Lake Washington
School District

Central Leadership Team
Leadership Framework:
A framework for professional practice

CLT Professional Growth and Evaluation Handbook and User's Guide

History and Introduction

In 2010, Engrossed Second Substitute Senate Bill 6696 created a four-tiered system of professional growth and evaluation for both teachers and building principals. In addition to creating a four-tiered system, the legislation created eight new criteria for teachers and principals upon which to focus their professional growth and evaluation, with common themes tying the criteria for teachers and principals together.

Lake Washington School District Administrative Policy and Procedures regarding evaluation of central office administrative professional staff were last updated in 1990. The legislative changes with respect to principal professional growth and evaluation presented the opportunity to review and update district policy and procedure with respect to central office administrator professional growth and evaluation. Given the leadership role of central office administrators in supporting principals in all facets of operational and instructional leadership, common themes tie the criteria for principals and central office leaders together, similar to how common themes tie the criteria for teachers and principal together.

In December 2013, the superintendent convened a sub-committee of central leadership team (CLT) members, representing each division, to develop a CLT Leadership Framework and Professional Growth and Evaluation System. Throughout the remainder of the 2013-14 school year, the sub-committee gathered story and interests regarding evaluation processes from the entire CLT; researched existing executive leadership frameworks from educational, non-profit, and corporate contexts; developed eight criteria and framework language associated with the proficient level; and, sought input and feedback from the entire CLT throughout the entire process. In the summer of 2014, the superintendent finalized the CLT framework language and documented the CLT professional growth and evaluation process and timeline in this handbook and user's guide.

Statement of Accountability

The following statement of accountability is adapted from the Association of Washington School Principals (AWSP) philosophical statement, which formed the basis for the principal professional growth and evaluation work. This statement serves to highlight the critical nature of central office leadership in the Lake Washington School District:

Student and organizational achievement in a results-oriented, performance based district is a shared responsibility involving the student, family, staff members and the community. Central office leadership is essential. As an executive level leader, the central office administrator is accountable for the continuous growth and improvement of students, schools, school and district personnel, and/or work of the designated department or division.

Framework Use and Structure

A framework for professional practice is not unique to education. Many professions have well-established definitions of expertise and procedures for professional growth. A framework for professional practice provides a common language and helps ensure that members of a profession hold themselves and their colleagues to high standards of practice. A framework for professional practice can be used for a wide range of purposes such as: 1) recruitment and hiring; 2) induction and mentoring; 3) public accountability; 4) peer coaching; 5) training and professional development/learning; 6) reflection and self-assessment; and, 7) supervision and evaluation.

The LWSD CLT Framework is organized by criterion. Each criterion includes elements that describe specific features of the criterion. Each element within each criterion has a corresponding rubric. The intent of the overall framework, the elements, and corresponding rubrics is to clearly articulate what effective central office leaders do, and to encourage ongoing professional growth toward distinguished leadership.

It is important to note that the holistic and interdependent nature of the criterion and associated elements that constitute the framework. Although the criterion and associated elements are distinct, they are related to one another. It is also important to note that, given the diverse nature of central leadership roles, the CLT Framework is designed to be applicable to all central office leadership roles.

The Eight Criteria for Central Office Leaders

1. **Fostering District Culture**: Demonstrating understanding of and commitment to district mission, vision, values, and goals.
2. **Communicating, Facilitating, and Presenting:** Engaging in effective and efficient two-way communication.
3. **Managing Resources:** Ensuring that staff and fiscal resources support achievement of strategic goals and fulfillment of legal/policy responsibilities.
4. **Leading Initiatives and Continuous Improvement Efforts:** Developing, implementing and evaluating data-informed plans for strategic work and division or department improvement.
5. **Problem Solving and Decision Making:** Demonstrating initiative, sound judgment, integrity, and creativity in approaching problems and decisions.
6. **Engaging Communities**: Promoting the success of the organization by creating and sustaining a culture of collaboration and authentic community engagement.
7. **Leading and Building the Leadership Capacity of Others:** Promoting the success of the organization by creating a culture focused on continuous professional growth.
8. **Growing Professionally:** Promoting the success of the organization by focusing on personal professional growth.

The Eight Criteria and Corresponding Elements

Criterion 1 | Fostering District Culture
1.1 Developing and nurturing a culture that supports the district mission, vision, values, and goals
1.2 Demonstrating commitment to Central Leadership Team operating principles

Criterion 2 | Communicating, Facilitating, and Presenting
2.1 Writing for a variety of audiences and purposes
2.2 Facilitating and presenting to a variety of audiences and for a variety of purposes
2.3 Communicating for understanding

Criterion 3 | Managing Resources
3.1 Managing human resources (hiring, on-boarding, assigning, succession planning)
3.2 Managing fiscal resources
3.3 Fulfilling legal/policy responsibilities

Criterion 4 | Leading Initiatives and Continuous Improvement Efforts
4.1 Seeking, analyzing, and interpreting multiple data sources to inform needs and direction
4.2 Seeking, analyzing, and interpreting multiple data sources to inform planning and learning
4.3 Planning for and executing implementation
4.4 Evaluating effectiveness and assuming responsibility for results of the department or division

Criterion 5 | Problem Solving and Decision Making
5.1 Identifying and solving problems
5.2 Making decisions
5.3 Evaluating and monitoring results/impacts of decisions

