

Gresham-Barlow School District Administrator Evaluation Rubric

Standard 1: Visionary Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
1a) Collaboratively develops and implements a shared vision and mission;	<p>Produces a generic or vague vision and mission, minimally aligned to the district vision. Involves few or no stakeholders. Collaboration, if present, is procedural or superficial.</p> <p>Develops a minimal or generic plan for communicating and implementing the vision and trivial, generic, or inappropriate strategies for sharing and encouraging support of the vision by the school community.</p>	<p>Produces a partial or incomplete vision and mission partially aligned to the district vision, acquires limited knowledge of the school community by involving some stakeholders, and collaborates during parts of the process.</p> <p>Develops a limited plan for communicating and implementing the vision, and limited strategies for sharing and encouraging support of the vision by the school community. The school's identity (vision, mission, values, beliefs, and goals which are student focused) that drives decisions and informs the culture of the school is incomplete or nonexistent.</p>	<p>Develops a vision and mission that is aligned to the district vision, acquires adequate knowledge of the school community by involving stakeholders, and collaborates throughout most of the process.</p> <p>Develops an appropriate plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Ensures that the school's identity (vision, mission, values, beliefs, and goals which are student focused) drives decisions and informs the culture of the school.</p>	<p>Clearly defines vision and mission, closely aligns to the district vision, acquires extensive knowledge of the school community by involving key stakeholders, and collaborates throughout the process.</p> <p>Develops a comprehensive plan for communicating and implementing the vision and for sharing and encouraging support of the vision by the school community. Well-defined and consistent processes are apparent to ensure that the school's identity (vision, mission, values, beliefs, and goals which are student focused) drives decisions and informs the culture of the school.</p>

<p>1b)Collects and uses data to identify goals, assess organizational effectiveness, and promote organizational learning;</p>	<p>Rarely uses information/data from multiple sources to identify goals and assess organizational effectiveness.</p> <p>Rarely disseminates or updates data for stakeholder groups (students, staff, parents, district administrators, board of education, etc.), or disseminates inaccurate or incomplete data to stakeholders.</p>	<p>Occasionally uses information/data from multiple sources to identify goals, and assess organizational effectiveness.</p> <p>Occasionally disseminates and updates appropriate data to some stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.</p>	<p>Routinely uses information/data from multiple, yet similar, sources to identify goals and assess organizational effectiveness.</p> <p>Regularly analyzes, interprets, disseminates, and updates appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.</p>	<p>Consistently uses information/data from multiple and varied sources to identify goals and assess organizational effectiveness.</p> <p>Systematically analyzes, interprets, and utilizes multiple modalities to disseminate and update appropriate data for a variety of stakeholder groups (students, staff, parents, district administrators, board of education, etc.) to promote organizational learning.</p>
<p>1c)Creates and implements plans to achieve goals;</p>	<p>Rarely sets interim and long-term goals for improvement of students' academic achievement, social acuity, and/or equity. Develops the goals alone or with a small group of people with no plan for reviewing data and making adjustments as needed to achieve goals.</p>	<p>Occasionally sets long-term goals for improvement, creates an improvement plan collaboratively with a few people, and occasionally monitors the implementation through data collection and analysis.</p>	<p>Sets interim and long-term goals for improvement, creates an improvement plan collaboratively with a diverse team of stakeholders, and practices regular monitoring of the implementation through data collection and analysis.</p>	<p>Systematically sets interim and long-term goals for improvement, creates an improvement plan collaboratively with a diverse team of stakeholders that includes plans to address barriers to positive change, and practices frequent monitoring of the implementation through data collection and analysis.</p>

<p>1d) Promotes continuous and sustainable improvement; and</p>	<p>Rarely communicates to stakeholders in ways that will promote continuous improvement. The initiatives put in place have little chance to continue due to lack of buy-in, changes in leadership, lack of resources, or other missing components.</p>	<p>Promotes continuous improvement through occasional communication with some stakeholders. The major initiatives put in place do not yet have a path to sustainability; however, some components of sustainability (e.g., resources, leadership buy-in) may be in place.</p>	<p>Promotes continuous improvement through communication to a variety of stakeholders. Some initiatives put in place are well on the way to being fully institutionalized; however, there are still some components that need to be put into place to ensure sustainability.</p>	<p>Promotes continuous improvement through communication in a variety of formats and to a wide variety of stakeholders. The major initiatives put in place are fully institutionalized within the system, and the focus is on ongoing sustainability and innovation in implementation.</p>
<p>1e) Monitors and evaluates progress and revises plans.</p>	<p>Practices little or no monitoring of interim and long-term improvement plans through data collection and analysis. No adjustments are made when needed, or uninformed, inappropriate adjustments are made.</p>	<p>Practices limited or periodic monitoring of interim and long-term improvement plans through data collection and analysis, making limited or trivial adjustments.</p>	<p>Practices regular monitoring of interim and long-term improvement plans through data collection and analysis, making adjustments as needed. The monitoring may not be as frequent as needed.</p>	<p>Practices comprehensive, ongoing monitoring of interim and long-term improvement plans through data collection and analysis, making adjustments as needed.</p>

