Paterson Public Schools

SHARED VALUES

COLLABORATIVE LEARNING

APPLICATION OF IDEAS

RESEARCH GROUP

COMPLEMENTARY SKILLS

WORKFLOW

MUTUAL ACCOUNTABILITY

POTENTIAL TEAM
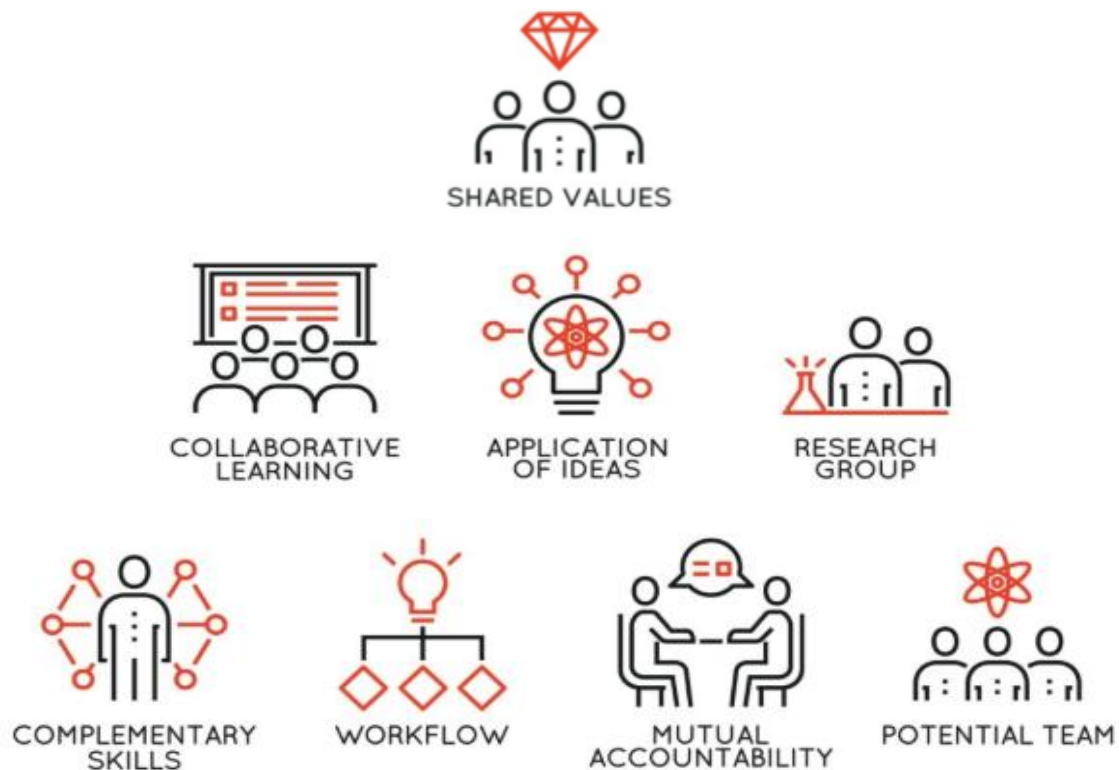
Deputy Director for Professional Development
Practice Rubric

1. **Non-Instructional Program Delivery (x3)**

   ❖ **Professional educators prepare for quality program support using a comprehensive approach.**

2. **Staff Development (x3)**

   ❖ **Deputy Directors use multiple sources of data to inform their decision making.**

3. **Leadership (x2)**

   ❖ **Deputy Directors deliver quality services.**

4. **Effective Management (x1)**

   ❖ **Deputy Directors increase the probability of advancing individual student achievement.**

5. **Professional Responsibilities (x1)**

   ❖ **Professional educators have a responsibility to parents, students, the district, the public and to the education profession.**

PERFORMANCE STANDARD #1: NON-INSTRUCTIONAL PROGRAM DELIVERY

Professional educators prepare for quality program support using a comprehensive approach.

