



Fresno Unified
School District

LEADER
SUPERVISION AND
EVALUATION

**BUILDING
TRANSFORMATIONAL
LEADERSHIP**

SETTING THE CONTEXT

FRESNO UNIFIED SCHOOL DISTRICT

BUILDING TRANSFORMATIONAL LEADERSHIP THROUGH THE SUPERVISION AND EVALUATION PROCESS

KEY TENET OF TRANSFORMATIONAL LEADERSHIP

FUSD leaders model transformational leadership. This high standard of expectation requires our leaders to intentionally invest in high quality supervision and evaluation for the purpose of increasing capacity. We recognize that the growth of individuals and teams is central to our goal of improving student achievement. Thus, we deeply value the supervision and evaluation process as an opportunity to amplify, leverage and align individual and team strengths to FUSD's mission of preparing career-ready graduates.

THE SUPERVISION AND EVALUATION PROCESS

The Fresno Unified School Leader Supervision and Evaluation process is designed to provide regular, clear, standards/competency-based feedback to support mission- aligned continuous improvement efforts of each and every leader.

The supervision and evaluation process is intended to be collaborative between the leader and his/her supervisor. This approach reinforces an intentional culture of high achievement, continuous improvement and mutual accountability. The supervision process involves all employees in spreading a vision of high quality learning and teaching across the entire district. This increases the opportunity and the capacity of employees to make a difference for student learning. The supervision and evaluation process is a tool for assessing a leader's skills, recognizing areas of strength and seeking opportunities for improvement.

The goals of the supervision and evaluation process are as follows:

- To define and ensure effective professional standards/competencies by using common criteria to establish expectations, assess progress, and evaluate accurately
- To build systemic commitment to moving student achievement by improving adult practice through a process of setting mission aligned goals
- To develop the relational capacity required to bring out the best in one another
- To foster creativity and innovation while empowering growth and collaboration through Classroom and Accountable Community Foundations
- To celebrate highly effective leaders
- To support recommendations for reappointment, non-renewal and/or promotion
- To ensure that we are accountable for our own performance

LEADERSHIP
STANDARDS
PLACEMAT

TIMELINES and FORMS

- SELF-ASSESSMENT
- PROFESSIONAL LEARNING
PLAN
- ONGOING DATA/EVIDENCE
COLLECTION

FRESNO UNIFIED SCHOOL DISTRICT ANNUAL LEADER SUPERVISION AND EVALUATION PROCESS

Step I – Self-Assessment and Professional Learning Planning Process (August- September)

The purpose of this self-assessment and professional learning planning process is to promote the following:

- Data/evidence-based reflection on leadership practices
- Identification of areas of strength and learning
- Creation of a Professional Learning Plan that includes goal and target setting and strategies for achieving them
- Aspirational planning and support for future career advancement through reflection and discussion about the following:
 - Where does the employee want to be in 2-5 years?
 - What are the best next steps to attain this goal and why?
 - What are some risks and rewards of this aspiration?

Step II – Mid-Year Progress Review (November-December)

The purpose of this formative mid-year progress review is to formally review progress-to-date on meeting Leadership Standards and fulfilling Professional Learning Plan goals and targets.

Process:

- Employee and supervisor review, analyze, and synthesize performance data/evidence that reveal patterns of performance
- Employee and supervisor organize this data into “evidence” statements
- Evidence statements inform the learning of:
 - Claim
 - Evidence
 - Impact
 - Question or Judgment

- Employee and supervisor discuss and celebrate performance data/evidence that reveal patterns of strength
- Employee and supervisor discuss performance data/evidence that reveal ongoing patterns of learning
- Based on data/evidence, mid-year Professional Learning Plan modifications are made and, if necessary, a Work Plan is developed

Step III - Final Review Process (April - May)

The purpose of the final review process is to review the proficiency levels achieved during the review period and, in the spirit of “no surprises”, foreshadow the content and ratings on the final ratings on the evaluation.

Step IV - Final Conference (May - June)

The purpose of the final conference is to provide the employee with a summative evaluation of performance on Leadership Standards. Evaluations are due in iAchieve June 30.

Process:

- Employee and supervisor assess, analyze, and celebrate performance data/evidence that reveal patterns of strength
- Employee and supervisor assess and analyze performance data/evidence that reveal ongoing patterns of learning
- Supervisor informs employee if there are performance deficiencies (DNMS) or areas of growth that necessitate a Work Plan
- Employee and supervisor revisit and assess, adjusting if necessary the aspirational planning and support for future career advancement initiated in Step I of this process

- Supervisor completes the evaluation document utilizing the cumulative patterns of performance data/evidence to inform the learning of:
 - Claims
 - Evidence
 - Impact
 - Judgment
- Employee and supervisor engage in a reflective conversation about the final evaluation, focusing on and distinguishing strengths, areas of learning and, if necessary, required areas of growth
- For each rating of “Does Not Meet Standard” employee assesses and analyzes the Leadership Standard in relation to their performance data, and constructs goal statements and a Work Plan is required
 - A Work Plan is **only** required for ratings of “Does Not Meet Standard”
- Supervisor and employee sign the evaluation report
 - The employee may attach comments to the evaluation form

Self-Assessment and Professional Learning Plan

Annual Self-Assessment and Professional Learning Planning Process (August- October)

The purpose of this annual self-assessment and professional learning planning process is to promote the following:

- Data/evidence-based reflection on leadership practices
- Identification of areas of strength and learning
- Creation of a Professional Learning Plan that includes goal and target setting and strategies for achieving them
- Aspirational planning and support for future career advancement through reflection and discussion about:
 - Where do I want to be in 2-5 years?
 - What are the best next steps to attain this goal and why?
 - What are some risks and rewards of this aspiration?

Process:

- Construct a draft of the Self-Assessment and Professional Learning Plan, based on data/evidence, including student achievement data
- Examine and analyze each standard, element, and sub-element, assessing areas of strength and areas of learning; utilize the boxes below each Leadership Standard to provide written reflection
- Submit to your supervisor by the end of October; utilize during your pre-evaluation meeting to reach agreement on the Self-Assessment and the Professional Learning Plan
 - analyze the meaning of each standard, element and sub-element
 - examine your patterns of performance based on data/evidence
 - calibrate your current performance with your supervisor
 - reach agreement on the Professional Learning Plan
- Following the pre-evaluation conference, continually collect, analyze and synthesize performance data/evidence that reveal patterns of strength and learning over time
- During the collection process, performance data/evidence are dated and aligned with appropriate Leadership Standards
- Formulate performance data/evidence that reveal patterns of strength and learning into “evidence” statements
 - Evidence statements inform the construction and learning of:
 - Claim
 - Evidence
 - Impact
 - Question or Judgment
- Meet regularly to assess, analyze, and incorporate performance data/evidence findings into the Professional Learning Plan and to discuss progress on this plan

STANDARD 1: SKILLFUL SUPERVISION AND EVALUATION

Goal: The leader aligns all actions with the district mission and vision while building the capacity of individuals and teams.

1.1 Provides clear expectations and goals for staff supervision and development

- 1.1.1 I conduct and complete an annual self-assessment and goal setting process for myself and all staff
- 1.1.2 I utilize the structure of claim, evidence, impact and question/judgment in the supervision and evaluation process
- 1.1.3 I meet all contractual timelines and guidelines

1.2 Assesses and builds capacity of individuals and teams to establish and achieve goals

- 1.2.1 I strategically hire, place and utilize staff to work toward their strengths
- 1.2.2 I conduct data reviews, formal and informal calibrated observations and provide evidence- based feedback daily for the explicit purpose of improving individual and organizational performance
- 1.2.3 I demonstrate the ability to support staff in the design and facilitation of short and long-term strategic plans
- 1.2.4 I build cohesive, effective, mission-driven teams
- 1.2.5 I cultivate a workplace that embraces diversity and motivates each individual to higher levels of performance

1.3 Ensures that every adult treats each individual with fairness and respect while maintaining a culture of high expectations for ALL students and adults

- 1.3.1 I support and provide ongoing professional learning and feedback for teachers, staff and other adults to treat all individuals with care and respect
- 1.3.2 I review climate regularly using input of students, families and staff
- 1.3.3 I build relationships with individuals that foster their engagement, performance, and achievement
- 1.3.4 I identify and address climate issues and conditions that contribute to disproportionality in master scheduling, grading patterns, suspension/expulsion and graduation rates

1.4 Models professional ethics

- 1.4.1 I show willingness to admit error, take responsibility, learn and grow from it
- 1.4.2 I demonstrate my ability to value diverse perspectives through my willingness to adjust my course
- 1.4.3 I provide and ask for direct, honest, confidential, and tactful feedback to/from individuals and teams

Strengths
Learning Focus Areas

STANDARD 2: USING EVIDENCE TO IMPROVE INSTRUCTION

Goal: The leader creates a student-centered culture of high expectations and accountability.

