

Gresham-Barlow School District Central Office Evaluation Rubric Index

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Gresham-Barlow School District Central Office 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.

1.1 Focus on Student Learning

Leaders develop and sustain a commitment to the district's values, vision, and goals for high achievement for all students.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Does not communicate the vision, mission, beliefs, and goals beyond central office.</p> <p>Is not aware of student achievement data.</p> <p>Focuses only on operations and management items during meetings.</p> <p>Fails to connect department goals and work with student achievement.</p>	<p>Makes vision, mission, beliefs, and goals public so staff are familiar with them.</p> <p>Supports district and school staffs to examine disaggregated achievement data at least annually.</p> <p>Includes student achievement focus in meetings and presentations.</p> <p>Connects departmental goals and agenda items to student achievement.</p>	<p>Develops staff and community's commitment to the vision, mission, beliefs, and goals.</p> <p>Ensures staff members understand data, achievement gaps, and aligns efforts to improve teaching and learning with district goals.</p> <p>Develops commitment from stakeholders for high levels of achievement for all students.</p> <p>Focuses on student achievement for the majority of time in meetings.</p> <p>Plans and makes decisions based on standards and district goals.</p>	<p>Embeds the vision, mission, beliefs, and goals across the system, so the stakeholders' actions and words reflect them.</p> <p>Supports each level of the system in establishing goals aligned to district goals set by the board and superintendent.</p> <p>Deliberately focuses on effective student achievement practices in meetings and serves as a model of quality instruction for adult learners.</p> <p>Takes action that results in measurable increases in improved practices, student learning, and closing the achievement gap, stemming from a commitment to high levels of learning for all students.</p>

1.2 Sustained Improvement Efforts

As they keep a relentless focus on the district values, vision, and goals, leaders monitor, assess, celebrate, and adjust for continuous improvement at the district and department level and at each school.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Does not connect district departments to each other or to a systemic improvement process.</p> <p>Does not expect or support development of school improvement plans.</p> <p>Does not align department, school, and district planning efforts.</p> <p>Fails to promote high expectations for student achievement in department and district communications.</p>	<p>Selects various improvement strategies year to year.</p> <p>Minimally aligns school, department, and district planning efforts.</p> <p>Annually reviews improvement plans.</p> <p>Supports development of improvement plans with minimal feedback.</p> <p>Sometimes promotes the district’s commitment to high levels of achievement for all students.</p>	<p>Develops a long-range focus on implementation, monitoring, and maintenance of strategies for district improvement.</p> <p>Aligns district, department, and school improvement plans.</p> <p>Conducts regular improvement plan review processes to provide feedback, follow-up, and enable coordination of resources to meet school needs.</p> <p>Monitors the fidelity of implementation as a key step prior to evaluating the impact of improvement efforts.</p> <p>Recognizes the efforts of schools and individuals in improving student learning.</p> <p>Persistently communicates the district’s commitment to high levels of achievement for all students.</p>	<p>Sustains focus and relentlessly commits to continuous improvement over time through maintaining written plans and aligning actions to it.</p> <p>Tightly aligns district, department, and school improvement plans.</p> <p>Systematically assesses progress over time with district and school staff to celebrate successes and make indicated adjustments.</p> <p>Communicates and ensures that communication at all levels continually reinforces the district’s commitment to high levels of achievement for all students.</p>