Service and Support		Level of Performance The Non-Instructional Deputy Director performing at this level:			
The Non-Instructional Deputy Director should know and be able to:		*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*
1a	**Demonstrate knowledge of current trends in specialty area and professional development.**	Has a working knowledge of specialty area, but is ineffective in providing support services that advance the quality of project or program delivery.	Demonstrates knowledge of specialty area and trends in professional development, but is not always skilled in delivery of support services to others.	Demonstrates thorough knowledge of specialty area and knowledgeable about trends in professional development. Promotes improved practice among practitioners in improving the quality of programs. Remains current in their field so they can serve as resources to colleagues.	Has advanced knowledge, understanding and skill in area of specialty. Deputy Director is recognized for expertise and sought after by colleagues for assistance. Incorporates a wide range of professional development activities to meet the needs of diverse audiences.
1b	**Collaboratively develop measures of success tasks that are aligned with goals.**	Does not develop measures of success that are aligned with the goals.	Uses an assessment approach that proposes to assess some of the goals.	Develops measures of success in collaboration with others that are aligned with the goals.	Provides leadership for the design of assessment tasks.
1c	**Access resources both within and beyond the school and district.**	Demonstrates little or no knowledge of resources available in the district for practitioners to advance.	Demonstrates basic knowledge of resources available in the district for practitioners to advance their skills.	Consistently accesses resources available in schools, across the district and in the larger professional community for practitioners to advance their skills.	Actively seeks out new resources from a wide range of sources to enrich practitioner's skills in implementing the district vision. Relentless in seeking ways to make resources available throughout, the district.

1d	**Analyze and use data in decision making.**	Does not collect appropriate history or data to determine needs.	Only collects basic history and data to complete report requirements.	Collects and analyzes data from a variety of sources to inform decision-making. Analysis of data is shared with the team and other personnel in designing effective programmatic plans.	Systematically collects data from a variety of sources to inform decision making when regarding comprehensive programmatic plans. Analysis of the data makes a positive contribution toward effectively formulating recommendations to the team and other personnel.
1e	**Demonstrate flexibility and responsiveness.**	Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when the program is not successful.	Makes modest changes in the program when confronted with evidence of the need for change. Works with others to find solutions.	Continually seeks ways to improve the program. Works well with district personnel as partners. Makes revisions to the program when needed.	Persists in seeking effective ways to improve the program for. Works collaboratively with a wide range of district personnel as essential partners. Makes changes as needed in response to others' input.
1f	**Use a variety of materials, methods, and strategies to remove barriers to success.**	Provides services that consist of a random collection of unrelated activities lacking coherence or an overall structure. Demonstrates little or no knowledge of the district strategic plan. Delivers one size fits all programs with minimal impact on advancing the strategic plan.	Includes a number of worthwhile activities when supporting practitioners, but some of them do not fit with the broader goals outlined in district action plans. Has a basic knowledge of the schools'/school's instructional program and of teacher skill in delivering those programs. Makes suggestions that will provide access to programs for all practitioners.	Uses knowledge of strategies research based to guide the implementation and monitoring of programs that meet the individual needs of practitioners. Supports educators in monitoring measurable academic interventions. Assists in the design and delivery of access skills that support learning.	Is highly familiar with the district strategic plans and works to support practitioners with the integration of that vision with programs. Seeks information as to the level of practitioner skill and effectiveness in implementation of various program components. Is highly coherent in providing support, taking into account the competing demands of making presentations and consulting with others. Recognizes barriers that prevent success within the district. Works collaboratively with others to reduce and eliminate these barriers.

		Unsatisfactory	Progressing	Proficient	Exemplary
1g	**Help staff learn what great looks like.**	Helping implementation visualize what great looks like is not purposeful or is an afterthought. The Deputy Director neither trains staff to recognize "good implementation" nor sets high expectations.	The Deputy Director trains staff to recognize "good, implementation," and uses the evaluation instrument to help explain what highly effective looks like. However, the does not help practitioners visualize great implementation nor provides models and exemplars. He/she does not set high expectations or the picture of success is not rigorous.	In multiple ways, the Deputy Director helps staff understand what exemplary practice looks like. Models and exemplars are provided. High expectations are established.	The Deputy Director ensures students receive "good, first instruction" and trains staff to recognize and teach it. In multiple ways, staff is helped to visualize great instruction and what highly effective or distinguished teaching looks like. Models and exemplars are provided. High expectations are established and steps are outlined for staff members to reach the vision of a department.
1h	**Prepare staff for success.**	Fails to provide opportunities to increase staffs' knowledge of evaluation instrument and shared understanding of effective practice.	Inconsistently provides opportunities to increase staffs' knowledge of evaluation instrument and shared understanding of effective practice.	Inconsistently provides opportunities to increase staffs' knowledge of evaluation instrument and shared understanding of effective practice.	Actively solicits staffs input and involvement in providing ongoing opportunities to increase knowledge of evaluation instrument and shared understanding of effective teaching.
1i	**Provide feedback and planning for growth.**	Fails to guarantee observation reports and annual performance reports provide feedback aligned to components of evaluation rubric. Fails to use trends in evaluation and other data to guide targeted professional development.	Allows some observation reports and annual performance reports to provide limited feedback aligned to components of evaluation rubric. Inadequately identifies trends in evaluation and other data to guide targeted professional development.	Guarantees observation reports and annual performance reports provide satisfactory level of feedback aligned to components of evaluation rubric. Identifies trends in evaluation and other data to guide targeted professional development.	Guarantees observation reports and annual performance reports provide thorough, personalized feedback aligned to components of evaluation rubric. Analyzes trends in evaluation and other data to guide targeted professional development.