- 2.1 Plans, sets and meets goals for student achievement and/or department**
 - 2.1.1 I intentionally align our school/department plan with district goals
 - 2.1.2 I enlist the ideas, input and support of my staff in the development of our targets, goals and operational plan
 - 2.1.3 I guide staff in using data thoughtfully to assess options and commit to courses of action that are likely to support the achievement of targets and goals
 - 2.1.4 I demonstrate knowledge of legal requirements, district policies and relevant standards pertaining to my job assignment
- 2.2 Effectively analyzes and uses data**
 - 2.2.1 I identify and utilize multiple data points to cross-reference decisions
 - 2.2.2 I provide direction and build a vision to implement and maintain classroom-based/department progress monitoring assessments
 - 2.2.3 I ensure that relevant data are available and examined regularly to monitor progress and to adjust plans accordingly
 - 2.2.4 I regularly gather evidence of student performance and process improvement during routine classroom/school/department observations and walk-throughs
 - 2.2.5 I promote the use of multiple data sources to determine student achievement and process improvements
 - 2.2.6 I utilize data strategically to forecast trends, align benchmarks with targets and address long term gaps in achievement and process
- 2.3 Provides and participates in professional learning consistent with goals**
 - 2.3.1 I support staff through targeted, data-driven professional learning
 - 2.3.2 I build the capacity of my staff to identify and utilize multiple data points to cross-reference decisions
 - 2.3.3 I provide professional learning that builds content knowledge (Note: schools also include pedagogical expertise and assessment literacy)
- 2.4 Supports Accountable Communities that focuses on effective practice, use of data, and common planning**
 - 2.4.1 I facilitate discussion of data and student/adult artifacts with individuals and teams to ensure ownership and constant refinement of instruction/performance
 - 2.4.2 I assist staff in the writing and use of formative and summative assessments
 - 2.4.3 I build or contribute to a school/department environment that supports learning and growth of staff toward achievement of the school/department mission, vision and goals
- 2.5 Effectively monitors, evaluates and adapts programs to support learning**
 - 2.5.1 I work with the staff to develop a tiered system of supports to meet all students'/employees' needs
 - 2.5.2 I ensure success by intervening early to accelerate growth and to avoid the need for remediation

Strengths
Learning Focus Areas

STANDARD 3: DECISION MAKING/MANAGING CHANGE

Goal: The leader enlists collective voice to make decisions that result in impactful change for ALL students and staff.

- 3.1 Demonstrates quality judgments during all decision making processes**
 - 3.1.1 I link decisions to the mission, vision, and goals of the grade level/department, school and district
 - 3.1.2 I model transparency by ensuring staff members understand and can responsibly participate in the decision making process
 - 3.1.3 I utilize an appropriate decision-making process in solving challenges and improving practices that result in decisions that stay made
 - 3.1.4 I utilize and foster the use of effective decision making tools/processes to focus the work of staff on written performance targets

- 3.2 Utilizes effective structures, systems and processes to establish a rigorous culture and positive climate**
 - 3.2.1 I assess quality and demonstrate measureable results in the performance of structures, systems and processes
 - 3.2.2 I contribute to positive staff morale through flexibility, support, and recognition of individuals and teams working toward grade level/department, school goals and priorities
 - 3.2.3 I demonstrate a history of meeting timelines and completing projects on schedule
 - 3.2.4 I create systems that reduce variability while increasing equity and access

- 3.3 Recognizes and responds to the need for change based on current performance data and research trends**
 - 3.3.1 I apply positive pressure to stimulate organizational learning, growing and thriving
 - 3.3.2 I demonstrate the ability to recognize and prioritize strategic opportunities for change that lead to improvement

- 3.4 Demonstrates responsibility for high quality personnel decisions that ensure the recruitment, selection, placement and retention of a diverse and talented workforce**
 - 3.4.1 I assess personnel effectively and distribute leadership roles to build the capacity of staff
 - 3.4.2 I demonstrate the ability to align all personnel decisions by matching strengths of staff to the needs of the school/department
 - 3.4.3 I deal appropriately and professionally with personnel issues, including personnel recommendations, evaluation, staff deficiencies, and employee retention
 - 3.4.4 I invest in all employees by co-creating a development plan and providing conditions for success with an emphasis on individuals in their first three years of employment

Strengths
Learning Focus Areas

STANDARD 4: APPROPRIATELY ALLOCATING RESOURCES

Goal: The leader uses resources effectively and efficiently in alignment with the district mission and vision.

4.1 Strategically analyzes and aligns resources of time, money, and people to innovatively support the district mission, vision and site/department goals and priorities

4.1.1 I analyze and use data and information to target resources to support the district mission, vision and achievement of school/department goals

4.1.2 I organize resources to orchestrate multiple processes at once to accomplish a goal

4.1.3 I prioritize time and the time of others to be spent on what is mission critical

4.2 Utilizes resources to guarantee equity and access for ALL students

4.2.1 I appropriate all available resources (time, money, people) to support relentless continuous improvement

4.2.2 I regularly analyze and reflect upon structures, systems, processes, and procedures to ensure equity for all students

4.2.3 I leverage and integrate resources to ensure that all students have the greatest number of opportunities from the widest array of options

4.2.4 I ensure that the allocation of resources results in student-centered actions that reduce disproportionality in behavior and achievement results

4.3 Builds and contributes to a school/department that supports learning and growth for staff toward achievement of district/school goals

4.3.1 I provide common structured time for individual and organizational learning based upon student/employee performance and needs

4.3.2 I leverage the eagerness of adults to learn together to address complex issues

Strengths
Learning Focus Areas

STANDARD 5: EFFECTIVE COMMUNICATION

Goal: The leader effectively communicates with all stakeholders including colleagues, staff, students, families, community and supervisors.

- 5.1 Utilizes effective and appropriate communication processes**
 - 5.1.1 I state, restate and/or modify the message as the year progresses
 - 5.1.2 I utilize the appropriate communication medium, matching purpose and audience
 - 5.1.3 I use student voice to shift culture and adult expectations

- 5.2 Produces varied, high quality forms of communication to address all stakeholders**
 - 5.2.1 I demonstrate writing skills complete with clarity of purpose, focused message, relevance to audience, and other quality indicators such as grammar, mechanics, spelling and word choice
 - 5.2.2 I embrace and utilize technology to enhance communication

- 5.3 Uses effective listening, writing, speaking and non-verbal communication skills**
 - 5.3.1 I establish a clear, focused message centered on targeting continuous academic improvement which is communicated in various formats and venues throughout the school year
 - 5.3.2 I communicate and support the value of diversity issues
 - 5.3.3 I am proficient with verbal and visual delivery techniques when presenting information

- 5.4 Partners with the school and local community to promote student learning**
 - 5.4.1 I report achievement results to students, parents, teachers and other leaders
 - 5.4.2 I implement effective methods to communicate with families to ensure that every student is in school, in class, and engaged in learning every day
 - 5.4.3 I promote increased student enrollment and retention through effective communication with current and prospective parents and students
 - 5.4.4 I understand community dynamics and consider stakeholder input when making decisions

Strengths
Learning Focus Areas

STANDARD 6: SERVICE TO SITES

Goal: The district leader meets or exceeds the needs and expectations of all stakeholders, specifically colleagues, staff, students, families, community and supervisors.

6.1 Provides consistent high quality service

- 6.1.1 I align the work of our team to the mission of our district and to school/department needs and issues
- 6.1.2 I systematically monitor and improve the quality of my service
- 6.1.3 I respond to school needs with differentiated support

6.2 Supports and builds capacity in all customers

- 6.2.1 I provide, seek and respond to feedback and guidance in a timely and professional manner
- 6.2.2 I build capacity in all stakeholders so they can complete the same task independently in the future

6.3 Generates interdependent, integrated, interdepartmental response to site needs (white space work)

- 6.3.1 I create self-sustaining systems that support school/department needs
- 6.3.2 I demonstrate active interest and curiosity to effectively meet school/department needs
- 6.3.3 I anticipate future needs and potential barriers and develop contingency plans
- 6.3.4 I demonstrate and cultivate healthy team behaviors that support accountability, performance and high expectations

Strengths
Learning Focus Areas

Annual Professional Learning Plan

NAME AND POSITION: _____

YEARS IN POSITION: _____

SITE: _____

DATE: _____

ASSESS AND ANALYZE LEADERSHIP STANDARD(S) TO CONSTRUCT GOALS/TARGETS:

CREATE AND IDENTIFY MULTIPLE, MEASURABLE EVIDENCE/DATA POINTS TO COLLECT AND MONITOR SUCCESSFUL ATTAINMENT:

IDENTIFY AND DIFFERENTIATE SUPPORT STRUCTURES AND RESOURCES:

CONSTRUCT A COMPLETION TIMELINE, INCLUDING KEY BENCHMARK DATES:

My Career Aspirations:

Where do I want to be in 2-5 years?

What are my best next steps to attain this career aspiration?

Why?

What are some risks/rewards of my aspiration?