Standard #1: Visionary Leadership

<p>School Administrators – Guiding Questions</p>	<p>School Administrators – Examples of Evidence</p>
<ul style="list-style-type: none"> • How is student data used to inform school improvement plan? • How are school priorities communicated to stakeholders? • How are school priorities monitored throughout the school year? 	<ul style="list-style-type: none"> • School Improvement Plan (SIP) • Site Council notes • Staff development documents (agenda, data sharing, SIP sharing, presentations) • Staff Development Calendar • School Newsletters • School Website • Data team notes • Staff Communication • Professional Development Plan

Standard 2: Instructional Improvement

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by sustaining a positive school culture and instructional program conducive to student learning and staff professional growth.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
2a) Nurtures and sustains a culture of collaboration, trust, learning, and high expectations;	<p>Rarely analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning.</p> <p>Rarely plans and implements processes and procedures that create a culture in which stakeholders take responsibility for planning or implementing an effective instructional program.</p>	<p>Occasionally analyzes, interprets, and utilizes data to make decisions that positively impact the school culture and high expectations for learning.</p> <p>Occasionally plans and implements processes and procedures that create a culture in which some stakeholders take responsibility for and share in planning, shaping, and implementing an effective instructional program.</p>	<p>Regularly analyzes, interprets, and uses multiple sources of data to make decisions that will positively impact the school culture and high expectations for learning.</p> <p>Regularly plans and implements processes and procedures that create a culture in which many stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.</p>	<p>Comprehensively analyzes, interprets, and uses multiple and varied sources of data to inform decisions that will positively impact the school culture and high expectations for learning.</p> <p>Systematically plans and implements processes and procedures that create a culture in which multiple stakeholders take responsibility for and share in planning, shaping, implementing, and sustaining an effective instructional program.</p>
2b) Creates a comprehensive, rigorous and coherent curricular program;	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.). These are available to teachers.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.) that are usually comprehensive, rigorous and coherent. These are available to teachers and students.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.) that are comprehensive, rigorous and coherent. These are available and clearly communicated to teachers and students.	Provides district and school instructional guidelines (standards, curriculum, pacing guides, etc.) that are comprehensive, rigorous and coherent. These are available and specifically communicated to teachers, students, and other stakeholders.

<p>2c)Creates a personalized and motivating learning environment for students;</p>	<p>Utilizes little or no student data to inform instructional decisions, differentiate instruction, or determine instructional interventions for students.</p> <p>Based on resources available, offers little or no variety of intra-curricular and extracurricular activities, or the activities/clubs provided meet the needs of few students.</p>	<p>Occasionally reviews student data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provide instructional interventions based on student learning results.</p> <p>Based on resources available, offers a limited variety of intra-curricular and extracurricular activities to meet the needs and interests of some of the student population based on a limited analysis of student data.</p>	<p>Informs instructional decisions, differentiates instruction, and/or provides appropriate instructional interventions based on student learning results and/or other student needs.</p> <p>Based on resources available, offers an adequate variety of intra-curricular and extracurricular activities to meet the needs and interests of many of the student population based on an adequate analysis of student data.</p>	<p>Systematically reviews student data and consistently and effectively uses it to inform instructional decisions, differentiate instruction, and provide appropriate instructional interventions based on student learning results and other student needs.</p> <p>Based on resources available, offers a wide variety of intra-curricular and extracurricular activities to meet the diverse needs and interests of most of the student population based on analysis of student achievement and performance data, student interest surveys, counseling records, etc.</p>
<p>2d)Supervises and supports instruction;</p>	<p>Provides little or no monitoring of the use of school and district instructional guidelines to inform the instructional program, or there is evidence that the instructional program is only minimally aligned with the established guidelines.</p>	<p>Establishes a process for monitoring the use of school and district instructional guidelines. Uses guidelines only occasionally, on a limited basis, or only across some classrooms.</p>	<p>Establishes an appropriate process for monitoring the implementation of school and district instructional guidelines. Articulates and uses process across all classrooms to support effective instruction.</p>	<p>Establishes a systematic process for monitoring the implementation of school and district instructional guidelines. Feedback is clearly articulated and used consistently across all classrooms to support effective instruction.</p>