1.3 Dynamic and Distributed Leadership

Leadership capacity is developed at all levels of the organization, with active modeling and engagement from administrators throughout the system. Roles and responsibilities are aligned to the goals of the district to ensure student achievement.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Visits schools and other departments infrequently.</p> <p>Does not provide district direction for developing leaders’ skills beyond a single event.</p> <p>Provides traditional job descriptions, but does not clearly delineate individuals’ responsibilities for district improvement efforts.</p> <p>Tolerates behaviors that impede collaboration among staff.</p>	<p>Visits schools and other departments occasionally, but visits do not contribute to improved practice as a district.</p> <p>Supports leaders in developing their individual skills, yet provides minimal district direction.</p> <p>Assigns roles and responsibilities; does not deliberately align roles and responsibilities with the improvement of student learning.</p>	<p>Regularly visits schools and other departments and develops consistent use of protocols that contribute to improved learning and practice.</p> <p>Develops and uses observable systems for monitoring departmental practices.</p> <p>Provides systematic professional leadership development that is in alignment with district improvement efforts.</p> <p>Identifies leaders, including teacher leaders, and provides opportunities for professional growth and leadership.</p> <p>Defines and aligns responsibilities for the effective implementation of system practices to improve student achievement.</p> <p>Develops and puts into practice a moral purpose for high-quality learning for all students.</p>	<p>Collects and shares feedback from school and department visits that is used collaboratively by leaders and staff to improve practice.</p> <p>Values and cultivates leadership, including teacher leadership, in a systematic way in alignment to district improvement efforts.</p> <p>Defines, aligns, and monitors roles and responsibilities to maximize the effective implementation of system practices.</p> <p>Develops and uses a shared moral purpose to compel leaders at all levels to take concrete actions to ensure high-quality learning for all students.</p>

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.

2.1 Quality Classroom Instruction

Leaders communicate, guide, support, and monitor clearly defined effective instruction at multiple levels of the organization. They ensure tiered intervention systems meet the instructional needs of students in each school.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Fails to communicate district vision for effective instruction.</p> <p>Leaves decisions on instructional practice to individual buildings and their staff.</p> <p>Fails to provide a system for tiered interventions so that individual staff are left to independently differentiate instruction to meet the needs of students in their classrooms.</p>	<p>Communicates to stakeholders the district’s vision for effective instruction.</p> <p>Provides staff with guidance and oversight for improving teaching and learning.</p> <p>Develops training, systems, and routines for staff to collaborate to differentiate instruction to meet the needs of a range of learners.</p>	<p>Implements multiple ways to support individual and collaborative understanding of the district’s vision of effective instruction.</p> <p>Fosters and implements multiple ways to guide, support, and monitor equitable and effective instructional practice involving central and school-based administrators, staff, and teachers in reflection and analysis.</p> <p>Ensures tiered intervention systems, staffed by the most qualified practitioners, are in place at the building level to meet the needs of all students.</p>	<p>Sustains district-wide commitment to the district’s vision for effective instruction, so staff can articulate and implement the vision to improve student learning.</p> <p>Assures leadership, guidance and oversight for equitable and effective instructional practice leading to continuous improvement of the district’s vision for teaching and learning.</p> <p>Sustains a comprehensive tiered intervention system, extension, and acceleration opportunities that meet the needs of all students.</p>

2.2 Coordinated and Aligned Curriculum and Assessment

Leaders provide district curriculum, accompanying instructional resources, and district and classroom assessment practices that ensure students from school to school and grade to grade experience a rigorous curriculum leading to college and workplace readiness as students exit the system.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Lacks district documentation that articulates expectations for students or instructional direction for teachers.</p> <p>Fails to support practices that provide vertical or horizontal alignment of content and rigor.</p> <p>Fails to monitor for equity of access to rigorous curriculum.</p> <p>Fails to ensure that choices of instructional resources and strategies are research-based and coordinated across the system.</p> <p>Fails to provide an aligned assessment system beyond reliance on required state assessments.</p>	<p>Provides processes to document learning targets and expectations for instruction establishing K–12 vertical alignment in core content areas.</p> <p>Provides partial or inconsistent leadership and support for horizontal alignment with results varying team by team or building by building.</p> <p>Monitors for and recognizes gaps in access to rigorous coursework for all students. Manages and begins to process and coordinate the selection of instructional resources and strategies in core subject areas.</p> <p>Facilitates district use of periodic district-wide assessments, in addition to state testing, to monitor student progress.</p>	<p>Creates district documentation of content and rigor in the core content areas.</p> <p>Develops systems for horizontal alignment so that it is evident classroom to classroom in all schools.</p> <p>Ensures students have equity of access to rigorous curriculum across the system.</p> <p>Ensures that research-based instructional resources and strategies in core subject areas are closely coordinated, used, and monitored for progress in closing achievement gaps.</p> <p>Develops formative assessment measures for core content areas that are aligned with state standards in content, cognitive demand, and context.</p>	<p>Creates district documentation of core skills and processes that contribute to college and workplace readiness written curriculum K–12 in all content areas. Reviews and updates documents regularly.</p> <p>Demonstrates leadership, training, and support so that instructional resources and strategies are used consistently and effectively in classrooms across the system to provide equitable access to rigorous curriculum.</p> <p>Demonstrates leadership, training and support so that implemented instructional resources and strategies are closing the achievement gaps across the system.</p> <p>Provides systems of collaboration that contribute to use, revision, and effectiveness of aligned formative assessments.</p>