Employee Signature: _____ **Date:** _____

Supervisor Signature: _____ **Date:** _____

**Utilize the Leadership Coaching Questions to complete your Professional Learning Plan.*

ONGOING DATA COLLECTION

Purpose:

- Employee and supervisor continually collect, analyze and synthesize performance data/evidence that reveal patterns of strength/learning over time
- During collection process, performance data/evidence are dated and aligned to appropriate Leadership Standards
- Performance data/evidence that reveal patterns of strengths and learning are formulated in “evidence” statements
- Evidence statements inform the learning of:
 - Claim
 - Evidence
 - Impact
 - Question or Judgment
- Employee and supervisor meet regularly to incorporate their performance data/evidence findings into the employee’s Professional Learning Plan and discuss progress on this plan

LEADER EVALUATION FORM

Process:

- Employee and supervisor assess, analyze, and celebrate performance data/evidence that reveal patterns of strength
- Employee and supervisor assess and analyze performance data/evidence that reveal ongoing patterns of learning
- Employee and supervisor revisit and assess, adjusting if necessary, the aspirational planning and support for future career advancement initiated in Step I of this process
- Supervisor completes the evaluation document utilizing the cumulative patterns of performance data/evidence to inform the learning of:
 - Claims
 - Evidence
 - Impact
 - Judgment
- Employee and supervisor engage in a reflective conversation about the final evaluation, distinguishing strengths, areas of learning and, if necessary, required areas of growth
- Supervisor informs employee if there are performance deficiencies (DNMS) or areas of growth that necessitate a Work Plan no later than May 1st; submit to supervisor and HR
 - For each rating of “Does Not Meet Standard” employee assesses and analyzes the Leadership Standard in relation to their performance data, and constructs goal statements and a Work Plan is required
- Supervisor and employee sign the evaluation report
- The employee may attach comments to the evaluation form

LEADER EVALUATION FORM

LEADER

Name: _____

Position: _____

Rating Period: From: _____ to _____ Length of Time in Position _____

SUPERVISOR

Name: _____

Position: _____

Site/Location: _____

STANDARD 1: SKILLFUL SUPERVISION AND EVALUATION

Goal: The leader aligns all actions with the district mission and vision while building the capacity of individuals and teams.

- 1.1 Provides clear expectations and goals for staff supervision and development**
- 1.2 Assesses and builds capacity of individuals and teams to establish and achieve goals**
- 1.3 Ensures that every adult treats each individual with fairness and respect while maintaining a culture of high expectations for ALL students and adults**
- 1.4 Models professional ethics**

Demonstrates Expertise (utilize Claim, Evidence, Impact statements)
Meets Standard (utilize Claim, Evidence, Impact statements)
Growth Expected (utilize Claim, Evidence, Impact statements)
Does Not Meet Standard (utilize Claim, Evidence, Impact statements)

STANDARD 2: USING EVIDENCE TO IMPROVE INSTRUCTION

Goal: The leader creates a student-centered culture of high expectations and accountability.

- 2.1 Plans, sets and meets goals for student achievement and/or department**
- 2.2 Effectively analyzes and uses data**
- 2.3 Provides and participates in professional learning consistent with goals**
- 2.4 Supports Accountable Communities that focus on effective practice, use of data, and common planning**
- 2.5 Effectively monitors, evaluates and adapts programs to support learning**

Demonstrates Expertise (utilize Claim, Evidence, Impact statements)
Meets Standard (utilize Claim, Evidence, Impact statements)
Growth Expected (utilize Claim, Evidence, Impact statements)
Does Not Meet Standard (utilize Claim, Evidence, Impact statements)

STANDARD 3: DECISION MAKING/MANAGING CHANGE

Goal: The leader enlists collective voice to make decisions that result in impactful change for ALL students and staff.

- 3.1 Demonstrates quality judgments during all decision making processes**
- 3.2 Utilizes effective structures, systems and processes to establish a rigorous culture and positive climate**
- 3.3 Recognizes and responds to the need for change based on current performance data and research trends**
- 3.4 Demonstrates responsibility for high quality personnel decisions that ensure the recruitment, selection, placement and retention of a diverse and talented workforce**

Demonstrates Expertise (utilize Claim, Evidence, Impact statements)
Meets Standard (utilize Claim, Evidence, Impact statements)
Growth Expected (utilize Claim, Evidence, Impact statements)
Does Not Meet Standard (utilize Claim, Evidence, Impact statements)

STANDARD 4: APPROPRIATELY ALLOCATING RESOURCES

Goal: The leader uses resources effectively and efficiently in alignment with the district mission and vision.

- 4.1 Strategically analyzes and aligns resources of time, money, and people to innovatively support the district mission, vision and site/department goals and priorities**
- 4.2 Utilizes resources to guarantee equity and access for ALL students**
- 4.3 Builds and contributes to a school/department that supports learning and growth for staff toward achievement of district/school goals**

Demonstrates Expertise (utilize Claim, Evidence, Impact statements)
Meets Standard (utilize Claim, Evidence, Impact statements)
Growth Expected (utilize Claim, Evidence, Impact statements)
Does Not Meet Standard (utilize Claim, Evidence, Impact statements)

STANDARD 5: EFFECTIVE COMMUNICATION

Goal: The leader effectively communicates with all stakeholders including colleagues, staff, students, families, community and supervisors.

- 5.1 Utilizes effective and appropriate communication processes**
- 5.2 Produces varied, high quality forms of communication to address all stakeholders**
- 5.3 Uses effective listening, writing, speaking and non-verbal communication skills**
- 5.4 Partners with the school and local community to promote student learning**

Demonstrates Expertise (utilize Claim, Evidence, Impact statements)
Meets Standard (utilize Claim, Evidence, Impact statements)
Growth Expected (utilize Claim, Evidence, Impact statements)
Does Not Meet Standard (utilize Claim, Evidence, Impact statements)

STANDARD 6: SERVICE TO SITES

Goal: The district leader meets or exceeds the needs and expectations of all stakeholders, specifically colleagues, staff, students, families, community and supervisors.

- 6.1 Provides consistent high quality service**
- 6.2 Supports and builds capacity in all customers**
- 6.3 Generates interdependent, integrated, interdepartmental response to site needs (white space work)**

Demonstrates Expertise (utilize Claim, Evidence, Impact statements)
Meets Standard (utilize Claim, Evidence, Impact statements)
Growth Expected (utilize Claim, Evidence, Impact statements)
Does Not Meet Standard (utilize Claim, Evidence, Impact statements)

INDIVIDUAL LEADERSHIP STANDARD RATINGS: (circle a rating for each Leadership Standard)

Standard 1:	Skillful Supervision and Evaluation	DE	MS	GE	DNMS
Standard 2:	Using Evidence to Improve Instruction	DE	MS	GE	DNMS
Standard 3:	Decision Making/Managing Change	DE	MS	GE	DNMS
Standard 4:	Appropriately Allocating Resources	DE	MS	GE	DNMS
Standard 5:	Effective Communication	DE	MS	GE	DNMS
Standard 6:	Service to Sites	DE	MS	GE	DNMS

OVERALL EVALUATION RATING (CHECK ONE RATING TO REPRESENT THE EMPLOYEES OVERALL PERFORMANCE)

- _____ Demonstrates Expertise
 - Exceptional performer; aspirational model for other leaders
 - Consistently exceeds standard
 - Performance is in top 20% of leaders
- _____ Meets Standards
 - Strong performer
 - Meets or may sometimes exceed standard
- _____ Growth Expected
 - Average performer
 - Meets most elements of the standard but at times does not meet the standard
- _____ Does Not Meet Standards/Improvement Work Plan required (see attached)
 - Weak performer
 - Requires ongoing direction
 - Performance is in bottom 10% of leaders

Leader Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. Further, I understand I may make a written response to the evaluation at any time up to fifteen (15) days after receiving a copy of the evaluation.

LEADERSHIP COACHING QUESTIONS

Leader Coaching Questions To Support the FUSD Site Administrator Evaluation Form for Leaders

Leverage these questions when reflecting on professional strengths and areas of development and/or when supervising others.

STANDARD 1: SKILLFUL SUPERVISION AND EVALUATION

Goal: *The leader aligns all actions with the district mission and vision while building the capacity of individuals and teams.*

General Questions

- ⇒ *What do you specifically do so that supervision plays a role in...
...achievement of school wide goals?
...increased academic performance of students?
...elimination of the achievement gap?*

- ⇒ *How are supervision goals communicated to staff? Do all adults set and monitor rigorous expectations? How do you measure and monitor personal, employee, and team growth and development?*

1.1 Provides clear expectations and goals for staff supervision and development

- 1.1.1 How do I conduct and complete an annual self-assessment and goal setting process for myself and all staff?
- 1.1.2 How do I utilize the structure of claim, evidence, impact and question/judgment in the supervision and evaluation process?
- 1.1.3 How do I meet all contractual timelines and guidelines?

1.2 Assesses and builds capacity of individuals and teams to establish and achieve goals

- 1.2.1 How and when do I strategically hire, place and utilize staff to work toward their strengths?
- 1.2.2 How and when do I conduct data reviews, formal and informal calibrated observations and provide evidence- based feedback daily for the explicit purpose of improving individual and organizational performance?
- 1.2.3 How do I demonstrate the ability to support staff in the design and facilitation of short and long-term strategic plans?
- 1.2.4 How do I build cohesive, effective, mission-driven teams?
- 1.2.5 How do I cultivate a workplace that embraces diversity and motivates each individual to higher levels of performance?

1.3 Ensures that every adult treats each individual with fairness and respect while maintaining a culture of high expectations for ALL students and adults

- 1.3.1 How and when do I support and provide ongoing professional learning and feedback for teachers, staff and other adults to treat all individuals with care and respect?
- 1.3.2 How and when do I review climate regularly using input of students, families and staff?

- 1.3.3 How do I build relationships with individuals that foster their engagement, performance, and achievement?
- 1.3.4 How and when do I identify and address climate issues and conditions that contribute to disproportionality in master scheduling, grading patterns, suspension/expulsion and graduation rates?

1.4 Models professional ethics

- 1.4.1 How do I show willingness to admit error, take responsibility, learn and grow from it?
- 1.4.2 How do I demonstrate my ability to value diverse perspectives through my willingness to adjust my course?
- 1.4.3 How do I provide and ask for direct, honest, confidential, and tactful feedback to/from individuals and teams?