<p>2e) Develops assessment and accountability systems to monitor student progress;</p>	<p>Utilizes little or no student data to monitor student progress and provides teachers and other stakeholders little or no access to data as the law allows, access to a minimal amount of data, or access to data upon request only.</p> <p>Provides minimal time or support/guidance for teachers to collaboratively review and analyze data, and to identify and address the instructional implications for individuals and groups of students.</p>	<p>Occasionally reviews data, uses it in a limited or superficial manner to monitor student progress, and provides teachers and other stakeholders periodic and limited access to data from multiple and varied sources, as the law allows.</p> <p>Provides periodic time and/or a limited amount of support/guidance for teachers to collaboratively review and analyze a variety of data, and to identify the instructional implications for individuals or groups of students.</p>	<p>Reviews data, uses it to monitor student progress, and provides teachers and other stakeholders regular and appropriate access to data from multiple and varied sources, as the law allows.</p> <p>Provides regular time and adequate support/ guidance for teachers and other support staff to collaboratively review and analyze a variety of data, and to identify the instructional implications for individuals or groups of students.</p>	<p>Systematically reviews data, consistently and effectively uses it to monitor student progress, and provides teachers and other stakeholders comprehensive access to data from multiple and varied sources as the law allows. Each group is encouraged to contribute additional relevant data.</p> <p>Provides dedicated, scheduled time and comprehensive support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.</p>
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<p>2f)Develops the instructional and leadership capacity of staff;</p>	<p>Attempts to establish a culture of distributed leadership within the school, district, and community.</p> <p>Has minimal expectations for staff to take a role in decision making and serve in leadership roles. There is little or no evidence of capacity building related to distributed leadership.</p>	<p>Begins to establish a culture of distributed leadership within the school, district, and community, or to sustain the established culture with mixed results.</p> <p>Has limited expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise. Capacity building related to distributed leadership is limited to only a few staff and/or stakeholders.</p>	<p>Establishes a culture of distributed leadership within the school, district, and community.</p> <p>Has expectations for staff to take a role in decision making and serve in leadership roles according to their areas of expertise, but may have had uneven results. Appropriate capacity building related to distributed leadership is established, and opportunities for shared leadership with staff and other stakeholders are routinely provided.</p>	<p>Establishes and sustains a culture of distributed leadership within the school, district, and community.</p> <p>Has expectations for all staff to take an active role in decision making and serve in leadership roles according to their areas of expertise. Extensive capacity building related to distributed leadership is established, and there are consistent, multiple and substantial opportunities for shared leadership with staff and other stakeholders.</p>
<p>2g)Maximizes time spent on quality instruction;</p>	<p>Focuses teacher and organization time to support quality instruction and student learning, but allows interruptions during the school day to disrupt instructional time.</p>	<p>Makes efforts to eliminate interruptions during the school day and adjusts the master schedule to encourage collaboration time for teachers.</p>	<p>Minimizes interruptions during the school day, adjusts the master schedule to provide some collaboration time for all teachers, and monitors students' time on task in classrooms.</p>	<p>Manages time in ways that assure teaching and learning are the school's top priority. This includes implementing procedures that prohibit unnecessary interruptions during the school day, providing sufficient time in the master schedule for collaboration time for all teachers, and monitoring students' time on task in classrooms as well as teacher use of collaborative time.</p>

<p>2h) Promotes the use of the most effective and appropriate technologies to support teaching and learning;</p>	<p>Is aware of few or none of the effective and appropriate technologies that support teaching and learning, and does not support funding for these tools given the resources available.</p>	<p>Is aware of many of the most effective and appropriate technologies that support teaching and learning and responds to requests for their purchase/use in some classrooms given the resources available.</p>	<p>Is aware of many of the most effective and appropriate technologies that support teaching and learning, funds purchase of these tools when possible, and promotes their use in many classrooms given the resources available.</p>	<p>Is aware of many of the most effective and appropriate technologies that support teaching and learning, seeks and acquires funding for the purchase of these tools, provides professional development to give teachers the skills needed to implement the tools effectively, and promotes their use in all classrooms given the resources available.</p>
<p>2i) Monitors and evaluates the impact of instruction.</p>	<p>Reviews individual student, classroom, and/or school data in order to monitor and evaluate the impact of instruction.</p> <p>Minimal time or support/guidance is provided for teachers to collaboratively review and analyze data and to identify and address the instructional implications for individuals and groups of students.</p>	<p>Reviews school data and does not use classroom and individual student data to monitor and evaluate the impact of instruction.</p> <p>Periodic time and/or a limited amount of support/guidance provided for teachers to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.</p>	<p>Regularly reviews individual student, classroom, and school data to monitor and evaluate the impact of instruction.</p> <p>Regularly schedules time and adequate support/guidance for teachers and other support staff to collaboratively review and analyze a variety of data and to identify the instructional implications for individuals or groups of students.</p>	<p>Consistently and systematically reviews individual student, classroom, and school data to monitor and evaluate the impact of instruction.</p> <p>Dedicates scheduled time, and comprehensive support/guidance is provided, for teachers and other support staff to collaboratively review and analyze a variety of data and to identify and address the instructional implications for individuals and groups of students.</p>