Criterion 6 | Engaging Communities
6.1 Collaborating with colleagues to promote student, professional, and organization learning
6.2 Engaging the community to promote student, professional, and organizational learning
6.3 Partnering with the community to promote student, professional, and organizational learning

Criterion 7 | Leading and Building the Leadership Capacity of Others
7.1 Providing for social, emotional, and intellectual safety of others
7.2 Building the capacity of others
7.3 Creating opportunities for shared leadership
7.4 Leading, supervising, and evaluating individuals and teams

Criterion 8 | Growing Professionally
8.1 Reflecting on professional practice
8.2 Setting goals for professional growth
8.3 Participating in a professional community and engaging in professional learning
8.4 Showing Professionalism

Professional Growth and Evaluation Process and Timeline

All CLT members should be well-versed in the district **mission, vision, values**, and **goals**, as well as the **CLT Operating Principles**, which are all referenced throughout the CLT Framework. Expected performance for all CLT members is at the proficient level or above. Distinguished performance level descriptors assume proficient level descriptors *and* distinguished level descriptors.

All CLT members will participate in professional growth and evaluation processes. CLT members are evaluated annually by their direct supervisor. Professional growth and evaluation processes, at a minimum, include:

1. **A self-assessment.** CLT members reflect on their strengths and areas for continued growth by assessing themselves using the designated self-assessment form. The annual self-assessment allows CLT members to reflect on their strengths and areas for continued growth.
   Due Date: **October 1 - CLT member is required to complete self-assessment**

2. **A goal setting meeting.** CLT members meet with their direct supervisor to discuss the CLT member's strengths and areas for continued growth and to jointly identify annual goals for professional growth.
   Due Date: **November 1 - Supervisor is required to set up/complete goal setting meeting**

3. **A mid-year meeting.** CLT members meet with their direct supervisor to jointly discuss and examine evidence of the CLT member's progress toward meeting professional growth goals. Collecting evidence is a shared responsibility between CLT members and their direct supervisor. During the mid-year meeting, CLT members share their progress toward meeting professional growth goals and supervisors provide formative feedback to CLT members. *For CLT members in their first three years in a central leadership role in LWSD, supervisors will schedule at least one addition meeting during the year.*
   Due Date: **February 15 - Supervisor is required to set up/complete mid-year meeting**

4. **A year-end meeting and written summary evaluation.** CLT members meet with their direct supervisor to jointly discuss and examine evidence of the CLT member's progress toward meeting professional growth goals. Collecting evidence is a shared responsibility between CLT members and their direct supervisor. During the year-end meeting, CLT members share their progress toward meeting professional growth goals and supervisors provide summative feedback to CLT members. Supervisor completes written summary evaluation using the designated form. Supervisors and CLT members sign the summary evaluation and supervisor submits copy to the Human Resources Department (HR).
   Due Dates: **June 30 - Supervisor is required to set up/complete year-end meeting**
                   July 31 - Supervisor is required to complete written evaluation and submit signed copy to HR

Criterion 1 Rubric | Fostering District Culture

Demonstrating understanding of and commitment to district mission, vision, values, and goals.

An effective central office leader understands the responsibility and influence of executive level leadership. Effective leaders maintain visibility and transparency and create a culture that fosters mutual accountability. An effective leader advocates, nurtures, and sustains a culture within his or her department or division, and among his or her colleagues, that promotes commitment to the district mission, vision, values, and goals.

Elements	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
1.1 Developing and nurturing a culture that supports the district mission, vision, values, and goals	• Does not communicate the district mission, vision, values and goals. • Demonstrates or tolerates behaviors and activities in opposition of district mission, vision, values and goals.	• Understands how the work of the department or division is aligned to the district mission, vision, values and goals. • Ensures staff understands how the work of the department or division is aligned to the district mission, vision, values and goals.	• Communicates how the work or division is aligned to the district mission, vision, values and goals. • Holds staff accountable to ensure behaviors and activities are aligned to the district mission, vision, values and goals.	• Assumes responsibility to ensure the work of the department or division is aligned to the district mission, vision, values and goals. • Fosters staff and community commitment to the district mission, vision, values and goals.
1.2 Demonstrating commitment to Central Leadership Team operating principles	• Ignores or violates agreed to operating principles.	• When reminded or directed, adheres to operating principles.	• Follows operating principles. • Raises organizational culture issues as appropriate.	• Assumes responsibility for and ownership of operating principles. • Fosters shared commitment to operating principles.

Criterion 2 Rubric | Communicating, Facilitating, and Presenting

Engaging in effective and efficient two-way communication.