STANDARD 2: USING EVIDENCE TO IMPROVE INSTRUCTION

Goal: *The leader creates a student-centered culture of high expectations and accountability.*

General Questions

- ⇒ *What is the role of discussing and focusing on evidence...
...in the teacher development/instructional improvement process?
...in the improvement of academic achievement for ALL students?*

2.1 Plans, sets and meets goals for student achievement and/or department

How do I intentionally align our school/department plan with district goals?

- 2.1.1 How do I enlist the ideas, input and support of my staff in the development of our targets, goals and operational plan?
- 2.1.2 How do I guide staff in using data thoughtfully to assess options and commit to courses of action that are likely to support the achievement of targets and goals?
- 2.1.3 How do I demonstrate knowledge of legal requirements, district policies and relevant standards pertaining to my job assignment?

2.2 Effectively analyzes and uses data

- 2.2.1 How and when do I identify and utilize multiple data points to cross-reference decisions?
- 2.2.2 How do I provide direction and build a vision to implement and maintain classroom-based/department progress monitoring assessments?
- 2.2.3 How do I ensure that relevant data are available and examined regularly to monitor progress and to adjust plans accordingly?
- 2.2.4 How do I regularly gather evidence of student performance and process improvement during routine classroom/school/department observations and walk-throughs?
- 2.2.5 How do I promote the use of multiple data sources to determine student achievement and process improvements?
- 2.2.6 How and when do I utilize data strategically to forecast trends, align benchmarks with targets and address long term gaps in achievement and process?

2.3 Provides and participates in professional learning consistent with goals

- 2.3.1 How do I support staff through targeted, data-driven professional learning?
- 2.3.2 How do I build the capacity of my staff to identify and utilize multiple data points to cross-reference decisions?
- 2.3.3 How and when do I provide professional learning that builds content knowledge?
(Note: schools also include pedagogical expertise and assessment literacy)

2.4 Supports Accountable Communities that focuses on effective practice, use of data, and common planning

- 2.4.1 How do I facilitate discussion of data and student/adult artifacts with individuals and teams to ensure ownership and constant refinement of instruction/performance?
- 2.4.2 How and when do I assist staff in the writing and use of formative and summative assessments?

2.4.3 How do I build or contribute to a school/department environment that supports learning and growth of staff toward achievement of the school/department mission, vision and goals?

2. 5 Effectively monitors, evaluates and adapts programs to support learning

2.5.1 How and when do I work with the staff to develop a tiered system of supports to meet all students'/employees' needs?

2.5.2 How do I ensure success by intervening early to accelerate growth and to avoid the need for remediation?

STANDARD 3: DECISION MAKING/MANAGING CHANGE

Goal: *The leader enlists collective voice to make decisions that result in impactful change for ALL students and staff.*

General Questions

- ⇒ *What beliefs and values do you adhere to in terms of working with people to achieve site/department goals?*
- ⇒ *What are your overarching goals for your school? How do they support the District mission and reinforce the District core values?*
 - *What is possible on your campus with respect to student achievement?*
 - *How do you expect site decisions to affect staff actions? How does your staff know this?*
 - *What is your vision for parents and community involvement in relation to your school?*
- ⇒ *When instances of conflicting priorities or interests arise, what beliefs, guiding principles, or values will predominate? Why? How do you know?*
- ⇒ *How do the decisions that you make, and the decision processes you use, result in impactful change for ALL students and staff?*

3.1 Demonstrates quality judgments during all decision making processes

- 3.1.1 *How do I link decisions to the mission, vision, and goals of the grade level/department, school and district?*
- 3.1.2 *How do I model transparency by ensuring staff members understand and can responsibly participate in the decision making process?*
- 3.1.3 *How and when do I utilize an appropriate decision-making process in solving challenges and improving practices that result in decisions that stay made?*
- 3.1.4 *How and when do I utilize and foster the use of effective decision making tools/processes to focus the work of staff on written performance targets?*

3.2 Utilizes effective structures, systems and processes to establish a rigorous culture and positive climate

- 3.2.1 *How do I assess quality and demonstrate measureable results in the performance of structures, systems and processes?*
- 3.2.2 *How do I contribute to positive staff morale through flexibility, support, and recognition of individuals and teams working toward grade level/department, school goals and priorities?*
- 3.2.3 *How do I demonstrate a history of meeting timelines and completing projects on schedule?*
- 3.2.4 *How do I create systems that reduce variability while increasing equity and access?*

3.3 Recognizes and responds to the need for change based on current performance data and research trends

- 3.3.1 *How do I apply positive pressure to stimulate organizational learning, growing and thriving?*
- 3.3.2 *How do I demonstrate the ability to recognize and prioritize strategic opportunities for change that lead to improvement?*

- 3.4 Demonstrates responsibility for high quality personnel decisions that ensure the recruitment, selection, placement and retention of a diverse and talented workforce**
- 3.4.1 How do I assess personnel effectively and distribute leadership roles to build the capacity of staff?
 - 3.4.2 How do I demonstrate the ability to align all personnel decisions by matching strengths of staff to the needs of the school/department?
 - 3.4.3 How do I deal appropriately and professionally with personnel issues, including personnel recommendations, evaluation, staff deficiencies, and employee retention?
 - 3.4.4 How do I invest in all employees by co-creating a development plan and providing conditions for success with an emphasis on individuals in their first three years of employment?

STANDARD 4: APPROPRIATELY ALLOCATING RESOURCES

Goal: The leader uses resources effectively and efficiently in alignment with the district mission and vision.

General Questions

⇒ *In thinking about the academic improvement plan for your site or department, what expenditures are needed to affect this improvement? How do you use your various budgets to support your improvement plan?*

4.1 Strategically analyzes and aligns resources of time, money, and people to innovatively support the district mission, vision and site/department goals and priorities

- 4.1.1 How and when do I analyze and use data and information to target resources to support the district mission, vision and achievement of school/department goals?
- 4.1.2 How do I organize resources to orchestrate multiple processes at once to accomplish a goal?
- 4.1.3 How do I prioritize time and the time of others to be spent on what is mission critical?

4.2 Utilizes resources to guarantee equity and access for ALL students

- 4.2.1 How do I appropriate all available resources (time, money, people) to support relentless continuous improvement?
- 4.2.2 How do I regularly analyze and reflect upon structures, systems, processes, and procedures to ensure equity for all students?
- 4.2.3 How and when do I leverage and integrate resources to ensure that all students have the greatest number of opportunities from the widest array of options?
- 4.2.4 How do I ensure that the allocation of resources results in student-centered actions that reduce disproportionality in behavior and achievement results?

4.3 Builds and contributes to a school/department that supports learning and growth for staff toward achievement of district/school goals

- 4.3.1 How do I provide common structured time for individual and organizational learning based upon student/employee performance and needs?
- 4.3.2 How do I leverage the eagerness of adults to learn together to address complex issues?

STANDARD 5: EFFECTIVE COMMUNICATION

Goal: The leader effectively communicates with all stakeholders including colleagues, staff, students, families, community and supervisors.

General Questions

- » *How do you develop your clear message for the academic year that emphasizes the importance of high quality instruction?*

- » *How do you develop your message about the status of student achievement on your site, targeted areas for improvement, and your plan to target your resources at these identified areas of need?*

5.1 Utilizes effective and appropriate communication processes

- 5.1.1 How do I state, restate and/or modify the message as the year progresses?
- 5.1.2 How and when do I utilize the appropriate communication medium, matching purpose and audience?
- 5.1.3 How do I use student voice to shift culture and adult expectations?

5.2 Produces varied, high quality forms of communication to address all stakeholders

- 5.2.1 How do I demonstrate writing skills complete with clarity of purpose, focused message, relevance to audience, and other quality indicators such as grammar, mechanics, spelling and word choice?
- 5.2.2 How do I embrace and utilize technology to enhance communication?

5.3 Uses effective listening, writing, speaking and non-verbal communication skills

- 5.3.1 How do I establish a clear, focused message centered on targeting continuous academic improvement which is communicated in various formats and venues throughout the school year?
- 5.3.2 How do I communicate and support the value of diversity issues?
- 5.3.3 How do I am proficient with verbal and visual delivery techniques when presenting information?

5.4 Partners with the school and local community to promote student learning

- 5.4.1 How do I report achievement results to students, parents, teachers and other leaders?
- 5.4.2 How and when do I implement effective methods to communicate with families to ensure that every student is in school, in class, and engaged in learning every day?
- 5.4.3 How do I promote increased student enrollment and retention through effective communication with current and prospective parents and students?
- 5.4.4 How do I understand community dynamics and consider stakeholder input when making decisions?

STANDARD 6: SERVICE TO SITES

Goal: *The district leader meets or exceeds the needs and expectations of all stakeholders, specifically colleagues, staff, students, families, community and supervisors.*

General Questions:

- » *How do you keep yourself well informed about school needs and issues?*

- » *How do you maintain open lines of communication in order to continuously monitor and update the quality of your service?*

6.1 Provides consistent high quality service

- 6.1.1 How do I align the work of our team to the mission of our district and to school/department needs and issues?
- 6.1.2 How do I systematically monitor and improve the quality of my service?
- 6.1.3 How do I respond to school needs with differentiated support?

6.2 Supports and builds capacity in all customers

- 6.2.1 How do I provide, seek and respond to feedback and guidance in a timely and professional manner?
- 6.2.2 How do I build capacity in all stakeholders so they can complete the same task independently in the future?