Standard #2: Instructional Improvement

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
<ul style="list-style-type: none"> • What strategies are used to nurture a culture of collaboration, trust, and shared responsibility for student learning? • How is the fidelity of implementation of district curriculum guides supported and monitored? • What strategies are provided to staff to differentiate instruction including appropriate instructional interventions? • What data sources are utilized to inform stakeholders and decision makers? • What strategies are used to build leadership capacity in others? • What strategies are used to advocate for acquiring technology and integrating its use into teaching and learning? 	<ul style="list-style-type: none"> • Structure of staff in-service time (agendas, notes, pictures) • Mini-observations (log or notes) • Staff in-service agendas and notes reflect use of curriculum pacing guides linked to staff development activities • Descriptions/schedules of clubs, activities, or other programs that support student development in non-academic areas • Site Council notes • Staff development, committee, and team documents (agenda, data sharing, SIP sharing) • Master schedule and meeting schedule • Positive Behavior and Intervention Support Handbook, (expectations, teaching schedules, acknowledgment system, and correction system) • Team agendas/structures that manage group and individual interventions for students • Student survey results • Professional Development Plan • Examination, reflection, analysis, and application of data (walk-through, universal screenings, Ed walks, OAKS, Achievement Compact data)

Standard 3: Effective Management

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>3a) Monitors and evaluates the management and operational systems of the District.</p>	<p>Is unsure of district protocols and procedures.</p> <p>Rarely monitors routines, processes, and procedures and rarely collects and analyzes data in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>	<p>Is learning district protocols and procedures or inconsistently uses them.</p> <p>Occasionally monitors routines, processes, and procedures and periodically collects and analyzes a variety of data in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>	<p>Understands and follows district protocols and procedures.</p> <p>Regularly monitors routines, processes, and procedures, and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>	<p>Understands and follows district protocols and procedures. Mentors other administrators.</p> <p>Systematically monitors routines, processes, and procedures, and regularly collects and analyzes a variety of data from multiple sources in order to gauge their effectiveness and to identify and plan for areas of improvement.</p>
<p>3b) Obtains, allocates, aligns, and efficiently uses human, fiscal, and technological resources;</p>	<p>Limits awareness of school, district, and external resources (human, fiscal, and technological) and rarely obtains, allocates, or aligns those resources to district and school goals.</p> <p>Develops, implements, or modifies school budgets.</p>	<p>Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and occasionally obtains, allocates, and aligns those resources to district and school goals.</p> <p>Occasionally develops, implements, and modifies school budgets that are somewhat aligned with school and district priorities.</p>	<p>Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and regularly obtains, allocates, and aligns school and district resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.</p> <p>Regularly develops, implements, and modifies school budgets that usually align with school and district priorities.</p>	<p>Is aware of a variety of school, district, and external resources (human, fiscal, and technological) and systematically obtains, allocates, and aligns those resources to district and school goals in order to create a safe and efficient learning environment for all students and staff.</p> <p>Systematically develops, implements, and modifies school budgets that consistently align with school and district priorities.</p>

<p>3c) Promotes and protects the welfare and safety of students and staff;</p>	<p>Considers the physical safety of students and staff, maintains and/or implements a current school safety plan, or the plan in place ensures physical safety of students and staff.</p>	<p>Maintains and implements a school safety plan that is monitored on a regular basis. Problems are confronted and resolved in a timely manner. An emergency operations plan is reviewed by appropriate external officials and posted in classrooms, meeting areas, and office settings.</p> <p>Strives to provide appropriate emotional support to staff and students. Policies clearly define acceptable behavior and demonstrate acceptance for diversity of ideas and opinions.</p>	<p>Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances. Proactively monitors and adjusts the plan in consultation with staff, students, and outside experts.</p> <p>Assumes responsibility for the social, emotional, and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional, and intellectual safety; and reinforces protective factors that reduce risk for all students and staff.</p>	<p>Is proficient AND serves as a resource for others in leadership roles beyond the school that are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response, and recovery.</p> <p>Proficient AND makes social, emotional, and intellectual safety a top priority for staff and students. The leader ensures that students and staff are trained and empowered to improve and sustain a culture of social, emotional, and intellectual safety.</p>
<p>3d) Develops the capacity for adaptive leadership;</p>	<p>Practices little or no monitoring of the implementation of the school improvement plan through data collection and analysis.</p>	<p>Practices limited or periodic monitoring of the implementation of the school improvement plan through data collection and analysis, making limited or trivial adjustments as needed.</p>	<p>Practices regular reflection on and monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.</p>	<p>Practices regular reflection on and comprehensive, ongoing monitoring of the implementation of the school improvement plan through data collection and analysis, making adjustments as needed.</p>