An effective central office leader possesses strong written and verbal communication skills, and understands the importance of frequent stakeholder communication. An effective leader facilitates conversations, groups, and meetings successfully, and cultivates his or her own understanding by seeking and considering diverse opinions and perspectives to further and promote the district mission, vision, values, and goals.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
2.1 Writing for a variety of audiences and purposes	• Written communication is sparse and opportunities to communicate are missed.	• When directed or reminded, develops written communication that conveys accurate information.	• Creates clear, concise, accurate, and appropriate written materials. • Aligns format, style, and purpose are with intended outcome and audience. • Vets written communication with others as appropriate; seeks and uses constructive feedback.	• Assumes responsibility to proactively seek out opportunities for written communication to enhance organizational understanding. • Creates clear, concise, accurate, and appropriate written materials suitable for designated audience; understands and demonstrates sensitivity to context.
2.2 Facilitating and presenting to a variety of audiences and for a variety of purposes	• Does not prepare adequately or appropriately. • Does not monitor audience and is unable to adjust facilitation and/or presentation accordingly.	• Prepares adequately. • When reminded or directed, aligns format, style, and purpose with intended outcome. • Facilitates adequately.	• Prepares and presents information in an organized, clear, effective manner. • Aligns format, style, and purpose with intended outcome. • Monitors the audience and adjusts facilitation and/or presentation accordingly. • Ensures materials support presentation outcome. • Facilitates effectively toward intended outcome.	• Assumes responsibility for facilitation and presentation success. • Proactively involves others in development of facilitation and presentation strategies. • Seeks and accepts participant feedback; makes adjustments accordingly. • Materials and strategies show evidence of thoughtful and intentional planning. • Is fluent in interest-based facilitation processes.

Criterion 2 Rubric | Communicating, Facilitating, and Presenting
(continued)

Elements	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
2.3 Communicating for understanding	• Avoids opportunities for active listening. • Dismisses divergent opinions and diverse perspectives. • Lacks timely communication.	• Listens to feedback. • Provides feedback. • Communicates in a timely manner.	• Actively listens and seeks to understand; respectfully considers divergent opinions. • Communicates effectively and; responds to and provides feedback appropriately.	• Anticipates feedback and divergent opinions; proactively communicates. • Proactively seeks and considers various stakeholder perspectives.

Criterion 3 Rubric | Managing Resources

Ensuring that staff and fiscal resources support achievement of strategic goals and fulfillment of legal/policy responsibilities.

An effective central office leader manages human and fiscal resources in transparent ways to further and promote the district mission, vision, values, and goals.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
3.1 Managing human resources (hiring, on-boarding, assigning, succession planning)	• Does not adequately address issues in hiring and assigning staff. • Does not make an effort to ensure quality personnel in each position.	• With direction and assistance, effectively hires, assigns, and on-boards permanent, temporary and contracted resources.	• Effectively hires, assigns, and on-boards permanent, temporary and contracted resources. • Sets clear expectations and establishes effective and efficient structures and procedures for department/division.	• Assumes responsibility for the effective organization of division or department to accomplish strategic work. • Proactively and strategically succession plans for key roles within the department or division. • Appropriately assigns and advocates for human resources as needed.
3.2 Managing fiscal resources	• Does not make fiscal decisions that maximize resources in support of strategic work. • Overspends allocated resources.	• Demonstrates some understanding of budget allocations and timelines. • With direction and assistance, manages spending to stay within budget.	• Fully understands the department budget allocations and timelines. • Manages spending to stay within budget. • Ensures budgets are spent in compliance with state education funding and expense regulations.	• Maximizes dollars spent and stewards project budgets to ensure costs are contained. • Seeks opportunities to reduce costs. • Proactively seeks refunds or additional funding sources where appropriate.
3.3 Fulfilling legal/policy responsibilities	• Does not demonstrate adequate knowledge of legal and/or policy responsibilities. • Exhibits or tolerates behaviors that conflict with law and/or policy.	• Demonstrates some understanding of legal and/or policy responsibilities. • When directed or reminded, exhibits behavior that align with law and/or policy.	• Demonstrates deep knowledge and applies knowledge in day-to-day work. • Consistently holds self and staff to legal and/or policy standards. • Drafts policy updates as requested. • Completes assignments and reports in a timely manner.	• Proactively addresses legal and or policy issues to ensure organization alignment and coherence. • Applies laws, policies, and procedures fairly and ethically.

Criterion 4 Rubric | Leading Initiatives and Continuous Improvement Efforts

Developing, implementing and evaluating data-informed plans for strategic work and division or department improvement.

An effective central office leader successfully manages strategic initiatives, projects, processes, and department or division continuous improvement process plans to further and promote the district mission, vision, values, and goals.

Elements	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
4.1 Seeking, analyzing, and interpreting multiple data sources to inform needs and direction	• Does not accept responsibility for strategic work. • Does not seek out or consider data to inform direction. • Functions independently with "silo" mentality.	• Relies on incomplete data to inform direction. • Does not seek continuous improvement; accepts status quo. • Follows project management processes.	• Identifies and engages stakeholders who will be impacted by and who will contribute to major projects and keeps them apprised of project status. • Analyzes and interprets available data to make informed decisions about strengths and areas of need. • Researches best practice to inform direction and plan.	• Sets and maintains high expectations for goal/performance target attainment. • Systematically collects and reflects on qualitative and quantitative data. • Internalizes project management processes; work collaboratively and interdependently with other departments and divisions.
4.2 Seeking, analyzing, and interpreting multiple data sources to inform planning and learning	• Does not accept responsibility for strategic work. • Does not appropriately consider stakeholder readiness. • Functions independently with "silo" mentality.	• Assumes readiness and inadequately anticipates change impacts.	• Accurately assesses project scope, risks and stakeholder impact of major projects. • Seeks data to understand readiness to implement; uses data appropriately to inform planning and learning processes.	• Strategically builds readiness for implementation. • Garners organizational support for change.

