

CENTRAL OFFICE SELF-ASSESSMENT to identify an area of focus

Name: _____

Date: _____

- Examine data, School Improvement Plans, principal areas of focus, feedback from stakeholders, etc. What are the strengths and challenges for your department? _____

- What are building and district goals and initiatives? _____

- How do these support the learning challenges of your school? _____

- Assess your leadership practice using the framework rubric, citing evidence from your day-to-day practice to support your assessment for each rubric indicator.

U =Unsatisfactory

B =Basic

P =Proficient

D =Distinguished

CRITERION 1: Effective Leadership	Evidence	U B P D
1.1 Focus on Student Learning <i>Leadership develops and sustains a commitment to the district's values, vision, and goals for high achievement for all students.</i>		
1.2 Dynamic and Distributed Leadership <i>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.</i>		
1.3 Sustained Improvement Efforts <i>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.</i>		

CRITERION 2: Quality Teaching and Learning Support	Evidence	U B P D
2.1 Quality Classroom Instruction <i>Communicates, guides, supports, and monitors clearly defined effective instruction at multiple levels of the organization. Ensures tiered intervention systems meet the instructional needs of students in each school.</i>		
2.2 Coordinated and Aligned Curriculum and Assessment <i>District curriculum, accompanying instructional resources, and district and classroom assessment practices 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.</i>		
2.3 Coordinated and Job-Embedded Professional Development <i>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.</i>		

CRITERION 3: System-Wide Improvement	Evidence	U B P D
3.1 Effective Use of Data <i>Tools, systems, and practices support the use of data to drive district, school, and classroom decision making.</i>		
3.2 Strategic Allocation of Resources <i>The learning needs of students drive a coordinated, flexible, and aligned resource allocation model.</i>		
3.3 Policy and Program Coherence <i>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.</i>		

CRITERION 4: Clear and Collaborative Relationships	Evidence	U B P D
4.1 Professional Culture and Collaborative Relationships <i>Relationships with stakeholders at all levels are characterized by trust and developed through intentional structures and processes that support data-driven collaboration.</i>		
4.2 Clear Understanding of District and School Roles and Responsibilities <i>Acts and recognizes 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.</i>		
4.3 Engaging the Community and Managing the External Environment <i>Families and community partners are engaged in district efforts to improve learning for all students. 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.</i>		

Which indicators are strengths for you?

Which are learning opportunities?