2.3 Coordinated and Job-Embedded Professional Learning

The learning needs of students drive professional development programming in the district. The continuous improvement of practice is expected, supported, and monitored through ongoing, job-embedded professional development.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Fails to provide long-term plan, based on data that guides the content and process of professional development.</p> <p>Does not expect or follow through with implementation of professional development provided.</p> <p>Fails to provide for coaching to improve professional practice.</p>	<p>Makes professional development plans independently from student achievement results.</p> <p>Provides limited connections between relationship among individual, school, and district professional development plans and activities.</p> <p>States expectations for changes in practice but does not monitor closely.</p> <p>Provides for intermittent coaching on a voluntary basis as follow up to professional development activities.</p>	<p>Develops a data-driven plan based on school and district goals.</p> <p>Provides district structures to enable professional collaboration, inquiry, and learning for educators at the district and school levels.</p> <p>Clarifies and systematically monitors expected changes in practice and expected effects on student learning.</p> <p>Ensures that over time all staff members receive coaching from trained leaders and/or coaches to improve content knowledge and practices that result in improved student achievement.</p>	<p>Develops a long-term, data-driven plan based on school and district goals.</p> <p>Provides evidence of implementation and impact that shows a clear relationship between professional adult learning and improved student achievement.</p> <p>Ensures structures and resources are in place to continually implement and refine professional collaboration, inquiry, instructional, and leadership coaching.</p> <p>Consistently provides for formal and informal coaching so that all staff members are engaged in learning conversations to continuously improve practice.</p>

2.4 Effective Use of Data

Tools, systems, and practices support the use of data to drive district, school, and classroom decision-making.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Fails to use data in work to make program decisions.</p> <p>Provides data reports without discussion.</p> <p>Reviews data sporadically to determine areas of concern.</p>	<p>Inconsistently analyzes and shares different state and district assessment results.</p> <p>Provides data reports with some discussion.</p> <p>Includes state assessment data in program improvement goals.</p>	<p>Assists and supports other administrators with data analysis and resulting program adjustments.</p> <p>Provides relevant program, school and district data in manageable and usable formats.</p> <p>Disaggregates state and local assessment results, along with demographic, perception, and program data to inform ongoing adjustments for continuous improvement plans.</p> <p>Systematically includes multiple data points to ensure equity of access and benefit in district programs for students regardless of race, gender, and socioeconomic level.</p>	<p>Ensures and facilitates ongoing training to sustain systemic data analysis teams at district and school levels.</p> <p>Ensures data reports are customized at the program, school, and classroom levels.</p> <p>Embeds systems for the ongoing examination of summative and formative assessment measures, along with demographic, perception, and program data, to inform continuous improvement planning.</p> <p>Develops and sustains data-driven differentiated support and allocation models.</p>

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.