6.3 Generates interdependent, integrated, interdepartmental response to site needs (white space work)

- 6.3.1 How do I create self-sustaining systems that support school/department needs?
- 6.3.2 How do I demonstrate active interest and curiosity to effectively meet school/department needs?
- 6.3.3 How do I anticipate future needs and potential barriers and develop contingency plans?
- 6.3.4 How do I demonstrate and cultivate healthy team behaviors that support accountability, performance and high expectations?

LEADER WORK PLAN

**Fresno Unified School District
Division of Human Resources
Leader Work Plan**

NAME AND POSITION: _____ **YEARS IN POSITION :** _____ **DATE:** _____

BEGINNING LEADERSHIP STANDARD RATING(S) AT COMMENCEMENT OF WORK PLAN: _____

ENDING LEADERSHIP RATING(S) AT CONCLUSION OF WORK PLAN: _____

<i>IDENTIFY LEADERSHIP STANDARDS AND GOALS/TARGETS:</i>
<i>IDENTIFY, ASSESS, AND DRAW CONCLUSIONS ON SPECIFIC DEFICIENCIES:</i>
<i>DESIGN AND FORMULATE STRATEGIES AND ACTION STEPS TO IMPROVE:</i>
<i>IDENTIFY AND DIFFERENTIATE SUPPORT AND RESOURCES NECESSARY TO BE SUCCESSFUL IN IMPLEMENTING THE WORK PLAN:</i>
<i>IDENTIFY AND DESCRIBE EVIDENCE TO MONITOR AND MEASURE GROWTH:</i>
<i>CONSTRUCT A TIMELINE OF COMPLETION OF THE WORK PLAN, INCLUDING WITH BENCHMARK DATES TO MONITOR PROGRESS:</i>

Leader Signature: _____

Supervisor Signature: _____

Date: _____

Date: _____

End-of-year recommendation to continue with Work Plan: YES NO

LEADERSHIP CONTINUUM

INDICATORS AND ARTIFACTS

Fresno Unified School District Leadership Standards

STANDARD 1

Skillful Supervision and Evaluation

Goal: The leader aligns all actions with the mission and vision while building the capacity of individuals and teams

1. Provides clear expectations and goals for staff supervision and development
2. Assesses and builds capacity of individuals and teams to establish and achieve goals
3. Ensures that every adult treats each individual with fairness and respect while maintaining a culture of high expectations for ALL students and adults
4. Models professional ethics

STANDARD 2

Using Evidence to Improve Instruction

Goal: The leader creates a student-centered culture of high expectations and accountability.

1. Plans, sets and meets goals for student achievement and/or department
2. Effectively analyzes and uses data
3. Provides and participates in professional learning consistent with goals
4. Supports Accountable Communities that focus on effective practice, use of data, and common planning
5. Effectively monitors, evaluates and adapts programs to support learning

STANDARD 3

Decision Making/Managing Change

Goal: The leader enlists collective voice to make decisions that result in impactful change for ALL students and staff

1. Demonstrates quality judgments during all decision making processes
2. Utilizes effective structures, systems and processes to establish a rigorous culture and positive climate
3. Recognizes and responds to the need for change based on current performance data and research trends
4. Demonstrates responsibility for high quality personnel decisions that ensure the recruitment, selection, placement and retention of a diverse and talented workforce

STANDARD 4

Appropriately Allocating Resources

Goal: The leader uses resources effectively and efficiently in alignment with the district mission and vision

1. Strategically analyzes and aligns resources of time, money, and people to innovatively support the district mission, vision and site/department goals and priorities
2. Utilizes resources to guarantee equity and access for ALL students
3. Builds and contributes to a school/department that supports learning and growth for staff toward achievement of district/school goals

STANDARD 5

Effective Communication

Goal: The leader effectively communicates with all stakeholders including colleagues, staff, students, families, community and supervisors

1. Utilizes effective and appropriate communication processes
2. Produces varied, high quality forms of communication to address all stakeholders
3. Uses effective listening, writing, speaking and non-verbal communication skills
4. Partners with the school and local community to promote student learning

STANDARD 6

Service to Sites

Goal: The district leader meets or exceeds the needs and expectations of all stakeholders, specifically colleagues, staff, students, families, community and supervisors

1. Provides consistent high quality service
2. Supports and builds capacity in all customers
3. Generates interdependent, integrated, interdepartmental response to site needs (white space work)

1. SKILLFUL SUPERVISION AND EVALUATION

Goal: The leader aligns all actions with the district mission and vision while building the capacity of individuals and teams.

CONTINUUM OF PRACTICE

ACTIONS	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	DOES NOT MEET STANDARDS
	<ul style="list-style-type: none"> • All actions continuously demonstrate high expectations for self and others; holds self and others accountable to maintain and foster high expectations to improve all achievement, and fosters a belief in others that inspires high expectations for the entire system • Continuously gathers, identifies and uses all significant data along with fostering ownership of the data by all members of the team to clearly set goals and targets and plan specific next steps; furthermore monitoring the next steps for improvement • Builds staff's active commitment to fairness and respect for all by surfacing and addressing challenging questions and hidden inequities; creates opportunities that develop adults' ability to help students meet high expectations • Espouses and models professional ethics, regardless of internal and external pressures; is a mentor/role model for colleagues facing challenging situations even during critical decision-making moments 	<ul style="list-style-type: none"> • Actions are aligned to the belief that all students and adults can learn and achieve at high levels and will hold self and others accountable for improvement clear expectations and goals for staff supervision and development; provides clear expectations and goals for staff supervision and development • Uses data and shows the ability to engage self and others in setting goals and targets specific to the data results along with informing clear next steps • Ensures that every adult treats each individual with fairness and respect while maintaining a culture of high expectations for ALL students and adults; publicly models fairness and respect in all interactions • Consistently and appropriately deals with all internal and external pressures; models professional ethics in all problem analysis and decision-making 	<ul style="list-style-type: none"> • Asserts but sometimes struggles to follow-up on the belief that all students and adults can achieve at high levels; over-emphasizes small successes without surfacing shortcomings in an effort to confront low expectations or performance • Inconsistently uses data and shows limited ability to engage self and others in setting goals and targets along with utilizing the data to inform next steps • Initially communicates but does not monitor or follow up on the expectation that adults will treat each individual with fairness and respect; struggles to recognize and address issues perceived as being unfair or disrespectful • Periodically struggles to sort out and deal with internal and external pressures that make problem analysis difficult and threaten ethical decision-making 	<ul style="list-style-type: none"> • Actions often contradict espoused belief that all students can learn at high levels; does not hold staff who have low expectations for themselves or students accountable for improvement • Does not use, or involve others in using data to set target and goals or inform next steps • Behaviors and communications do not consistently demonstrate respect for others and/or an expectation that all individuals will be treated with fairness and respect • Displays behavior or decision-making that is inconsistent with professional ethics; makes inappropriate or ineffective decisions in the face of internal or external pressures

LEADERSHIP STANDARD 1: SKILLFUL SUPERVISION AND EVALUATION
ARTIFACTS/OBSERVABLES

ARTIFACTS

- Written annual self-assessments and SMART goals for all leaders and staff are based on multiple data sources, with an emphasis on formative assessments to improve staff practice and student learning
- Supervision and evaluation observations, written informal and formal conference notes/evaluation documents reflect supervising of classroom instruction/department field work observations for at least 60% of the time with a clear focus of what to look for using formative assessment results to frame staff feedback and plan professional learning
- Professional learning plans for site/department and each staff member are based on data and engaging in collaborative and job embedded learning
- Supervision and evaluation written informal and formal documents and the professional learning plan show active participation in developing personal professional learning through district professional learning and out of district professional learning
- Supervisors communicate and complete a rigorous supervision and evaluation process for each staff member that includes
 - measures and goals determined
 - use of the Leadership Standards Continuum to clarify to other leaders areas of strength and growth
 - evidence of teacher/staff practice gathered from multiple sources including classroom/workplace observations and interactions with all stakeholders
 - claims, appropriately matched evidence, statements of impact on student learning and question/judgments in supervision and evaluation documents
 - professional learning plan
 - adherence to all contractual time lines
- Improvement plan for staff not meeting standards are in place with appropriate support aligned with area(s) of need
- Written values, beliefs and goals show high expectations for all students and staff
- Leadership team agendas, plans and goals reflect focus on formal and informal calibrated observations evidence-based feedback are used for the explicit purpose of improving individual, team and organizational performance
- Formal and informal observation logs and notes, calendars, accountability communities rubrics and other sources of feedback toward goal attainment reflect clear, timely, useful and evidence-based communication
- Documents re hiring processes, teacher placement, professional development activities and growth goals all show the workplace embraces diversity and motivates each individual to higher levels of performance
- Surveys and feedback show the workplace embraces diversity, equity and inclusion
- Surveys and interview data sources show each individual/team is motivated to higher levels of performance and believe the supervision and evaluation process effective
- Written feedback solicited from and given to staff is direct, honest, useful, confidential and tactful
- Site/department plans, assignments, calendars show an on-boarding system is set up for each new employee

OBSERVABLES

- Staff can explain and effectively participate in a rigorous supervision and evaluation process based on the continuum for the teaching profession, continuum for leadership or competencies for classified staff
- Classroom/school observations and monitoring formative assessment data for flexible grouping practices of students and staff
- All new teachers, leaders, staff with specific development needs are mentored by highly skilled peers provided on site
- Accountable communities, including department teams, are demonstrating and able to communicate the success criteria for an accountable community
- Staff members proactively assume formal and informal leadership roles, and multiple staff members serve as leaders at different points or for different tasks
- Instructional feedback builds effective teacher/staff practice and observable changes in teacher/staff practice and student learning
- Staff are able to effectively communicate the areas of strength and improvement with specific actions
- School/department goals, vision, mission and actions are aligned
- Adults and students monitor themselves and hold each other accountable for language, attitudes, and behaviors that are offensive or uninformed around racial or cultural differences
- Strong relationships with individuals foster their engagement, performance, and achievement
- Climate issues and conditions that contribute to disproportionality in master scheduling, grading patterns, suspension/expulsion and graduation rates are regularly addressed
- All staff demonstrates a willingness to admit error, take responsibility for actions and decisions, learn and grow from the experience.
- Leader and staff actions show respect for diverse perspectives and a willingness to adjust course when necessary and appropriate
- School/departments vision includes a focus on student academic achievement and social/emotional development

2. USING EVIDENCE TO IMPROVE INSTRUCTION

Goal: The leader creates a student-centered culture of high expectations and accountability.