Criterion 4 Rubric | Leading Initiatives and Continuous Improvement Efforts

(continued)

Elements	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
4.3 Planning for and executing implementation	• Does not adequately plan for implementation; does not fully follow through with established implementation plans.	• Follows implementation plan. • Inadequately plans for contingencies.	• Develops data-informed implementation plans; ensures systems for support for implementation. • Designs realistic timelines to complete major projects within the context of the work of the department and the district. • Intentionally and systematically monitors implementation and adjusts plans accordingly.	• Proactively plans for problems and implementation dips; has contingency plans and support strategies ready. • Celebrates implementation successes and recognizes efforts of others.
4.4 Evaluating effectiveness and assuming responsibility for results of the department or division	• Does not evaluate effectiveness of initiatives or improvement efforts.	• When directed, initiates processes. • Follows established organizational processes.	• Develops data-informed evaluation plans; ensures systems for support for evaluation. • Documents department processes clearly for others to understand and follow. Tests clarity and adjusts before publishing.	• Ensures staff follows organization and department processes. • Regularly evaluates processes to ensure they are effective. • Uses evaluation results to identify and maximize program effectiveness. • Creates new processes to respond to the needs of the organization.

Criterion 5 Rubric | Problem Solving and Decision Making

Demonstrating initiative, sound judgment, integrity, and creativity in approaching problems and decisions.

An effective central office leader possesses diverse problem solving and decision making skills and strategies. An effective leader understands and owns the impacts of decisions on the organization, and works to ensure that solutions and decisions work to further and promote the district mission, vision, values, and goals.

Elements	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
5.1 Identifying and solving problems	• Ignores issues and problems.	• Identifies issues problems and raises them to supervisors.	• Take initiative to identify issues and problems; seeks data to inform options. • Develops potential solutions. • Vets potential solutions with supervisor as appropriate. • Demonstrates sound judgment, integrity, and creativity in identifying and solving problems.	• Assumes responsibility for issues and problems. • Values stakeholders and engages stakeholders as appropriate to develop potential solutions. • Understands potential political, legal and policy context of potential solutions and identifies strategies to mitigate potential impacts.
5.2 Making decisions	• Evades decision-making responsibility. • Is unable to make recommendations or decisions. • Makes decisions unilaterally without appropriate stakeholder involvement.	• With support and assistance, is able to think through and execute appropriate decision-making processes.	• Keeps the district mission, vision, values, and goals at the forefront of decision making. • Articulates decision making processes. • Engages affected stakeholders authentically and respectfully in decision-making processes. • Demonstrates sound judgment, integrity and creativity in decision-making.	• Appropriately adapts decision making processes to situational context. • Links decisions to improvement of student and/or organizational outcomes.
5.3 Evaluating and monitoring results/impacts of decisions	• Does not monitor results/impacts of decisions.	• When reminded or directed, seeks data to evaluate and monitor results/impacts of decisions.	• Takes initiative to proactively seek data to evaluate and monitor results/impacts of decisions.	• Assumes responsibility for decisions and re-visits decisions when appropriate as suggested by data and outcomes.

Criterion 6 Rubric | Engaging Communities

Promoting the success of the organization by creating and sustaining a culture of collaboration and authentic community engagement.

An effective central office leader engages with the community in sensitive and skillful ways such that the community understands the work of the district and is proud to partner with and support the district. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership with the community, community leaders, and parents. An effective leader understands that community partnerships must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding toward furthering and promoting the district mission, vision, values, and goals.

Elements	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
6.1 Collaborating with colleagues to promote student, professional, and organization learning	• Does not productively collaborate with school and district colleagues. • Functions independently with "silo" mentality.	• When reminded or directed, collaborates with school and district colleagues.	• Productively leads and/or engages in cross-division and department project teams. • Values school and district colleagues and proactively seeks opportunities for collaboration.	• Assures a system of communication and collaboration that provides for the responsible exchange of information among school and district staff and other stakeholder groups.
6.2 Engaging the community to promote student, professional, and organizational learning	• Communication with the community is sparse or ineffective.	• Communication with the community is informational rather than two-way.	• Contributes toward development of effective public participation strategies between department or division, school, parents, and the community. • Effectively uses multiple communication and engagement strategies and channels to engage intended stakeholders.	• Proactively develops relationships with key community stakeholders. • Establishes a feedback loop that is invitational, transparent, trusted and effective. • Relies on multiple participation strategies (surveys, focus groups, advisories, forums). • Using marketing skills to mobilize support and resources as appropriate.

Criterion 6 Rubric | Engaging Communities
(continued)

Elements	Unsatisfactory	Basic	Proficient	Distinguished
6.3 Partnering with the community to promote student, professional, and organizational learning	• Demonstrates little to no effort to engage families or the community in district efforts.	• Encourages and supports involvement of the community in district efforts. • Demonstrates some effort toward family and community engagement.	• Builds partnerships with parent and community groups to inform department or division continuous improvement efforts.	• Serves in ambassador role for the district. • Uses the influence of the office to positively build community partnerships and build community connections and influence community support for the district.

Criterion 7 Rubric | Leading and Building the Leadership Capacity of Others

Promoting the success of the organization by creating a culture focused on continuous professional growth.