3.1 Strategic Allocation of Resources

The learning needs of students drive a coordinated, flexible, and aligned resource allocation model

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Defers to the finance office to prepare and distribute budget allocations without input.</p> <p>Fails to share or does not have an allocation model for budget and staffing.</p> <p>Fails to focus budget development on improving academic achievement over maintaining operational needs.</p> <p>Does not coordinate various budget resources with relevant departments.</p> <p>Does not make fiscal decisions to maximize resources.</p>	<p>Begins to seek input from central office department and building administrators on budget allocations.</p> <p>Communicates a fixed allocation model for budget and staffing.</p> <p>Lacks clear coordination with others while seeking to acquire additional resources.</p> <p>Provides categorical dollars per guidelines to target academic improvement in qualified buildings.</p>	<p>Regularly works with other central office departments and building administrators to analyze, coordinate, and blend all available resources to provide a continuum of services in all buildings.</p> <p>Utilizes analysis of demographic, contextual, and student achievement data to drive a differentiated resource allocation model.</p> <p>Consistently considers and coordinates acquisition of additional resources with all district improvement efforts.</p> <p>Encourages building- and department-based flexibility to allocate resources with accountability for improved student learning.</p>	<p>Provides a systematic process to coordinate all available basic and categorical resources to build budgets targeted to improve student performance across the system.</p> <p>Facilitates the acquisitions of additional resources and partnerships to the greatest advantage in reaching academic improvement goals.</p> <p>Actively sustains an allocation process that continuously reviews and adjusts to assure every student receives the resources necessary to achieve at high levels of learning.</p> <p>Ensures that results of the flexible use of resources at the district, department, and building levels inform improved practice across the system.</p>

3.2 Policy and Program Coherence

Policies and procedures enable the work of moving all students to high levels of learning. Programs and practices are coordinated and aligned with this goal.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Does not update policies and procedures to support the improvement of teaching and learning and efficiency of department support.</p> <p>Fails to hold self and other staff members accountable to the district’s vision and policies.</p> <p>Fails to attend to federal, state, and local requirements for program management.</p>	<p>Accepts current policies and procedures but does not advance the improvement of teaching and learning.</p> <p>Monitors alignment between practice and policy in specific program areas with federal, state, and local requirements.</p> <p>Begins to coordinate and align practices in schools and the central office.</p>	<p>Consistently aligns policies, procedures, and legal responses to the district’s vision of high levels of achievement for all.</p> <p>Actively participates in annual review and revision of board policies related to all aspects of teaching and learning.</p> <p>Regularly monitors system-wide alignment of programs and practices with the district’s policies and vision as well as federal and state requirements.</p> <p>Intentionally and frequently communicates clarity, commitment, and consistency in identified district practices across schools.</p>	<p>Sustains a strong relationship between policy and program coherence and student success.</p> <p>Contributes to and sustains the importance of alignment of practice with the district’s vision and policies as well as federal, state, and local program requirements.</p> <p>Consistently promotes and communicates a high level of commitment to identified district improvement practices as evident across all schools and departments.</p>

3.3 Clear Understanding of District and School Roles and Responsibilities

Leaders act and recognize mutually reinforcing roles of central office staff and school staff to benefit all students. Balances centralized authority and department/school autonomy to advance continuous improvement of teaching and learning.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Fails to understand roles and responsibilities for district improvement and continues past practices.</p> <p>Does not use consistent and transparent decision-making practices.</p> <p>Fails to establish balance between district and department/school autonomy.</p> <p>Fails to participate in school improvement planning efforts.</p>	<p>Begins to share a common understanding of roles and responsibilities for improvement at district and school levels.</p> <p>Begins to implement the district decision-making model.</p> <p>Demonstrates a limited understanding of parameters for department/school autonomy with accountability.</p> <p>Attends department and school improvement team meetings.</p>	<p>Demonstrates a clear understanding of roles and responsibilities for advancing continuous district and school improvement.</p> <p>Consistently implements the district decision-making model.</p> <p>Ensures district decision-making model clearly links autonomy and accountability to the improvement of student learning at all levels.</p> <p>Consistently supports planning, improvement, and problem-solving efforts to improve teaching and learning.</p>	<p>Demonstrates a powerful and consistent commitment to collaborative team leadership.</p> <p>Consistently contributes to collaboratively improving the district decision-making model and communicates it throughout the system.</p> <p>Consistently reviews identified indicators that the district decision-making model is leading to improved learning for all students.</p> <p>Creates and promotes a culture of mutual empowerment and appreciation among and between staff at all levels.</p>