<p>3e) Ensures teacher and organizational time is focused to support quality instruction and student learning.</p>	<p>Involves little or no staff in the decisions about professional learning, including leading it.</p> <p>Limited time provided for staff collaboration and professional learning.</p> <p>Does not implement the professional learning communities model.</p>	<p>Involves staff in limited engagement when selecting and/or designing professional learning opportunities, and staff are sometimes involved with delivering professional learning.</p> <p>Professional learning focuses to support quality instruction and student learning but only limited time is provided and protected for staff collaboration and professional learning.</p> <p>Limited implementation of professional learning communities.</p>	<p>Appropriately engages staff in selecting and/or designing professional learning opportunities, and staff is regularly involved with delivering professional learning.</p> <p>Professional learning focuses to support quality instruction and student learning, and adequate time is provided and protected for staff collaboration.</p> <p>Full implementation of professional learning communities guided by the District’s strategic plan, focused on results, and characterized by collective responsibility for 21st century student learning.</p>	<p>Actively engages staff in selecting and designing professional learning opportunities, and staff are frequently involved with delivering professional learning.</p> <p>Professional learning is focused to support quality instruction and student learning, and extensive time is provided and protected for staff collaboration and professional learning.</p> <p>Establishes structures to ensure sharing and collaboration among professional learning communities.</p>
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<p>3f) Effective Time Management</p>	<p>Does not pay attention to detail on projects, plans, evaluations, and observations. As a result, work is frequently half-completed or several reminders are needed in order to complete the assigned work.</p> <p>Attempts to support implementation of plans but frequently fails in follow through. Goals are not met on a regular basis. Projects are frequently over-budget and late.</p> <p>Administrator cannot be relied upon to complete assigned tasks.</p>	<p>Sometimes completes projects, plans within budget and on time. Evaluations and observations are sometimes completed on time. Work is occasionally half-completed or reminders are needed in order to complete the assigned work.</p> <p>Attempts to support implementation of plans but sometimes fails in follow through. Goals are not met on a regular basis. Projects are occasionally over-budget and late.</p> <p>Sometimes the administrator can be relied upon to complete tasks. Attempts are made to support implementation of plans, but sometimes fail in the follow through of effort.</p>	<p>Completes projects within budget and on time. Evaluations and observations are completed on time. Reminders are rarely needed to complete assigned work.</p> <p>Pays attention to detail on projects, plans, evaluations, observations, and work assignments. Completes assignments and meets required outcomes.</p> <p>Supports the implementation of plans and follows through to make sure tasks get completed. Goals are met on a regular basis.</p>	<p>Ensures the completion of projects within budget and on time by working and planning ahead. Evaluations and observations are always completed on time. Reminders are not needed to complete assigned work. Often completes additional work beyond what was required or expected.</p> <p>Pays strict attention to detail on projects, plans, evaluations, observations, and work assignments. Completes assignments and meets or exceeds the required outcomes.</p> <p>Strongly supports the implementation of plans and follows through to make sure tasks get completed. Goals are almost always met or exceeded.</p> <p>Administrator can be strongly relied upon to complete tasks.</p>
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Standard #3: Effective Management

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
<ul style="list-style-type: none"> • What strategies are used to determine effectiveness of school operations? (Does the school run in an orderly fashion so that the organization can achieve its mission? Is there clear communication to staff regarding expectations and school procedures? Is there a functional culture that allows the organization to accomplish its mission?) • How are school resources aligned to school priorities? • What strategies are used to implement a proactive student management system? • How is the effectiveness of the student management system monitored? • How are school safety/emergency procedures taught and monitored for effectiveness? • How is progress on school goals monitored and what strategies are used to adjust when needed? • What strategies are used to ensure that time is prioritized for quality teaching and student learning? 	<ul style="list-style-type: none"> • School governance structure (leadership team, communication system, meeting structures [frequency, protocols]) • Master schedule and meeting schedule • Budget monitoring tools • Positive Behavior and Intervention Support Handbook, (expectations, teaching schedule, acknowledgment system and correction system) • Team agendas/structures that manage group and individual interventions for students • Safety Committee meeting agendas and notes • Staff development documents (agenda, data sharing, SIP sharing, presentations) • Staff in-service agendas and notes reflect use of curriculum guides linked to staff development activities • Mini-observations (log or notes) • Site Council notes