An effective central office leader manages individuals and teams successfully, such that the leadership capacity of individuals and teams grows and expands to further and promote the district mission, vision, values, and goals.

Elements	Unsatisfactory	Basic	Proficient	Distinguished
7.1 Providing for social, emotional, and intellectual safety of others	• Neglects to consider the social, emotional, or intellectual safety of staff. • Does not model an appreciation for diversity of ideas and opinions.	• Strives to provide appropriate emotional support to staff. • Ensures that division or department team norms clearly define acceptable behavior. • Demonstrates acceptance for diversity of ideas and opinions.	• Assumes responsibility for creating practices that maximize the social, emotional, and intellectual safety of staff. • Models and reinforces team norms. • Reinforces protective factors that reduce risk for staff. • Protects the rights and confidentiality of students and staff. • Demonstrates appreciation for and sensitivity to the diversity in the school community. • Celebrates individual and team successes.	• Makes emotional and intellectual safety a top priority for staff. • Assures a division or department culture in which students and staff are acknowledged and connected. • Empowers, trains, and expects staff to improve and sustain a culture of emotional safety. • Cultivates intellectual safety, promotes open exchange of ideas and engages staff in active intellectual inquiry.
7.2 Building the capacity of others	• Does not communicate high expectations and high standards for staff. • Does not ensure staff receives adequate opportunities for professional learning and development. • Provides ineffective professional learning and development.	• Ensures some professional learning and development for staff that somewhat aligns to district strategic work.	• Ensures adequate professional learning and development to meet staff needs. • Ensures that professional learning and development is job-embedded, ongoing, and aligns to district strategic work. • Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. • Ensures team deliverables are met.	• Values colleagues and team members. • Delegates authority and responsibility for accomplishing projects or assignments. • Makes adjustments as needed and ensures accountability. • Leads, empowers, assigns, delegates, and coordinates people and efforts to achieve targeted results.

Criterion 7 Rubric | Leading and Building the Leadership Capacity of Others
(continued)

Elements	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
7.3 Creating opportunities for shared leadership	• Offers no model or opportunity for shared leadership.	• Offers opportunities for staff to be in leadership roles. • Uses strategies for shared leadership.	• Provides continual opportunity and invitation for staff to develop leadership qualities. • Implements structures to distribute leadership. • Analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities.	• Cultivates leadership qualities in others. • Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes. • Involves staff in leadership roles that foster career development.
7.4 Leading, supervising, and evaluating individuals and teams	• Avoids conversations; does not make time for conversations. • Is not available to staff or other stakeholders. • Does not communicate high expectations and high standards for staff. • Fails to monitor staff performance. • Provides insufficient or ineffective feedback to staff. • Fails to follow established processes and meet timelines for staff evaluation.	• Moderately communicates high expectations and standards for staff. • Inconsistently monitors staff performance. • Provides inconsistent feedback to staff. • Inconsistently holds staff accountable for achieving high expectations and standards.	• Consistently communicates high expectations and standards for staff. • Consistently monitors staff and holds staff accountable for achieving high expectations and standards. • Provides consistent, high quality feedback to staff. • Identifies areas needing improvement and provides staff with support to grow as individuals within the division or department. • Manages discipline issues effectively. • Follows established processes and meet timelines for staff evaluation.	• Regularly engages in essential individual and team conversations for coaching, delegation, and confrontation. • Recognizes staff strengths and provides leadership opportunities to actualize strengths to improve the division or department as a whole. • Staff demonstrates confidence in their ability to engage in essential conversations for ongoing improvement. • Artfully manages team dynamics.

Criterion 8 Rubric | Growing Professionally

Promoting the success of the organization by focusing on personal professional growth.

An effective central office leader acknowledges his or her or own need for on-going professional growth and improvement. Effective leaders take initiative to focus on their own continuous growth and improvement to further and promote the district mission, vision, values, and goals.

Elements	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
8.1 Reflecting on professional practice	• Does not reflect on professional practice. • Is not able to accurately assess strengths and areas for continued growth. • Does not accept feedback in a productive manner.	• When reminded or directed, attempts to reflect on professional practice. • Is able to somewhat accurately assess strengths and areas for continued growth.	• Regularly reflects on professional practice and accurately assesses strengths and areas for growth. • Welcomes feedback from supervisors and colleagues to inform assessment of strengths and areas for growth.	• Routinely reflects on professional practice and connects professional practice with evidence-based outcomes. • Seeks feedback from supervisors and colleagues.
8.2 Setting goals for professional growth	• Does not set goals for professional growth.	• When reminded or directed, sets basic goals for professional growth.	• Uses data and feedback to set specific, measureable, action-oriented, reasonable, time-based goals for professional growth.	• Routinely assesses progress toward goal attainment.
8.3 Participating in a professional community and engaging in professional learning	• Does not participate in professional community or engage in professional learning activities. • Functions independently with "silo" mentality.	• When reminded or directed, participates in professional community and professional learning.	• Actively engages in professional community and ongoing professional learning.	• Values team members, connects to their work, and professionally challenges others. • Supports the growth of colleagues.
8.3 Showing Professionalism	• Does not actively or productively engage with team. • Violates norms.	• When reminded or directed, engages appropriately with team and follows norms.	• Actively and productively engages with team. • Follows norms.	• Accepts responsibility, acknowledges failures, and celebrates accomplishments. • Helps team to follow norms.