3.4 Conflict Management and Resolution

Leaders effectively and efficiently manage the complexity of human interactions so that the focus of the district can be on improved student achievement.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<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>

3.5 Systematic Communication

Leaders design and utilize various forms of formal and informal communication so the focus of the school can be on improved student achievement.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Communication with stakeholders is limited and does not reflect a focus on student achievement.</p> <p>Communication is provided to a limited audience.</p> <p>A limited communication strategy is utilized when communicating with others.</p>	<p>Communicates necessary information to relevant district staff members.</p> <p>Uses a variety of media to communicate to relevant principals and staff.</p> <p>Occasionally focuses communications with others on improving student achievement.</p>	<p>Ensures that district staff and stakeholder groups receive and exchange information in a timely manner.</p> <p>Uses a variety of media and different formats to communicate with all members of the community.</p> <p>Develops a system of communication that contributes to realizing district goals.</p> <p>Anticipates the information needs of the various community stakeholder groups and provides this information in a timely and effective manner.</p>	<p>Consistently ensures that all community stakeholders and educators are aware of goals for instruction and achievement, activities used to reach these goals, and progress toward achieving these goals.</p> <p>Develops the capacity among principals and staff to use a variety of media to communicate with all members of their respective communities.</p> <p>Institutionalizes timely routine communication strategies that ensure all stakeholder groups have the information they need.</p>

3.6 Effective Time Management

Leaders effectively manage their time allowing for follow through on projects until they are completed, paying attention to details.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<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>Administrator can be relied upon to complete tasks.</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>

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.

4.1 Engaging the Community

Understanding and integrating the community's diverse cultural, social, and intellectual resources to ensure families and community partners are engaged in district efforts to improve learning for all students.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Makes little effort to know the community or to communicate with its citizens.</p> <p>Has no network of community contacts.</p> <p>Does not recognize the need to engage key communicators or possess the skills to assist in engaging them.</p> <p>Does not understand or integrate the community's diverse cultural, social, and intellectual resources.</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 district goals.</p>	<p>Interacts with some community members and attends some community activities.</p> <p>Provides support for some families in behaviors that contribute to their children's achievement.</p> <p>Understands and integrates the community's diverse cultural, social, and intellectual resources.</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 district goals.</p>	<p>Leads in the community and communicates throughout the community.</p> <p>Provides leadership to engage all families and community partners in raising student achievement.</p> <p>Builds and sustains community relationships through regular communication in order to understand and integrate the community's diverse cultural, social, and intellectual resources.</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>Assumes a leadership role advancing the vision of the district advocating for the needs of children within the local community.</p> <p>Actively promotes support for children coming to school ready to learn and achieve.</p> <p>Increasingly builds and sustains community relationships through regular communication in order to understand and integrate the community's diverse cultural, social, and intellectual resources.</p> <p>Puts in place comprehensive systems and procedures for monitoring, evaluating, and maintaining existing community relationships and for identifying and establishing new ones.</p>

4.2 Managing the External Environment

Coordination takes place with local, state, and, federal officials to protect the interests of children in the district. External pressures that distract from the core work of teaching and learning are managed and minimized.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Does not engage with local, state, and federal officials to protect the interests of children in the district.</p> <p>Unaware of external factors and how they effect the school environment.</p>	<p>Engages with some local, state, and federal officials as appropriate to protect the interest of children in the district.</p> <p>Begins to solicit external partners in efforts to support raising student achievement.</p>	<p>Engages in positive, mutually beneficial contacts with local, state, and federal agencies and other civic and educational organizations to promote the vision of the district.</p> <p>Uses knowledge of federal and state policies and regulations to leverage support for district and school improvement efforts.</p> <p>Protects the priority of improving instructional practice and keeps internal and external distractions at a minimum.</p>	<p>Develops and engages in strategies to influence state and federal policy.</p> <p>Proactively identifies, minimizes, and/or eliminates barriers to the improvement of teaching and learning.</p> <p>Successfully motivates external partners to contribute their support to the district’s vision and mission.</p>