1. **PERFORMANCE RATING**	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

PERFORMANCE STANDARD #2: STAFF DEVELOPMENT
Deputy Directors use multiple sources of data to inform their decision making.

Service and Support *The Non-Instructional Deputy Director should know and be able to:*	Level of Performance The Non-Instructional Deputy Director performing at this level:			
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*
2a **Establish clear procedures for practitioners support.**	Has not created or communicated the procedures for accessing practitioners support. When practitioners want to access assistance from the Deputy Director, they are not sure how to go about it.	Has some procedures (e.g. scheduling workshops) that are clear to practitioners, whereas others (e.g. receiving informal support) are not.	Has established clear procedures for practitioners to use in gaining access to support and/or professional development from the Deputy Director to advance their skills.	Has a procedure for accessing support that is clear to all practitioners and has developed following consultation with others.
2b **Provide appropriate feedback in areas in need of improvement.**	Poorly communicates information regarding the Written reports are either incomplete or not completed in a timely manner. Does not follow-up with personnel regarding feedback provided.	Communicates individual needs and areas in need of improvement. Written reports meet expectations. Occasionally follows-up with personnel regarding feedback provided.	Conveys information from assessments in a meaningful manner. Interprets assessment results, develop professional plan. Written reports and documentation is both accurate and completed in a timely manner. Regularly follows-up with personnel regarding feedback given.	Communicates with parents and other professionals in a manner highly sensitive to cultural and linguistic traditions. Adept at interpreting and communicating assessment results to teach others about using assessment results to design comprehensive programs. Written reports are accurate, well organized and well written. Provides consistent follow-up regarding feedback given.

2c	**Utilize technology to gather data and enhance the work environment.**	Does not use available technology. Unaware of how to access or use electronic data management systems to store and retrieve information to monitor goal progress or generate reports.	Demonstrates some technology skills that support program implementation. Has a working knowledge of how to access information, track progress monitoring and is able to generate reports.	Uses computer programs that assist with effectiveness of using data to drive program implementation. Uses district electronic data management tools to access information, track progress monitoring and analyze achievement results to generate reports.	Assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in using data to drive programs. Uses district electronic data management tools proficiently to create reports and analyze progress-monitoring data
2d	**Provide effective professional development.**	Staff find professional development program a waste of time. The Deputy Director designs a program that is disjointed and lacks a strong connection to the district's goals and strategic department's plan.	The Deputy Director creates a staff development program based on the latest findings or current issues. The program, however, may not be tightly aligned with the department's goals or areas in need of improvement. Much of the staff development program is not engaging.	Staff development is purposeful. The Deputy Director identifies and addresses areas for improvement. He creates a staff development program that supports the department's goals and districts strategic plan. The program is engaging. The Deputy Director takes advantage of the staff's strengths and also uses outside resources to provide professional development.	Staff development is continual and purposeful. The Deputy Director identifies and addresses areas for improvement. Staff development is focused and is tied to the department's goals and strategic plan. Staff development is engaging and allows the staff to exert some influence over it. The Deputy Director takes advantage of staff's strengths and also uses outside resources to provide professional development. Staff development includes significant job-embedded coaching.
2e	**Facilitate individual growth of staff.**	The Deputy Director discourages staff from leaving the building for reasonable professional development opportunities and does not provide sufficient release time for professional activities.	The Deputy Director recommends allocation of an appropriate amount of financial resources to allow for release time for professional activities, but is otherwise disinterested in professional development activities, leaving it to the individual staff to address on their own.	The Deputy Director provides opportunities for and encourages staff members to grow professionally – attend workshops, speak at conferences, contribute to staff development training, etc.	The Deputy Director works with individual staff members to set improvement goals, and provides opportunities for staff members to improve instructionally, providing aligned professional development. The actions of the Deputy Director help staff grow professionally – attend workshops, speak at conferences, etc. The Deputy Director harnesses the unique skills and leadership abilities of individuals and offers responsibilities and assigns tasks