Forms

Central Leadership Team
Reflection and Self- Assessment Form

Directions: Reflect on and assess yourself on each element within each criterion. When finished, based on your self-assessment, use the space provided to reflect on strengths and areas for professional growth and to brainstorm goals for professional growth.

Criterion 1 Rubric | Fostering District Culture
Demonstrating understanding of and commitment to district mission, vision, values, and goals.

Element	Unsatisfactory	Basic	Proficient	Distinguished
1.1 Developing and nurturing a culture that supports the district mission, vision, values, and goals	• Does not communicate the district mission, vision, values and goals. • Demonstrates or tolerates behaviors and activities in opposition of district mission, vision, values and goals.	• Understands how the work of the department or division is aligned to the district mission, vision, values and goals. • Ensures staff understands how the work of the department or division is aligned to the district mission, vision, values and goals.	• Communicates how the work or division is aligned to the district mission, vision, values and goals. • Holds staff accountable to ensure behaviors and activities are aligned to the district mission, vision, values and goals.	• Assumes responsibility to ensure the work of the department or division is aligned to the district mission, vision, values and goals. • Fosters staff and community commitment to the district mission, vision, values and goals.
Element	Unsatisfactory	Basic	Proficient	Distinguished
1.2 Demonstrating commitment to Central Leadership Team operating principles	• Ignores or violates agreed to operating principles.	• When reminded or directed, adheres to operating principles.	• Follows operating principles. • Raises organizational culture issues as appropriate.	• Assumes responsibility for and ownership of operating principles. • Fosters shared commitment to operating principles.

Criterion 2 Rubric | Communicating, Facilitating, and Presenting
Engaging in effective and efficient two-way communication.

Element	Unsatisfactory	Basic	Proficient	Distinguished
2.1 Writing for a variety of audiences and purposes	• Written communication is sparse and opportunities to communicate are missed.	• When directed or reminded, develops written communication that conveys accurate information.	• Creates clear, concise, accurate, and appropriate written materials. • Aligns format, style, and purpose are with intended outcome and audience. • Vets written communication with others as appropriate; seeks and uses constructive feedback.	• Assumes responsibility to proactively seek out opportunities for written communication to enhance organizational understanding. • Creates clear, concise, accurate, and appropriate written materials suitable for designated audience; understands and demonstrates sensitivity to context.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
2.2 Facilitating and presenting to a variety of audiences and for a variety of purposes	• Does not prepare adequately or appropriately. • Does not monitor audience and is unable to adjust facilitation and/or presentation accordingly.	• Prepares adequately. • When reminded or directed, aligns format, style, and purpose with intended outcome. • Facilitates adequately.	• Prepares and presents information in an organized, clear, effective manner. • Aligns format, style, and purpose with intended outcome. • Monitors the audience and adjusts facilitation and/or presentation accordingly. • Ensures materials support presentation outcome. • Facilitates effectively toward intended outcome.	• Assumes responsibility for facilitation and presentation success. • Proactively involves others in development of facilitation and presentation strategies. • Seeks and accepts participant feedback; makes adjustments accordingly. • Materials and strategies show evidence of thoughtful and intentional planning. • Is fluent in interest-based facilitation processes.
Elements	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
2.3 Communicating for understanding	• Avoids opportunities for active listening. • Dismisses divergent opinions and diverse perspectives. • Lacks timely communication.	• Listens to feedback. • Provides feedback. • Communicates in a timely manner.	• Actively listens and seeks to understand; respectfully considers divergent opinions. • Communicates effectively and; responds to and provides feedback appropriately.	• Anticipates feedback and divergent opinions; proactively communicates. • Proactively seeks and considers various stakeholder perspectives.

Criterion 3 Rubric | Managing Resources
Ensuring that staff and fiscal resources support achievement of strategic goals and fulfillment of legal/policy responsibilities.

Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
3.1 Managing human resources (hiring, on-boarding, assigning, succession planning)	• Does not adequately address issues in hiring and assigning staff. • Does not make an effort to ensure quality personnel in each position.	• With direction and assistance, effectively hires, assigns, and on-boards permanent, temporary and contracted resources.	• Effectively hires, assigns, and on-boards permanent, temporary and contracted resources. • Sets clear expectations and establishes effective and efficient structures and procedures for department/division.	• Assumes responsibility for the effective organization of division or department to accomplish strategic work. • Proactively and strategically succession plans for key roles within the department or division. • Appropriately assigns and advocates for human resources as needed.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
3.2 Managing fiscal resources	• Does not make fiscal decisions that maximize resources in support of strategic work. • Overspends allocated resources.	• Demonstrates some understanding of budget allocations and timelines. • With direction and assistance, manages spending to stay within budget.	• Fully understands the department budget allocations and timelines. • Manages spending to stay within budget. • Ensures budgets are spent in compliance with state education funding and expense regulations.	• Maximizes dollars spent and stewards project budgets to ensure costs are contained. • Seeks opportunities to reduce costs. • Proactively seeks refunds or additional funding sources where appropriate.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
3.3 Fulfilling legal/policy responsibilities	• Does not demonstrate adequate knowledge of legal and/or policy responsibilities. • Exhibits or tolerates behaviors that conflict with law and/or policy.	• Demonstrates some understanding of legal and/or policy responsibilities. • When directed or reminded, exhibits behavior that align with law and/or policy.	• Demonstrates deep knowledge and applies knowledge in day-to-day work. • Consistently holds self and staff to legal and/or policy standards. • Drafts policy updates as requested. • Completes assignments and reports in a timely manner.	• Proactively addresses legal and or policy issues to ensure organization alignment and coherence. • Applies laws, policies, and procedures fairly and ethically.

