to address the safety of students and staff in the event of a disaster (6.1.HE.1)

The district leader helps the superintendent ensure that there are procedures in place to address the safety of students and staff in the event of a disaster (6.1.E.1)

The district leader is aware that the superintendent has procedures in place to address the safety of students and staff in the event of a disaster (6.1.IN.1)

District leader does not assist the superintendent in ensuring that procedures are in place to address the safety of in the event of a disaster (6.1.I.1)

The district leader actively leads to ensure that staff members have a working knowledge of procedures (6.1.HE.2)

The district leader periodically reviews procedures in place and is aware of them (6.1.E.2)

The district leader is aware that the superintendent attempts to provide a safe and efficient operation of the corporation's physical plant, equipment, and auxiliary services (6.1.IN.2)

The district leader pays no attention to, and offers insufficient help to oversight of the safe and efficient operation of the corporation (6.1.I.2)



The district leader is proactively leading to ensure that staff members are properly trained and competent to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services (6.1.HE.3)

The district leader, where appropriate, provides opportunities for staff training in order to carry out their duties with respect to the corporation's physical plant, equipment, and auxiliary services (6.1.E.3)

6.2 The district leader supports the superintendent's in providing responsible fiscal stewardship

The district leader can demonstrate regular success in protecting fiscal resources for the corporation which may lead to the reallocation of resources to help the corporation achieve its strategic priorities (6.2.HE)

The district leader supports protection of fiscal resources for the corporation which may lead to the reallocation of resources to help the corporation achieve its strategic priorities (6.2.E)

The district leader lacks sufficient concern and proficiency in assisting the superintendent's aims in using budget to focus resources on strategic priorities (6.2.IN)

The district leader's actions are harmful to the superintendent's efforts of sound budgetary practice (6.2.I)

6.3 The district leader demonstrates compliance with legal requirements

The district leader actively assists with compliance on legal standards and board policy requirements of the corporation, and consistently adheres to those standards and requirements (6.3.HE)

The district leader demonstrates an awareness of the legal standards and board policy requirements of the school corporation and adheres to those standards and requirements (6.3.E)

The district leader is not respectful of legal standards and/or board policy requirements (6.3.IN)

The district leader is unaware of the legal standards and board policy requirements (6.3.I)