Standard 4: Inclusive Practice

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence and to promote communication among diverse groups.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
4a) Collects and analyzes data pertinent to equitable outcomes;	<p>Develops a school improvement plan in isolation or with minimal collaboration using little data. The plan is not focused on equitable outcomes and minimally meets or does not meet district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices little or no collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan with limited collaboration with others, using limited or partially appropriate data from multiple sources. The plan mentions equitable outcomes and partially or tangentially meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices limited or periodic collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Regularly collects and analyzes data to measure progress toward the goals in the school improvement plan.</p>	<p>Develops a school improvement plan collaboratively with others using data from multiple and varied sources. The plan is focused on equitable outcomes and meets district requirements for clarity, completeness, reasonableness, appropriate timelines, etc.</p> <p>Practices frequent, ongoing collection and analysis of data to measure progress toward the goals in the school improvement plan.</p>

<p>4b) Understands and integrates the community’s diverse cultural, social, and intellectual resources;</p>	<p>Implements minimal plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community’s diverse cultural, social, and intellectual resources and to communicate and implement the school’s vision.</p> <p>Limited, minimally functional systems and procedures are put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Implements limited or basic plans for building and sustaining relationships with members of the school community (staff, students, families, and community partners) in order to understand and integrate the community’s diverse cultural, social, and intellectual resources and to communicate and implement the school’s vision.</p> <p>Basic, semi-functional, systems and procedures are put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Develops and implements adequate plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community’s diverse cultural, social, and intellectual resources and to more regularly communicate and implement the school’s vision.</p> <p>Solid, functional systems and procedures are put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Develops and implements comprehensive plans for building and sustaining relationships with all members of the school community (staff, students, families, and community partners) in order to understand and integrate the community’s diverse cultural, social, and intellectual resources and to more extensively communicate and implement the school’s vision.</p> <p>Comprehensive systems and procedures are put in place for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>
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<p>4c) Builds and sustains positive relationships with families and caregivers.</p>	<p>Initiates or responds to few opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.</p> <p>Systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>	<p>Initiates and responds to some opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.</p> <p>Systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>	<p>Initiates and responds to many opportunities for school-family/caregiver collaborations and partnerships in order to build positive relationships with families and caregivers.</p> <p>Systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>	<p>Initiates and responds to multiple and varied opportunities for school-family/caregiver collaborations and partnerships and builds positive relationships with families and caregivers.</p> <p>Comprehensive systems and procedures are in place for monitoring, evaluating, and sustaining positive relationships with families and caregivers.</p>
<p>4d) Build and sustain productive relationships with community partners.</p>	<p>Initiates and responds to few opportunities for school-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Initiates and responds to some opportunities for school-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Initiates and responds to many opportunities for school-community collaborations and partnerships. Systems and procedures put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>	<p>Initiates and responds to multiple and varied opportunities for school-community collaborations and partnerships. Comprehensive systems and procedures were put in place for monitoring, evaluating, and sustaining existing community relationships and for identifying and establishing new ones that support school and district goals.</p>

Standard #4: Inclusive Practice

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
<ul style="list-style-type: none"> • What data is used to inform school improvement plan and set school growth goals? • What strategies are used to integrate the community's diverse social, cultural and intellectual resources? • How are relationships built and sustained with staff, students, families, caregivers, and community partners? 	<ul style="list-style-type: none"> • Data extracts and School Improvement Plan (SIP) • Site Council notes • Staff meeting documents (agenda, data sharing, SIP sharing) • School communications (website, newsletter, school communication plan) • School program descriptions • Family involvement education/activities (invitations, communications, agendas)