4.3 Inclusive and Ethical Leadership

Leaders safeguard the values of democracy, equity and diversity in the organization and with parents and the broader community by collecting and analyzing data pertinent to equitable outcomes.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Develops an improvement plan in isolation or with minimal collaboration using little data. The plan is not focused on equitable outcomes.</p> <p>Practices little or no collection and analysis of data to measure progress toward the goals in the improvement plan.</p> <p>Collects and analyzes data in order to gain knowledge of the diverse school community, its needs, and resources.</p>	<p>Develops an improvement plan with limited collaboration with others, using limited or partially appropriate data from multiple sources. The plan mentions equitable outcomes.</p> <p>Practices limited or periodic collection and analysis of data to measure progress toward the goals in the improvement plan.</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>Develops an improvement plan collaboratively with others using data from multiple, yet similar, sources. The plan is focused on equitable outcomes.</p> <p>Regularly collects and analyzes data to measure progress toward the goals in the improvement plan.</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>Develops an improvement plan collaboratively with others using data from multiple and varied sources. The plan is focused on equitable outcomes.</p> <p>Practices frequent, ongoing collection and analysis of data to measure progress toward the goals in the improvement plan.</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 uses this analysis to continually safeguard the values of democracy, equity, and diversity.</p>

4.4 Leading District, School and Programs with an Equity Lens

Leaders use an equity lens when leading district, school and programs and make necessary improvements and change based on data.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Is generally unaware of or does not acknowledge the potential negative impact of policies and practices on underserved groups.</p> <p>Does not take equity into consideration when allocating resources.</p> <p>Does not attempt to integrate diverse perspectives on issues and decisions.</p>	<p>Attempts to avoid policies and practices that have a known negative impact on underserved groups, but may not always make strategic evaluations using data.</p> <p>Attempts to distribute resources equitably, but may not always make strategic evaluations using data.</p> <p>Attempts to integrate diverse perspectives on issues and decisions.</p>	<p>Consistently evaluates the potential negative and positive impacts on underserved groups created by policies and practices.</p> <p>Evaluates how policies and practices contribute to the exclusion or inclusion of underserved groups.</p> <p>Gathers data regarding equitable resources distribution and takes action as necessary to correct any inequities.</p> <p>Attempts to integrate diverse perspectives on issues and decisions.</p>	<p>Consistently evaluates the potential negative and positive impacts on underserved groups created by policies and practices and works to address the factors that may be producing and perpetuating those effects.</p> <p>Consistently evaluates how policies and practices contribute to the exclusion or inclusion of underserved groups.</p> <p>Consistently gathers data regarding equitable resource distribution and takes action as necessary to correct any inequities.</p> <p>Consistently takes necessary action to identify and remove barriers to equitable access for all groups.</p> <p>Consistently takes strategic action to integrate diverse perspectives on issues and decisions.</p>

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.

5.1 Professional Culture and Collaborative Relationships

Relationships with stakeholders at all levels are characterized by trust and developed through intentional structures and processes that support data-driven collaboration.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Fails to foster trust and acts of sabotage are evident.</p> <p>Disregards and ignores new ideas.</p> <p>Neglects to foster a team concept.</p> <p>Conversations focus on adult needs and clarifying minimum requirements.</p> <p>Fails to expand efforts beyond the status quo.</p> <p>Fosters a climate of competition with unhealthy interactions among staff.</p>	<p>Interacts with staff members in a congenial manner.</p> <p>Responds to expectations with respectful compliance.</p> <p>Establishes pockets of trust, respect, and collaboration in the district.</p> <p>Engages in efforts to address divisiveness and sabotage.</p> <p>Develops norms, structures, and processes for fostering data-driven collaboration in some settings.</p> <p>Develops the opportunity for central office and school-based staff to comment or contribute to one another's programs or schools.</p>	<p>Fosters a high degree of competence, reliability, integrity, openness, and caring among staff.</p> <p>Establishes professional relationships marked by genuine collaboration around student learning.</p> <p>Freely communicates about successes and concerns.</p> <p>Develops strategies for central office and school-based staff to successfully problem-solve and share the work of reform.</p> <p>Develops norms, structures, and processes to foster data-driven collaboration across all levels.</p> <p>Creates an atmosphere of ownership for the success of all students in the district.</p>	<p>Consistently fosters trust across the organization and addresses any acts of sabotage among individuals and groups.</p> <p>Exhibits risk-taking and courage in challenging conventional thinking to advance the work of the district.</p> <p>Ensures effective vertical and horizontal collaboration that results in aligned individual, school, and district actions to improve learning for all students.</p> <p>Consistently creates an atmosphere of ownership for the success of all students in the district.</p>