Criterion 4 Rubric | Leading Initiatives and Continuous Improvement Efforts
Developing, implementing and evaluating data-informed plans for strategic work and division or department improvement.

Element	Unsatisfactory	Basic	Proficient	Distinguished
4.1 **Seeking, analyzing, and interpreting multiple data sources to inform needs and direction**	• Does not accept responsibility for strategic work. • Does not seek out or consider data to inform direction. • Functions independently with "silo" mentality.	• Relies on incomplete data to inform direction. • Does not seek continuous improvement; accepts status quo. • Follows project management processes.	• Identifies and engages stakeholders who will be impacted by and who will contribute to major projects and keeps them apprised of project status. • Analyzes and interprets available data to make informed decisions about strengths and areas of need. • Researches best practice to inform direction and plan.	• Sets and maintains high expectations for goal/performance target attainment. • Systematically collects and reflects on qualitative and quantitative data. • Internalizes project management processes; work collaboratively and interdependently with other departments and divisions.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
4.2 **Seeking, analyzing, and interpreting multiple data sources to inform planning and learning**	• Does not accept responsibility for strategic work. • Does not appropriately consider stakeholder readiness. • Functions independently with "silo" mentality.	• Assumes readiness and inadequately anticipates change impacts.	• Accurately assesses project scope, risks and stakeholder impact of major projects. • Seeks data to understand readiness to implement; uses data appropriately to inform planning and learning processes.	• Strategically builds readiness for implementation. • Garners organizational support for change.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
4.3 **Planning for and executing implementation**	• Does not adequately plan for implementation; does not fully follow through with established implementation plans.	• Follows implementation plan. • Inadequately plans for contingencies.	• Develops data-informed implementation plans; ensures systems for support for implementation. • Designs realistic timelines to complete major projects within the context of the work of the department and the district. • Intentionally and systematically monitors implementation and adjusts plans accordingly.	• Proactively plans for problems and implementation dips; has contingency plans and support strategies ready. • Celebrates implementation successes and recognizes efforts of others.

Element	Unsatisfactory	Basic	Proficient	Distinguished
4.4 Evaluating effectiveness and assuming responsibility for results of the department or division	• Does not evaluate effectiveness of initiatives or improvement efforts.	• When directed, initiates processes. • Follows established organizational processes.	• Develops data-informed evaluation plans; ensures systems for support for evaluation. • Documents department processes clearly for others to understand and follow. Tests clarity and adjusts before publishing.	• Ensures staff follows organization and department processes. • Regularly evaluates processes to ensure they are effective. • Uses evaluation results to identify and maximize program effectiveness. • Creates new processes to respond to the needs of the organization.

Criterion 5 Rubric | Problem Solving and Decision Making

Demonstrating initiative, sound judgment, integrity, and creativity in approaching problems and decisions.

Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
5.1 Identifying and solving problems	• Ignores issues and problems.	• Identifies issues problems and raises them to supervisors.	• Take initiative to identify issues and problems; seeks data to inform options. • Develops potential solutions. • Vets potential solutions with supervisor as appropriate. • Demonstrates sound judgment, integrity, and creativity in identifying and solving problems.	• Assumes responsibility for issues and problems. • Values stakeholders and engages stakeholders as appropriate to develop potential solutions. • Understands potential political, legal and policy context of potential solutions and identifies strategies to mitigate potential impacts.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
5.2 Making decisions	• Evades decision-making responsibility. • Is unable to make recommendations or decisions. • Makes decisions unilaterally without appropriate stakeholder involvement.	• With support and assistance, is able to think through and execute appropriate decision-making processes.	• Keeps the district mission, vision, values, and goals at the forefront of decision making. • Articulates decision making processes. • Engages affected stakeholders authentically and respectfully in decision-making processes. • Demonstrates sound judgment, integrity and creativity in decision-making.	• Appropriately adapts decision making processes to situational context. • Links decisions to improvement of student and/or organizational outcomes.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
5.3 Evaluating and monitoring results/impacts of decisions	• Does not monitor results/impacts of decisions.	• When reminded or directed, seeks data to evaluate and monitor results/impacts of decisions.	• Takes initiative to proactively seek data to evaluate and monitor results/impacts of decisions.	• Assumes responsibility for decisions and re-visits decisions when appropriate as suggested by data and outcomes.

Criterion 6 Rubric | Engaging Communities

Promoting the success of the organization by creating and sustaining a culture of collaboration and authentic community engagement.