ACTIONS	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	DOES NOT MEET STANDARDS
	<ul style="list-style-type: none"> Builds high staff competence in planning, setting and meeting student/staff achievement goals; links curriculum/improvement, teacher/staff practice and accountability to all achievement goals Utilizes multiple sources of qualitative and quantitative data to assess and monitor instruction/improvement; creates systems for consistent monitoring and frequent data collection; uses data appropriately to drive continuous improvement Develops and implements a system of professional learning where individuals and teams use goals, data and outcomes to seek and create their own opportunities for professional growth Develops and nurtures highly effective AC's and teacher/staff leaders who keep a relentless focus on student learning and continuous improvement; builds teams' capacity to solve problems, assess the impact of their efforts and give one another feedback for growth while going above and beyond the AC Foundations Ensures that all staff monitor, evaluates and analyzes all data in order to ensure accurate interventions, accelerations and differentiation at high levels for students/staff 	<ul style="list-style-type: none"> Consistently monitors the planning, setting, and meeting of student/staff achievement goals; holds self and others accountable for changing practice based on student achievement goals Effectively analyzes and uses data to inform continuous improvement; consistently focuses attention on areas of high need and high-leverage strategies to meet those needs Continuously provides and participates in all forms of professional learning consistent with goals and data results Continuously supports AC's that focus on effective practice, use of data, common planning; providing feedback and coaching and fully ensures the use of the AC Foundations Continuously uses accurate information and data to implement interventions, accelerations or differentiation that meet the needs of all students/staff 	<ul style="list-style-type: none"> Inconsistently monitors the planning, setting and meeting of student/staff achievement goals; struggles to hold teachers/staff accountable for changing practice based on student achievement goals Uses limited and/or inconsistently collected and analyzed data to assess instruction/professional practice; draws conclusions with limited or inappropriate data Facilitates undifferentiated, one-size fits-all professional learning that is inconsistently aligned with goals, data results; complies with mandates but struggles to take ownership for professional learning Inconsistently uses and supports AC Teams appropriately; periodically allows for teacher/staff leadership within the AC and inconsistently ensures the implementation of AC Foundations Inconsistently uses information to implement interventions, accelerations or differentiation that meet the needs of all students/staff 	<ul style="list-style-type: none"> Does not use or foster the monitoring, planning, and meeting of student/staff achievement goals Does not use data to drive instruction, instructional/professional practices, and makes decisions without good evidence or data; rarely uses data to correctly identify trends or establish needs for improvement Does not take initiative or responsibility for leading or providing regular, appropriate professional learning opportunities based on data results Does not use or support teacher professional teams appropriately; rarely provides opportunities for teacher/staff leadership; allows ineffective or misaligned staff to lead; sometimes inhibits team development; and does not base functions of an AC through its Foundations Does not ensure that all students/staff receive appropriate intervention and accelerations or that there is differentiation to meet the needs of all students/staff based on any information

LEADERSHIP STANDARD 2: USING EVIDENCE TO IMPROVE INSTRUCTION ARTIFACTS/OBSERVABLES

ARTIFACTS

- School/department performance results show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice and actions to address those gaps
- School(SPSA)/department's (Strategic) plan is aligned with district mission, goals and measures (SPSA, WASC, IB, Linked Learning, or school/dept.-specific action plans)
- Written observations/informal and formal conference notes reflect frequent classroom instruction/department field work observations for at least 60% of the time with a clear focus of what to look for using formative assessment results to frame staff feedback and plan professional learning
- Professional learning plans for sites/departments are based on data and engaging in collaborative and job embedded learning
- Action plans show staff use relevant data to assess options and commit to courses of action to support achievement of goals including social emotional and climate and culture
- Academic goals are based on expectations that student's progress or a trajectory to be on or above grade level
- Staff develop and use classroom-based or departmental progress-monitoring assessments on an on-going basis for both formative and summative purposes
- Calendars, observations, goals, agendas and other sources reflect leaders and staff routinely gather evidence of performance, process improvements based on student needs
- Action plans show a tiered system of supports to meet all students'/employees' needs
- Cycles of inquiry (review) documents reveal protocols and processes used to diagnose the current state of the school/department (including review of data, school practices, and instructional practices) to provide clear and transparent evidence to all staff to set goals with targets
- Goals and plans show climate survey results from students, families and staff are regularly used to monitor progress on mission, vision, and values and make necessary changes
- Units, lessons, and tasks align to CCSS scope and sequence and prepare students to be college ready
- Staffing documents reflect use of multiple sources of data to appropriately hire and assign adults to improve student learning, individual and team performance
- Master schedule for student placement shows equity and access opportunities for every student
- Student instructional time data shows maximization of time during the regular school day and capitalizing on opportunities outside the regular school day

OBSERVABLES

- Student learning consistently increases in student achievement assessments
- Evidence of recognition of student work and academic progress is visible in the school/department; contributions of students from diverse backgrounds are displayed
- Multi-year process to monitor the school's/department's progress over time in meeting state, district and school/department goals to ensure all students are graduating, in a system of shared accountability
- Solicits balanced feedback from all stakeholders, exploring both benefits and concerns when gathering input for positive next steps/growth
- Staff offer ideas, input and support to shape goals with targets and operational plans with a focus to improve student learning
- Legal requirements, district policies and relevant standards pertaining to job assignments are adhered to
- Multiple data sources are used strategically to forecast trends, align benchmarks with targets and address long term gaps in achievement
- Staff (have access to)(participate in) targeted, data-driven professional learning designed to support of individual, grade level, school/department and regional wide growth
- Teams' discussion of data ensures shared ownership and constant refinement of instruction practice/performance
- Based on student work evidence and assessment data, staff intervenes early to accelerate growth and to avoid the need for remediation
- Instructional staff have a broad repertoire of instructional strategies and department staff have effective strategies to address assessed needs for improvement
- Teacher-driven professional development focuses on student learning challenges, progress toward student achievement goals and includes teacher team and peer visits
- Accountable Communities use protocols and processes designed to guide collaboration that include expectations (tights and loose)
- Student voice is used to shift culture and adult expectations

3. DECISION MAKING/MANAGING CHANGE

Goal: The leader enlists collective voice to make decisions that result in impactful change for ALL students and staff.

	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	DOES NOT MEET STANDARDS
ACTIONS	<ul style="list-style-type: none"> Builds staff capacity to use effective decision making that displays quality judgments and professional maturity; inspires staff to continuously analyze summative and formative student/staff outcome data and adult practices and to make astute diagnoses and plans Builds capacity of staff to develop, implement and assess effective structures, systems, processes and priorities, that continuously nurture a rigorous culture and positive climate Builds staff capacity to recognize, embrace and support changes that are in school's/department's best interests; proactively manages responses to change and capitalizes on forward moving momentum; facilitates opportunities for staff to raise questions, doubts and feelings about change and to adapt to change Identifies and leverages multiple pipelines within and beyond the district for high quality, diverse recruits; proactively identifies and fills vacancies early, strategically places employees/teachers based on skills and need; uses data to identify and recognize effective staff/teachers; consistently retains effective staff/teachers by providing growth opportunities; builds capacity of staff to lead and participate in recruitment, selection, hiring and induction process 	<ul style="list-style-type: none"> Continuously identifies, gathers and uses all forms of data to accurately diagnose current reality; decision-making processes are consistently aligned with the data results and all needs of the school/department Utilizes effective structures, systems and processes to establish a rigorous culture and positive climate; establishes clear priorities to provide stability during turbulent times Recognizes and responds to the need for change based on current performance data and research trends; initiates and builds ownership for high leverage improvements that support the school/department's mission and vision; is willing to take action even when outcomes are unclear Demonstrates responsibility for high quality personnel decisions that ensure the recruitment, selection, placement and retention of a diverse and talented workforce; includes leadership team in recruitment, selection, hiring and induction processes 	<ul style="list-style-type: none"> Inconsistently uses student/staff data to accurately diagnose current reality; decision-making processes are inconsistently aligned Inconsistently implements effective structures, systems, processes and priorities to establish a rigorous culture and positive climate Inconsistently provides time for staff to process or adapt to change; supports changes that may be in the school's/department's best interests; complies and manages change along with taking some responsibility for its impact on the outcomes of the school/department Inconsistently utilizes district resources to identify high quality recruits; develops basic criteria for selecting and hiring staff; places personnel based on qualifications; attempts to retain effective teachers by providing growth opportunities; includes some leadership team members in the selection and hiring processes 	<ul style="list-style-type: none"> May conduct limited analysis of school's/department's achievement data in order for accurate decision making process to take place; may use other (non- evidence based) decision making processes that undermine school/department achievement growth Lacks effective structures, systems, processes and priorities to establish a rigorous culture and positive climate Does not provide support to staff during times of change; passively complies with or manages change but does not take responsibility for or may ignore its impact on the school/department outcomes Ineffectively utilizes district resources to identify recruits; selection criteria differ by applicant; rarely assesses qualifications when placing teachers; allows teachers to remain in their assignments, regardless of impact; doesn't make an effort to recognize or retain effective teachers; does not include others in the recruitment, selection, hiring and induction processes