5.2 Models Principles of Integrity*Leaders model principles of self-awareness, reflective practice, transparency, and ethical behavior.*

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
Inconsistently models ethical behavior and/or transparency and rarely engages educators in reflective language.	Models ethical behavior and transparency, models reflective practice and self-awareness, and engages some educators in reflective dialogue.	Models ethical behavior and transparency, practices reflective practice and self-awareness, and engages educators in ongoing reflective dialogue.	Consistently models ethical behavior and transparency, weaves reflective practice and self-awareness into the culture and codes of the district, and models and provides a supportive environment for engaging all educators in ongoing reflective dialogue.

5.3 Evaluates the Potential Ethical and Legal Consequences of Decision-making*Leaders evaluate the potential ethical and legal consequences of decision-making.*

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
Potential ethical and legal consequences are not part of the decision making process.	Makes use of potential ethical and legal consequences as part of the decision making process.	Evaluates the potential ethical and legal consequences of decisions made at district, school, and classroom levels.	Consistently evaluates the potential ethical and legal consequences of decisions made at district, school and classroom levels.

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.

6.1 Federal, State, and District Mandates

Leaders design and communicate protocols and processes in order to comply with federal, state, and district mandates.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Unable to define, understand or communicate the impact of legal issues affecting public education.</p> <p>Does not follow district policies that are in compliance with local, state and federal requirements.</p>	<p>Defines, understands, and communicates the impact of legal issues affecting public education.</p> <p>Follows district policies in compliance with local, state, and federal requirements that improve student learning and district performance.</p>	<p>Designs protocols and processes that ensure compliance with federal, state, and district mandates.</p> <p>Prepares and recommends district policies in compliance with local, state, and federal requirements that improve student learning and district performance.</p> <p>Develops in other district staff the capacity to comply with local, state, and federal mandates.</p>	<p>Routinely and consistently assesses the progress of district compliance with local, state, and federal mandates and adjusts as necessary.</p> <p>Builds capacity in and holds other district staff accountable for compliance with local, state, and federal mandates.</p> <p>Interprets federal, state, and district mandates so that they are viewed as opportunities for the district.</p>

6.2 Micro-political Leadership:

Leaders develop systems and relationships to leverage staff expertise and influence in order to influence the district's identity, culture, and performance.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Is unaware of the internal and external political systems and their impact on the educational organization.</p> <p>Relationships with district and influential community groups are limited.</p> <p>Relationships with the school board and superintendent are strained.</p>	<p>Defines and understands the internal and external political systems and their impact on the educational organization.</p> <p>Understands the political, economic, and social aspects/ needs of groups in the community and of the community at large for effective and responsive decision making.</p> <p>Develops relationships with district and influential community groups that enhance a positive culture and increase student performance.</p> <p>Maintains a positive working relationship with the superintendent school board.</p>	<p>Accesses local, state, and national political systems to provide input on critical educational issues.</p> <p>Systematically develops relationships with increasing numbers of community groups that result in increasing community involvement in the schools and in enhancing teacher and principal effectiveness.</p> <p>Provides leadership in defining roles and mutual expectations that result in an effective working relationship with the superintendent and the school board.</p>	<p>Influences local, state, and national political systems on critical educational issues.</p> <p>Develops the capacity of other staff to foster relationships with influential school and school-community groups that further the district's goals of positive culture and student learning.</p> <p>Establishes through policies and procedures a political environment that is inclusive of diverse groups, viewpoints, and interests.</p>