							commensurate with those abilities and in ways that will promote the individual's sense of worth.
2. PERFORMANCE RATING	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

PERFORMANCE STANDARD #3: LEADERSHIP
Deputy Directors deliver quality services.

Service and Support	Level of Performance The Non-Instructional Deputy Director performing at this level:			
The Non-Instructional Deputy Director should know and be able to:	*Unsatisfactory*	*Progressing*	*Proficient*	*Exemplary*
3a **Ensure sessions or meetings are focused and productive while promoting active participation.**	Does not assume responsibility for ensuring that sessions or meetings are both focused and productive.	Is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive.	Frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation.	Consistently seeks input from participants when monitoring the success of the session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings.
3b **Collaborate with staff in the design of programs.**	Declines to collaborate with staff in the design of programs. Is often too busy with tasks to work with others.	Collaborates with staff in the design of programs when specifically asked to do so. Generally available to meet with others.	Initiates collaboration with staff in the design of programs. Prioritizes schedule to be able to work with educators to improve the quality of program delivery.	Initiates collaboration with staff in the design of programs, locating additional resources from sources within or outside the school or District, when necessary. Aligns schedule to the highest priority; working with staff to improve the quality of program delivery.

3c	**Establish a culture or ongoing improvement.**	Conveys the sense that the work of improving program delivery is externally mandated and is not important to department improvement.	Offers support for staff interested in improving their skills.	Promotes a culture of professional inquiry in which staff seek assistance in improving their skills.	Has established a culture of professional inquiry in which staff initiate projects to be undertaken with the support of the Deputy Director.
3d	**Maximize potential.**	The Deputy Director removes most decision-making from the department. Rules and requirements stifle creativity. Expectations for performance are low and staff members demonstrate little growth in key aspects of their jobs.	The Deputy Director allows workers some control over their work activities. However, employees feel that they have to get permission to do anything out of the ordinary. Some rules and requirements stifle creativity. Expectations for performance are low or staff members do not feel challenged.	The Deputy Director creates an environment in which workers are able to exert influence and have reasonable control over work events. The Deputy Director provides clear direction and sets parameters, but staff members have wide latitude to accomplish operational objectives. The Deputy Director provides opportunities for growth and sets expectations to maximize effectiveness.	The Deputy Director creates an environment in which workers are able to exert influence and have reasonable control over work events. The right people are put in the right places in the department. Opportunities for growth are provided by the Deputy Director and expectations set to maximize effectiveness. Staff members challenge themselves, are not afraid to take risks, and take advantage of growth opportunities.
3e	**Inspire staff.**	The Deputy Director has a negative attitude or is pessimistic about the work of the school. The Deputy Director does not know how to rally the staff and employees feel disconnected from the school. Morale in the school is low and commitment to the goals of the school or success of the students is low.	The Deputy Director shows a positive attitude and belief that the department can be successful. While the Deputy Director models having a positive attitude, few deliberate steps are taken to motivate the staff and rally them to reach shared aspirations.	The Deputy Director takes deliberate actions to motivate the staff and rallies them to reach shared aspirations. The Deputy Director demonstrates personal conviction toward the success of employees of the department. The Deputy Director shows enthusiasm for what she/he is doing and is a cheerleader. The Deputy Director recognizes others for good performance and leadership.	The Deputy Director continually motivates the staff to reach higher goals and is able to secure the staff's commitment. Staff members feel supported and challenged and strive to do their best work. As a leader, the Deputy Director models the way and demonstrates personal conviction toward the success of the employees and the department. The Deputy Director shows enthusiasm for what the department is doing and is a cheerleader. The Deputy Director helps people realize their best hopes and moves them away from their worst fears.
3g	**Support**	Avoids or may have negative	Maintains cordial relationships with	Provides mutual support and	Works collaboratively with