LEADERSHIP STANDARD 3: DECISION MAKING/MANAGING CHANGE
ARTIFACTS/OBSERVABLES

ARTIFACTS

- Actions plans with clear goals explicitly state and show alignment to identified problem of practice to solve based on multiple sources of data
- Professional learning plans for sites/departments and individual staff are based on data and engaging in collaborative and job embedded learning
- School/department performance results show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice and actions to address those gaps
- Written commitments/timelines in plans communicate clearly who makes the decision and identifies any constraints that will affect the scope or content of the decision
- Written agreements/timelines are met and projects are completed on schedule, including appropriate modifications to plan as data emerges for course adjustments which result in positive outcomes
- Action plans, agendas, calendars, notes, and other data sources show inclusion of all parties whose working conditions will be affected by the decision
- Documents showing communications to staff, students, parents, and other stakeholders of the decision making and managing change process state explicitly the values to be maintained, possibly consequences, timeline, decision points, process to revisit and how the monitoring and support process
- Business processes, protocols and processes show systems have been built that reduce variability while increasing equity and access
- Awards, incentives, celebrations are present for all stakeholders in strategic opportunities for change that lead to improvement
- Written supervision and evaluation documents and professional learning plans from staff and supervisor show directly alignment of all personnel decisions to goal attainment, equity and access principles and improving student learning and staff practice
- Written plan demonstrates employees in their first three years have targeted support for effective change management for individual, team and site/department
- Rating rubrics, interview questions, practicums, calendars and panel diversity show a robust recruitment, selection, and hiring process at each site and department
- Retention data show majority of highly effective teachers stay in the school or promote to a leadership role
- Short- and medium- term action plans which address on-going areas of concern and celebrates areas of success
- Parent and student surveys utilized in cycle of continuous improvement method as site/department sets goals and plans

OBSERVABLES

- School/department climate is focused on teaching and learning with high expectations for all students and staff
- School/department demonstrate continuous improvement through inquiry, research, collaboration, evidence based analysis to improve student learning
- Facilitates an annual collaborative process for developing and refining the school's/department's vision of high expectations of teaching and learning with all stakeholders
- Establishes practices which keep the vision in the forefront in collaborative decision making; engages the community in supporting student learning
- Decisions are aligned to the mission, vision, and goals of the grade level/department, school and district
- Staff members understand and can responsibly participate in appropriate decision-making processes that result in decisions that stay made
- Staff is aware of and can report on/analyze missteps, mistakes, or tactics that were unsuccessful and can use learning resulting from such opportunities
- The leader is open-minded and comfortable with paradox and ambiguity, encourages experimentation/risk-taking in service of student learning, and will use or encourage others to use creative approaches to problems.
- Staff morale is built through flexibility, support, and recognition of individuals and teams working toward grade level/department, school goals and priorities
- During disruption the leader demonstrates the ability to see opportunities and possibilities rather than focusing on problems
- Uses positive pressure to stimulate organizational learning, growing and thriving as indicated by allowing staff to experiment, fail, and continue to grow.
- Strategic opportunities for change that lead to improvement are recognized and prioritized
- Diversity in shared leadership roles build the capacity of staff
- Staff strengths are matched to the needs of the school/department

4. APPROPRIATELY ALLOCATING RESOURCES

Goal: The leader uses resources effectively in alignment with the district mission and vision.

ACTIONS	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	DOES NOT MEET STANDARDS
	<ul style="list-style-type: none"> • Creatively leverages and maximizes resources and relentlessly and actively accesses additional resources that align to strategic priorities; variously capitalizes on the strengths of existing staff including teaming them with new teachers and using them to teach others; • Creatively redistributes resources or seeks flexibility to meet ongoing or newly surfaced needs even when choices are not immediately popular; assigns highly effective teachers to students most in need; is willing and able to call on others for expertise in solving complex problems • Builds staff capacity to maximize instructional/professional practice time and student/staff learning and to maintain focus on the school/department’s mission and vision; strategically organizes (school/department) time to support all learning and staff through a shared yearlong calendar that is aligned to school/department goals; builds the capacity of the staff to monitor and implement the calendar 	<ul style="list-style-type: none"> • Strategically analyzes and aligns resources of time, money, and people to innovatively support the district mission, vision and site/department goals and priorities • Utilizes resources to guarantee equity and access for ALL students; allocates time, money and people to support the district mission, vision, and site goals and priorities; places teachers based on qualifications and demonstrated effectiveness; seeks external resources to fill existing gaps • Builds and contributes to a school/department that supports staff learning and growth toward achievement of district/school goals; builds, implements, and monitors a school/department-wide calendar that allocates time effectively to support achievement of school/department goals and the learning and growth of staff 	<ul style="list-style-type: none"> • Inconsistently analyzes and aligns resources of time, money, and people to support the district/site mission, vision and site/department goals and priorities; continues to learn about possibilities for accessing alternate district resources to support school goals • Focuses attention and allocation of resources primarily on management issues that negatively affect equity and access; inconsistently displays understanding of how to reassign resources to support district/site mission, vision, and site goals and priorities • Builds a basic calendar of instructional/professional practice with some professional learning activities; minimally monitors and implements the calendar 	<ul style="list-style-type: none"> • Does not analyze and align resources of time, money, and people to support the district/site mission, vision and site/department goals and priorities; rarely assesses qualifications when placing teachers; allows teachers to remain in specific grades regardless of their impact; does not seek or leverage available district resources • Does not utilize resources to guarantee equity and access for all students; does not properly allocate time, money and people to support the district/site mission, vision, and site goals and priorities; attributes problems to external factors and/or allows distractions to interfere with pursuit of the school’s mission and vision • Creates a basic calendar that changes frequently without prior planning; time is devoted to activities that are not aligned with school/department goals

**LEADERSHIP STANDARD 4: APPROPRIATELY ALLOCATING RESOURCES
ARTIFACTS/OBSERVABLES**

ARTIFACTS

- Budgets, action plans and staffing show target resources to support the district mission, vision and achievement of school/department goals are based on multiple sources of evidence to improve professional practice and student learning
- Professional learning plans for sites/departments are based on data and engaging in collaborative and job embedded learning
- School/department performance results show proficiency in identifying, gathering, and analyzing the data to determine resources needed to address gaps
- Budget, staffing and calendars reflect leaders create conditions that are both critical to their sites improvement and aligned to the professional learning
- Action plans and goals show continuous improvement in social emotional, culture and climate and academic domains
- Structures, systems, processes, and procedures re strategically aligned to ensure equity, access and inclusion for all students and staff
- Budget, action plans and staffing show all students and staff have the greatest number of opportunities from the widest array of options before, during and after the regular school/work day
- Scheduling of students, resources results in student-centered actions that reduce disproportionality in behavior and achievement results.
- Common structured time reflects individual and organizational learning based upon student/staff performance and needs within accountability learning community model
- Calendar, accountably community work products, observation notes and feedback reflect prioritization for professional learning in a data-driven instructional cycles utilizing formative assessments to frame feedback and professional learning
- Detailed daily/weekly schedule of classes, student interventions, accountable community performance results, and professional learning seminars/sessions are public and shows shared leadership is center to resources allocation
- Selection and assignment of staff match employees' skills to student/system needs based on multiple sources of evidence
- Planning calendars, lesson plans, action plans show maximizing instructional time; limits disruptions to instructional time for all staff
- Professional learning planning documents demonstrate maximizing time for improving professional practice and student learning through a variety of methods
- Student schedules, transcripts, extra and co-curricular show maximization of time, staff and funds to provide a balanced program of learning opportunities for all students; monitoring system reflects meeting needs of all students
- Agendas, funding, assignment of people or materials from business and community partners to support staff and students

OBSERVABLES

- Priorities and goals are narrow to ensure targeted deployment of resources for highest impact on eliminating disparity and disproportionality
- High quality induction programs with mentoring are provided on site with district support for staff new to school/department and support is provided for at least the first two years
- Schedules time throughout the year for stakeholders to engage in cycles of review to collaborate in problem solving to maximize resources to improve student outcomes
- Resources are devoted to effective short-term and long term planning to achieve goals attainment
- Time is prioritized to be spent on what is mission critical based on formative and summative data sources
- The leader skillfully leverages and celebrates the eagerness of staff to collaborate on addressing complex issues
- Uses available technology to monitor curriculum implementation for student and staff progress
- Organized instructional and non- instructional teams to meet student needs
- Delegates responsibility to a variety of staff to build capacity and a system of shared leadership
- Delegates responsibility to maintain a safe and clean environment within Safety and Security protocols
- Prioritizes funding allocations to support improving instructional program and school/department goals
- Recruitment and retention efforts for schools and department staff reflect the diversity of the community they serve
- Establishes partnerships with business and community groups to support the school/department goals
- Leaders calendar reflects active involvement in the instructional leadership

5. EFFECTIVE COMMUNICATION

Goal: The leader effectively communicates with all stakeholders including colleagues, staff, students, families, community and supervisors.