Standard 5: Ethical Leadership

An educational leader integrates principles of cultural competency practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>5a)Ensures a system of accountability for every student’s academic and social success;</p>	<p>Utilizes little or no student data to inform instructional decisions, differentiate instruction, determine instructional interventions for students, or to inform decisions about improving staff effectiveness and leadership for student growth.</p>	<p>Occasionally reviews data and uses it in a limited or superficial manner to inform instructional decisions, differentiate instruction, or provide instructional interventions based on student learning results and to inform decisions about improving staff effectiveness and leadership for each student’s academic and social success.</p>	<p>Develops and communicates a system of accountability for the academic and social success of every student.</p> <p>The system includes a regular review of data that is used to inform instructional decisions, differentiate instruction, and/or provide appropriate instructional interventions based on student learning results. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.</p>	<p>Develops and communicates a system of accountability for the academic and social success of every student.</p> <p>The system includes a systematic review of data that is consistently and effectively used to inform instructional decisions, differentiate instruction, provide appropriate instructional interventions based on student learning results, and other student needs. It is also used to inform decisions about improving staff effectiveness and leadership for student growth, both academically and socially.</p>

<p>5b) Models principles of self-awareness, reflective practice, transparency, and ethical behavior;</p>	<p>Models ethical behavior and/or transparency and rarely engages educators in reflective language.</p> <p>Ineffectively promotes and monitors the professional and ethical competencies for Oregon Educators and the Government Standards and Practices Act. There is no modeling or evidence of professional norms to guide staff.</p>	<p>Models ethical behavior and transparency, models reflective practice and self-awareness, and engages educators in reflective dialogue.</p> <p>Models and monitors the professional and ethical competencies for Oregon Educators and the Government Standards and Practices Act. Professional norms are beginning to emerge and be communicated; however, there is not a concerted effort to ensure that they are followed by staff. Concerns are often communicated to an office outside of the school for resolution.</p>	<p>Models ethical behavior and transparency, practices reflective practice and self-awareness, and engages some educators in the school in ongoing reflective dialogue.</p> <p>Models and monitors the professional and ethical competencies for Oregon Educators and the Government Standards and Practices Act. Facilitates and reinforces staff agreements of professional norms and behaviors. Models the principles of self-awareness, reflective practice, transparency and ethical behavior. Most conflicts are resolved at the building level.</p>	<p>Consistently models ethical behavior and transparency, weaves reflective practice and self-awareness into the culture and codes of the school, and models the school in ongoing reflective dialogue.</p> <p>Models and holds him/herself and others to the professional and ethical competencies for Oregon Educators and the Oregon Government Standards and Practices Act. Facilitates and reinforces staff agreements of professional norms and behaviors. Models the principles of self-awareness, reflective practice, transparency and ethical behavior and expects staff to do the same. Conflicts are resolved at the building level.</p>
<p>5c) Safeguards the values of democracy, equity and diversity;</p>	<p>Collects and analyzes data in order to gain knowledge of the diverse school community, its needs, and resources.</p>	<p>Collects and analyzes data that is varied and from multiple sources in order to gain basic knowledge of the diverse school community and its needs and resources, and uses the analysis to encourage the values of democracy, equity, and/or diversity.</p>	<p>Collects and analyzes data that is varied and from multiple sources in order to gain adequate knowledge of the diverse school community and its needs and resources, and uses this analysis to safeguard the values of democracy, equity, and diversity.</p>	<p>Systematically collects and analyzes data that is varied and from multiple sources in order to gain extensive knowledge of the diverse school community and its needs and resources, and used this analysis to continually safeguard the values of democracy, equity, and diversity.</p>

<p>5d)Evaluates the potential ethical and legal consequences of decision-making;</p>	<p>Makes use of potential ethical and legal consequences as part of the decision making process in the school.</p>	<p>Makes use of potential ethical and legal consequences as part of the decision making process in the school.</p>	<p>Evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.</p>	<p>Consistently evaluates the potential ethical and legal consequences of decisions made at administrative and classroom levels in the school.</p>
<p>5e)Promotes social justice and ensures that individual student needs inform all aspects of schooling.</p>	<p>Is aware of few of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, and makes minimal use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains an incomplete or ineffective system to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.</p>	<p>Is aware of some of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, and makes limited use of these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a limited or ambiguous system to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.</p>	<p>Is aware of many of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, and uses these resources to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains an appropriate evaluation system, but it is not consistently used to evaluate the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.</p>	<p>Is aware of a variety of the school and/or district-provided student support personnel, resources, and services (e.g., counselors, nurses, social workers, support groups, etc.) and external community-based, volunteer and family services, maximizing the use of these resources consistently to promote social justice and to meet the mental, physical, and emotional needs of the student population.</p> <p>Maintains a comprehensive system, and it is consistently used to evaluate and provide feedback on the effectiveness of school, district, and external resources and services in promoting social justice and meeting the needs of the students.</p>