Element	Unsatisfactory	Basic	Proficient	Distinguished
6.1 Collaborating with colleagues to promote student, professional, and organization learning	• Does not productively collaborate with school and district colleagues. • Functions independently with "silo" mentality.	• When reminded or directed, collaborates with school and district colleagues.	• Productively leads and/or engages in cross-division and department project teams. • Values school and district colleagues and proactively seeks opportunities for collaboration.	• Assures a system of communication and collaboration that provides for the responsible exchange of information among school and district staff and other stakeholder groups.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
6.2 Engaging the community to promote student, professional, and organizational learning	• Communication with the community is sparse or ineffective.	• Communication with the community is informational rather than two-way.	• Contributes toward development of effective public participation strategies between department or division, school, parents, and the community. • Effectively uses multiple communication and engagement strategies and channels to engage intended stakeholders.	• Proactively develops relationships with key community stakeholders. • Establishes a feedback loop that is invitational, transparent, trusted and effective. • Relies on multiple participation strategies (surveys, focus groups, advisories, forums). • Using marketing skills to mobilize support and resources as appropriate.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
6.3 Partners with the community to promote student, professional, and organizational learning	• Demonstrates little to no effort to engage families or the community in district efforts.	• Encourages and supports involvement of the community in district efforts. • Demonstrates some effort toward family and community engagement.	• Builds partnerships with parent and community groups to inform department or division continuous improvement efforts.	• Serves in ambassador role for the district. • Uses the influence of the office to positively build community partnerships and build community connections and influence community support for the district.

Criterion 7 Rubric | Leading and Building the Leadership Capacity of Others
Promoting the success of the organization by creating a culture focused on continuous professional growth.

Element	Unsatisfactory	Basic	Proficient	Distinguished
7.1 Providing for social, emotional, and intellectual safety of others	• Neglects to consider the social, emotional, or intellectual safety of staff. • Does not model an appreciation for diversity of ideas and opinions.	• Strives to provide appropriate emotional support to staff. • Ensures that division or department team norms clearly define acceptable behavior. • Demonstrates acceptance for diversity of ideas and opinions.	• Assumes responsibility for creating practices that maximize the social, emotional, and intellectual safety of staff. • Models and reinforces team norms. • Reinforces protective factors that reduce risk for staff. • Protects the rights and confidentiality of students and staff. • Demonstrates appreciation for and sensitivity to the diversity in the school community. • Celebrates individual and team successes.	• Makes emotional and intellectual safety a top priority for staff. • Assures a division or department culture in which students and staff are acknowledged and connected. • Empowers, trains, and expects staff to improve and sustain a culture of emotional safety. • Cultivates intellectual safety, promotes open exchange of ideas and engages staff in active intellectual inquiry.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
7.2 Building the capacity of others	• Does not communicate high expectations and high standards for staff. • Does not ensure staff receives adequate opportunities for professional learning and development. • Provides ineffective professional learning and development.	• Ensures some professional learning and development for staff that somewhat aligns to district strategic work.	• Ensures adequate professional learning and development to meet staff needs. • Ensures that professional learning and development is job-embedded, ongoing, and aligns to district strategic work. • Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. • Ensures team deliverables are met.	• Values colleagues and team members. • Delegates authority and responsibility for accomplishing projects or assignments. • Makes adjustments as needed and ensures accountability. • Leads, empowers, assigns, delegates, and coordinates people and efforts to achieve targeted results.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
7.3 Creating opportunities for shared leadership	• Offers no model or opportunity for shared leadership.	• Offers opportunities for staff to be in leadership roles. • Uses strategies for shared leadership.	• Provides continual opportunity and invitation for staff to develop leadership qualities. • Implements structures to distribute leadership. • Analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership opportunities.	• Cultivates leadership qualities in others. • Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes. • Involves staff in leadership roles that foster career development.

Criterion 8 Rubric | Growing Professionally
Promoting the success of the organization by focusing on personal professional growth.

Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
8.1 Reflecting on professional practice	• Does not reflect on professional practice. • Is not able to accurately assess strengths and areas for continued growth. • Does not accept feedback in a productive manner.	• When reminded or directed, attempts to reflect on professional practice. • Is able to somewhat accurately assess strengths and areas for continued growth.	• Regularly reflects on professional practice and accurately assesses strengths and areas for growth. • Welcomes feedback from supervisors and colleagues to inform assessment of strengths and areas for growth.	• Routinely reflects on professional practice and connects professional practice with evidence-based outcomes. • Seeks feedback from supervisors and colleagues.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
8.2 Setting goals for professional growth	• Does not set goals for professional growth.	• When reminded or directed, sets basic goals for professional growth.	• Uses data and feedback to set specific, measureable, action-oriented, reasonable, time-based goals for professional growth.	• Routinely assesses progress toward goal attainment.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
8.3 Participating in a professional community and engaging in professional learning	• Does not participate in professional community or engage in professional learning activities. • Functions independently with "silo" mentality.	• When reminded or directed, participates in professional community and professional learning.	• Actively engages in professional community and ongoing professional learning.	• Values team members, connects to their work, and professionally challenges others. • Supports the growth of colleagues.
Element	*Unsatisfactory*	*Basic*	*Proficient*	*Distinguished*
8.3 Showing Professionalism	• Does not actively or productively engage with team. • Violates norms.	• When reminded or directed, engages appropriately with team and follows norms.	• Actively and productively engages with team. • Follows norms.	• Accepts responsibility, acknowledges failures, and celebrates accomplishments. • Helps team to follow norms.

Based on your self-assessment, what do you consider to be your areas of strength?

Based on your self-assessment, what do you consider to be your areas for continued growth?

Based on your self-assessment, what do you believe should be your goals for professional growth?