ACTIONS	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	DOES NOT MEET STANDARDS
	<ul style="list-style-type: none"> Builds staff capacity to develop and implement a communication plan that is aligned with school/district goals and that represents diverse perspectives; helps staff build expertise in a range of processes and formats to meet the needs of all stakeholders Mentors staff in developing effective communication skills; provides models, opportunities for practice and coaching, and feedback to ensure high quality exchanges with all stakeholders Builds the capacity of the staff to meaningfully communicate with and engage families and the community in achieving school/district-wide academic goals and priorities; supports staff members in developing and sharing nuanced key messages and ensures that school/district -wide messaging is consistent Designs and implements 2-way communication structures with all stakeholders; strategically focuses conversations on school/district goals, vision, mission and values; builds the capacity of the staff to lead and participate in conversations and to tailor messages to the intended audience 	<ul style="list-style-type: none"> Plans for and utilizes effective and appropriate communication processes that include key messages and essential information and support the school/district pursuit of its mission and goals Produces and skillfully implements varied, high quality forms of communication to address all stakeholders Uses effective listening, writing, speaking and non-verbal communication skills Partners with the school/district and local community to promote student learning by sharing explicit information about student learning expectations and identifying specific ways they can participate in and support students' learning; supports staff members' sharing of key messages and ensures that school/district-wide messaging is consistent 	<ul style="list-style-type: none"> Creates an incomplete communication plan that outlines the school vision for a narrow audience of stakeholders and makes cursory mention of or connection to school/district goals Communicates limited or narrowly focused information about student learning to families and the community; occasionally identifies ways they might support students' learning; reflexively distributes others' messages for staff members to share Occasionally struggles to align and refine writing and speaking so that messages are clear, consistent, and compelling; listening and/or non-verbal behavior may conflict with written/spoken messages Complies with recommendations to share information; mechanically distributes information, often in limited formats that do not invite interaction or follow-up with stakeholders who must use the information; talks with staff about the importance of communication 	<ul style="list-style-type: none"> Provides a limited, poorly crafted message about school/district goals and overall progress; does not engage a broad range of stakeholders Rarely makes time or exerts effective effort to communicate with families or the community about student learning Difficulties with written, spoken, and/or non-verbal communications hinder progress on school/district mission or undermine relationships with staff and stakeholders Rarely engages stakeholders in conversations about the school/district; rarely communicates the school's/district's goals with stakeholders; rarely supports the development of communication skills among staff

**LEADERSHIP STANDARD 5: EFFECTIVE COMMUNICATION
ARTIFACTS/OBSERVABLES**

ARTIFACTS

- Written vision, mission, beliefs, goals, school/department and individual plans for staff/students/leaders reflect high expectations for all students in daily structures and communications
- Staff surveys reflect leadership team is creating conditions that are both critical to their sites improvement and aligned to the school/department professional learning
- Student, staff, family and community surveys show high results for effective, relevant and timely communications for involvement in school/department improvement
- Displays of student work are throughout the school/department to communicate student recognition of high quality work products
- Retention data of staff and students show culture and climate of the school/department
- School improvement plan, individual/ team goals and plans for students and staff, professional learning communications, communication tools used for family/ staff/students show a clear, focused message centered on targeting continuous academic improvement in various formats throughout the year
- Variety of documents reflect the writer's writing skills complete with clarity of purpose, focused message, relevance to audience, and other quality indicators such as grammar, mechanics, spelling and word choice
- Communication sources (ie website, videos, letters, phone messages, text, etc) show student progress/outcome data reflects clear language with visuals when appropriate, is timely, solicits input and in a variety of mediums to include students, parents, teachers and other leaders regarding improvement
- Progress reports, access to grades, phone and email logs etc. show evidence of consistent and communication between families and school to ensure that every student is in school, in class, and engaged in learning every day
- Family survey's and communications report that they
 - have a variety of ways to communicate with staff
 - feel included and invested in the school
 - are given strategies and tools to support student learning outside the school day
- Calendars, school improvement plan, budget building agendas/notes, staff meetings, electronic communication, agendas show structures are in place to ensure all stakeholders have multiple opportunities to engage in a dialogue with members of school leadership

OBSERVABLES

- Solicits input from teacher/staff and leadership team regarding the professional learning needs and the design of the professional learning developments days
- Staff, students and families can clearly communicate what the vision and goals are of the school/department
- Develops and communicates clear expectations and responsibilities for staff in responding to school safety and student discipline matters
- Structures and processes promote effective communication and timely resolution of conflicts and concerns (ie grievances, complaints)
- School/department daily structures and communications are restated and/or modified as the year progresses
- Appropriate communication is utilized, matching purpose and audience
- Technology is utilized to enhance communication, engagement and connecting staff, students and families to improve learning environment
- Diversity is valued and supported through multiple forms of communication
- Effective verbal and visual delivery techniques are evident when information is presented
- Increased student enrollment and retention are promoted through effective communication with current and prospective parents and students
- Community dynamics and stakeholder input are considered when making decisions
- Stakeholders indicate that communications are responded to in a timely, polite, and helpful manner
- Treats all stakeholders fairly, equitably and with dignity and respect
- Responds to students, staff, community and family requests in a timely manner

6. SERVICE TO SITES

Goal: The district leader meets or exceeds needs and expectations of all stakeholders, specifically colleagues, staff, students, families, community and supervisors.

ACTIONS	DEMONSTRATES EXPERTISE	MEETS STANDARDS	GROWTH EXPECTED	DOES NOT MEET STANDARDS
	<ul style="list-style-type: none"> Strategically plans ways to demonstrate superior customer service; establishes and nurtures relationships with stakeholders, regularly inviting feedback and suggestions Models and builds the capacity of the system to proactively and sustainably meet stakeholder needs through effective diagnosis, problem solving and trouble-shooting Generates interdependent, integrated, interdepartmental strategic plans designed to address site needs before they manifest as problems; invests personal energy in pursuing improvements in interdepartmental communication and collaboration 	<ul style="list-style-type: none"> Provides consistent high-quality service; interacts regularly with stakeholders to ascertain ways to improve service Supports and builds capacity in all customers on an on-going basis; demonstrates initiative and resourcefulness in helping clients identify needs and obtain services and resources Supports interdependent, integrated, interdepartmental response to site needs; demonstrates personal responsibility for effective interdepartmental communication, collaboration, and follow-up 	<ul style="list-style-type: none"> Seeks to be of service; states that customer service is important; is open to building relationships with stakeholders but has some difficulty in managing time/attention strategically Demonstrates a willingness to respond to customer needs; tends to handle problems personally and without extensive explanation of approaches rather than building capacity in others Often utilizes a silo approach when addressing site needs; struggles to identify opportunities for integrated, interdepartmental efforts or to communicate effectively across departments 	<ul style="list-style-type: none"> Does not follow through on addressing customers' needs; does not establish service-oriented relationships with stakeholders; occasionally makes choices that undermine relationships Resistant to providing service or creating capacity building opportunities; actions convey the impression that the client request is an imposition or problematic Does not recognize, ignores, or deliberately disparages opportunities to provide integrated, interdepartmental responses to site needs; actions sometimes create problems between departments that spill onto sites

**LEADERSHIP STANDARD 6: SERVICE TO SITES
ARTIFACTS/OBSERVABLES**

ARTIFACTS

- School/department performance results show proficiency in identifying, gathering, and analyzing the data to determine the essential problems of practice for exceptional service to sites and actions to address those gaps
- Department and staff professional learning plans are based on data, engaging in collaborative learning experiences and show customer service goals and actions
- Student and staff surveys reflect department is creating conditions that are critical to their site improvement
- Department strategic plan is aligned to the district mission and to school/department needs and issues
- Data reports, action plans, managing changes processes with feedback built in from all stakeholders show the quality of service is systematically monitored and continuously improved
- All agenda, budgets, plans show active interest in effectively meeting school/department needs
- Performance data shows meeting or exceeding service to sites metrics
- Department conversations, agendas, communications, reports show customer service data in relation to improving student learning are evident
- Department plans and calendars show self-sustaining systems are created that support school/department needs
- Department plans show future needs based on trend data from multiple sources with the potential barriers anticipated with contingency plans developed
- Communication documents showing a pattern of customer satisfaction
- 360 feedback results for self-assessment rating and goal setting

OBSERVABLES

- Sites are clear on where to go for their needs and communicate consistent messages about high quality service from the department
- Every member of the department staff can communicate high quality service to sites is a priority to improve student learning
- Takes initiative and remains solutions-oriented at all times
- Responses from the leader include input from other departments
- School needs are addressed with differentiated support
- Healthy team behaviors that support accountability, performance and high expectations are demonstrated and cultivated
- Feedback and guidance are sought and responded to in a timely and professional manner
- All stakeholders' capacity is built so they can complete the same task independently in the future
- Active interest in effectively meeting school/department needs is evident