	collaborative partnerships.	relationships with colleagues. Does not become involved in department and/or district events and projects.	colleagues to fulfill duties that the department requires. Participates in school, department and/or district events or projects when specifically asked.	cooperation with colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in, department and/or district events and projects, making a substantial contribution.	administrators, educators, support staff, professionals, and others to improve the effective functioning of the department. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities.		
3h	Establish session goals or meeting outcomes.	Does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation.	Appears to know what they want to accomplish by the end of a session with students or meeting with educators, although it may be unclear to others.	Establishes a clear purpose appropriate to the situation when working with students and/or educators. Outcomes for sessions with students and/or meetings with educators are stated in advance.	Facilitates student and/or educator understanding of the purpose for each session or meeting. Session goals and/or meeting outcomes are clarified in advance and participants know what is expected of them.		

3. PERFORMANCE RATING	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

PERFORMANCE STANDARD #4 EFFECTIVE MANAGEMENT
Deputy Directors increase the probability of advancing individual student achievement.

Service and Support The Non-Instructional Deputy Director should know and be able to:	Level of Performance The Non-Instructional Deputy Director performing at this level:			
	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*
4a Manage his/her individual time well.	The Deputy Director does not prioritize his/her use of time. Time for monitoring programs is not sufficient to do the work well. Less important issues are allowed to consume the time.	The Deputy Director makes time to observe program implementation. Tasks and authority are delegated where feasible. However, the Deputy Director does not attend to priorities, allowing less important issues to consume the time.	The Deputy Director does firsts things first–prioritizes the goals and allocates time accordingly. Time is allocated to keep instruction the main focus. Tasks and authority are delegated where feasible to concentrate on building priorities. Deadlines are met and tasks accomplished on time.	The Deputy Director does firsts things first–prioritizes the goals and allocates his time accordingly. Time is allocated to keep instruction the main focus. Tasks and authority are delegated where feasible to concentrate on building priorities. Deadlines are met and tasks accomplished on time. Although efficient, but the time spent is

		adequate to get the job done. Time is managed in a way that enables others to work effectively and to manage their time well.

PERFORMANCE STANDARD #5: PROFESSIONAL RESPONSIBILITIES

Professional educators have a responsibility to parents, students, the district, the public and to the education pression.

Service and Support	Level of Performance The Non-Instructional Deputy Director performing at this level:				
The Non-Instructional Deputy Director should know and be able to:	Unsatisfactory	Progressing	Proficient	Exemplary	Examples of Evidence
Maintain positive relations with District personnel	The Deputy Director does not attempt to ensure that constituents perceive the district as a collaborative and cooperative workplace.	The Deputy Director attempts to ensure that constituents perceive the district as a collaborative and cooperative workplace but does not complete the task or does so partially.	The Deputy Director ensures that constituents perceive the district as a collaborative and cooperative workplace.	The Deputy Director ensures that constituents perceive the district as a collaborative and cooperative workplace and monitors the extent to which collaboration and cooperation enhance the functioning of the district.	• Action plans • Evaluations • Emails • Meeting agendas • Letters

Act and communicates professionally	The Deputy Director *does not set an example* for others to emulate with regard to integrity and ethical behavior	The Deputy Director attempts to *set an example* for others to emulate with regard to integrity and ethical behavior	The Deputy Director *sets an example* for others to emulate with regard to integrity and ethical behavior	The Deputy Director consistently *sets an example* for others to emulate with regard to integrity and ethical behavior	• Memos • Evaluations • Correspondences

	Unsatisfactory	*Progressing*	*Proficient*	*Exemplary*	*Examples of Evidence*
Contribute to the profession	The Deputy Director *does not attempt to be recognized as a leader (in his or her area or responsibility)who continually improves his or her professional practice.*	The Deputy Director attempts to be recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice but does not complete the task or does so partially.	The Deputy Director is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice.	The Deputy Director is recognized as a leader (in his or her area of responsibility) who continually improves his or her professional practice and monitors the extent to which his or her professional development enhances the functioning of the district.	• Shared documents, articles, research, etc • Conducting PD • Leading a PLC • Meeting notes/agendas

	Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary	
5. PERFORMANCE RATING	☐	☐	☐	☐	☐	☐	☐	