<p>5f) Conflict Management and Resolution</p>	<p>Problems and/or areas of conflict within the district are not recognized or anticipated.</p> <p>Avoids dealing with conflict or delays acting when conflicts arise.</p> <p>Is unable to use strategies for constructively engaging conflict.</p> <p>Does not provide for contrary points of view to be expressed.</p>	<p>Demonstrates awareness of potential problems and/or areas of conflict within the district.</p> <p>Understands that conflict is a part of shared human endeavor and attempts to provide opportunities for different viewpoints to be heard.</p> <p>Articulates knowledge of strategies for constructively engaging conflict and implements some strategies for engaging conflict.</p> <p>Models appropriate behavior when confronted with discordant points of view and when having a different viewpoint than others.</p>	<p>Is aware of potential problems and/or areas of conflict and creates processes to build consensus, communicate, and resolve conflicts in a fair and democratic way.</p> <p>Allows others to express views that are contrary to his or her own views in ways that are professionally appropriate.</p> <p>Discusses with staff and implements solutions to address potentially discordant issues.</p> <p>Develops in others the capacity to manage conflict.</p>	<p>Consistently anticipates potential problems and areas of conflict and plans strategies and communications with these in mind.</p> <p>Effectively and consistently creates and uses processes to build consensus, communicate, and resolve conflicts in a fair and democratic way with all stakeholders.</p> <p>Effectively and fairly monitors staff response to discussions about solutions to potentially discordant issues, ensuring all interests are heard and respected.</p> <p>Consistently resolves conflicts to ensure results are in the best interest of students and the district.</p> <p>Consistently models and encourages the growth of others in using effective conflict and restorative resolution strategies.</p>
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Standard #5: Ethical Leadership

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
<ul style="list-style-type: none"> • How is student progress tracked throughout the year to ensure students are making progress? • What data is collected and how is data used to support student success? • How are school staff members supported in using data to make instructional decisions for students? • How is collected data used within teams to access interventions and supports for students? • What strategies are used to develop self-awareness around equity, inclusive practices, transparency and reflective practices? • What data is collected to assess equity needs of school? • How is data used to inform decisions that safeguard the values of democracy, equity, and diversity? 	<ul style="list-style-type: none"> • Staff meetings/in-service agendas, team notes, completed goal setting/goal reflection forms from staff • Description of/documents showing data collection system • Team procedures and processes documenting how data informs team decisions • Reflective journal/working notes • Site Council meeting notes • School Improvement Plan (SIP) training plans and activities • School survey (360° feedback) • Professional Growth Plan • Master Schedule

Standard 6: Socio-Political Context

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Indicator	1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
6a) Advocates for children, families, and caregivers;	Seeks appropriate provisions to ensure equitable opportunities for success for every student.	Plans for components and changes that could lead to equity or appropriate provisions to ensure opportunities for success for every student.	Advocates for equity and adequacy in providing for students’ and families’/ caregivers’ educational, physical, emotional, social, cultural, legal, and economic needs to enable every student to meet educational expectations and policy goals.	Advocates for equity and adequacy in providing for students’ and families’/ caregivers’ educational, physical, emotional, social, cultural, legal, and economic needs while also training others to advocate for equity and appropriate provisions to ensure opportunities for success for every student.
6b) Acts to influence local, district, state, and national decisions affecting student learning;	Seeks relationships with stakeholders and policy makers regarding education.	Identifies key leaders among stakeholders and policymakers who can influence local, district, state, and national decisions affecting student learning	Develops relationships with a range of stakeholders and policymakers to identify and influence local, district, state, and national decisions affecting student learning.	Actively develops relationships with and teaches others the techniques for developing relationships across a range of individuals to identify and influence local, district, state, and national decisions affecting student learning.
6c) Assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Is aware of emerging trends and initiatives and how these might impact education.	Keeps up with emerging trends and initiatives.	Routinely assesses, analyzes, and anticipates emerging trends and initiatives in order to adapt leadership strategies.	Consistently assesses, analyzes, and collaborates with other educational leaders to anticipate emerging trends and initiatives in order to adapt leadership strategies.

Standard #6: Socio-Political Context

School Administrators – Guiding Questions	School Administrators – Examples of Evidence
<ul style="list-style-type: none">• What strategies are used to stay current with political trends, educational policy and state priorities in education?• What strategies are used to advocate for equity in educational opportunities, and for programs and services for those whose circumstances interfere with accessing education?• What strategies are used to advocate locally and/or beyond for decisions regarding student learning?	<ul style="list-style-type: none">• Initiative team work, professional learning team work, professional research and learning, both individually or through classes• Communications to families and the community• District committee work• Professional groups, political participation, professional affiliations• Professional Growth Plan