Standard 7: Human Resource Leadership

An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring the district is a professional learning community with processes and systems that result in the recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff and uses distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

7.1 Professional Development/Learning Communities

Leaders ensure the district is a professional learning community.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Does not implement the professional learning communities model throughout the district.</p> <p>Does not enlist the support of staff to implement professional learning communities.</p> <p>Does not support ongoing professional development activities with staff throughout the district.</p>	<p>Limited implementation of professional learning communities throughout the district.</p> <p>Limited success in enlisting the support of staff to implement professional learning communities.</p> <p>Limited support of ongoing professional development activities throughout the district.</p>	<p>Supports 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>Provides for professional development that is aligned with 21st century curricular, instructional, and assessment practices; connected to district improvement goals; and differentiated based on staff needs.</p> <p>Models the importance of continued adult learning by engaging in activities to develop professional knowledge and skill.</p> <p>Monitors the efficacy of professional learning communities in promoting district goals and engages district leadership as a professional learning community to advance the district’s strategic plan.</p>	<p>Implements policies and organizational structures that integrate professional development and professional learning communities into the culture of the district and schools.</p> <p>Establishes structures to ensure sharing and collaboration among professional learning communities throughout the district.</p>

7.2 Recruiting, Hiring, Placing, and Mentoring Staff

Leaders establish processes and systems in order to ensure a high-quality, high-performing staff.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Does not identify district and individual school needs regarding recruiting, hiring, placing and mentoring new staff.</p> <p>Fails to provide a clear plan for induction and mentoring of teachers, leaders, and staff new to the profession.</p>	<p>Identifies district and individual school needs regarding recruiting, hiring, placing and mentoring new staff.</p> <p>Provides a clear plan for induction and mentoring of teachers, leaders, and staff new to the profession.</p>	<p>Creates and implements effective policies and procedures for recruiting and retaining highly qualified and diverse personnel.</p> <p>Continuously searches for the best placement and utilization of staff to fully develop and benefit from their strengths.</p> <p>Supports other district leaders in the development of effective recruitment and retention strategies.</p> <p>Provides assistance to teachers, leaders, and staff new to the profession through training and a relationship with an experience colleague.</p>	<p>Makes recruitment, hiring, and placement an ongoing process and conscientiously seeks out highly qualified staff in anticipation of specific vacancies.</p> <p>Makes recruitment and retention of highly qualified staff an operational priority in the district.</p> <p>Builds the capacity of principals and other district leaders to apply policies and adapt procedures to the unique needs of their buildings or instructional contexts.</p> <p>Provides all staff in new roles and substitutes with a multi-year program, enabling their successful implementation of district curriculum and instructional practices.</p>

7.3 Teacher and Staff Evaluation

Leaders ensure that staff members are evaluated in a fair and equitable manner with the focus on improving performance and, thus, student achievement.

1 – Does Not Meet	2 – Making Sufficient Progress	3 – Consistently Meets	4 – Consistently Exceeds
<p>Does not support and implement the Gresham-Barlow School District Professional Growth and Evaluation System to assure that all staff members are evaluated fairly and equitably.</p>	<p>Supports and implements the Gresham-Barlow School District Professional Growth and Evaluation System to assure that all staff members are evaluated fairly and equitably.</p> <p>Supports some staff in identifying professional goals related to improving student learning through the development of a professional growth plan.</p>	<p>Fosters a culture of continuous growth and development that uses the results of evaluations to improve performance throughout the district.</p> <p>Supports all staff in identifying professional goals related to improving student learning through the development of a professional growth plan.</p> <p>Monitors how effectively principals and other district leaders apply the Educator Evaluation System.</p> <p>Removes ineffective staff members.</p>	<p>Monitors the results of staff evaluations and uses the results to develop district-wide professional development plans.</p> <p>Holds principals and other district leaders accountable for the full and complete implementation of the Educator Evaluation System.</p> <p>Establishes procedures to assure that multiple assessments are used to evaluate staff.</p> <p>Consistently removes ineffective staff members.</p>